



St. Augustine College  
at LEWIS UNIVERSITY

# Catalog 2023 – 2025

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## **About St. Augustine College**

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### **St. Augustine College History**

The first permanent European settlement in what is now the United States of America was named St. Augustine and was founded by Pedro Menendez de Aviles on September 8<sup>th</sup>, 1565, fifty-five years before the landing of the pilgrims in New England (1620). Just as these Spanish settlers were pioneers in their time, so were the founders of St. Augustine College: pioneers in bilingual (dual language) higher education. The College is also named after Bishop Augustine of Hippo (b. 354, d. 430), a theologian, educator, and philosopher whose teachings helped to shape modern thought, and whose philosophy of educating people in their languages rather than in the mainstream language of his time (Latin) lies at the very foundation of what our St. Augustine College is and does.

On October 7<sup>th</sup>, 1980, the Illinois State Board of Higher Education granted operating authority to the first bilingual education of higher education in Illinois: St. Augustine College. This educational setting is one of very few in Illinois, and moreover in the whole country. St. Augustine College came into existence as a result of many years of work, observation, and research, and under the auspices of the Spanish Episcopal Services, an educational agency created by the Episcopal Diocese of Chicago in 1970 and led by Father Carlos A. Plazas, Ph.D., our Founder.

The College's founders reacted to observation and research that indicated that a large number of Hispanic adults, because of their specific circumstances, could benefit of dual language (bilingual) academic (and also vocational) programs. These findings unequivocally indicated that Hispanic adults were fully capable of participating in rigorous educational programs, but needed assistance to be able to compete at the higher education level. 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 creation of St. Augustine College.

The current leadership of St. Augustine College, under the guidance of its President, Dr. Reyes Gonzalez, continues the mission that was first outlined more than forty years ago, while presiding the transformation of the College into an institution that still embraces its students as family and merges tradition and modernity for the best of the communities it serves.

### **Mission Statement**

St. Augustine College, a Hispanic-serving institution founded in 1980, promotes equitable changes for a global society by providing academic excellence, advancement of knowledge and creative innovations to equip our graduates with a strong educational foundation, integrity, genuineness, compassion and leadership. Our multiculturally supportive and bilingual institution of higher learning is dedicated to strengthening personal identities and reinforcing cultural interaction for Latinos and individuals of diverse groups and faiths.

### **Vision Statement**

We envision a future where education is no longer just for those who fit a certain cultural norm or can afford it, but rather a life-changing experience where people of all ethnicities, genders and economic backgrounds can learn the skills they need to move forward in their careers or academic pursuits. By giving students from diverse backgrounds the academic, cultural and financial support they need, they can overcome challenges in earning their degree and set themselves up for a successful future.

### **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 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 need educational reinforcement 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.
- 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.
- Creation of partnerships with corporations, community agencies, and organizations which serve the community, to increase student alternatives and opportunities for successful functioning in the world of work and in 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 is 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 members have the ability to help educationally disadvantaged students reach a level of knowledge and skills that enables them to function effectively in American society.
- We believe that education is a lifelong endeavor; and, therefore, we 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**

The main campus is located on the North side of Chicago in an area known as Uptown. This monumental campus sits on three-acres and has been designated as a landmark by The City of Chicago's Landmark Commission. In 1907, The American Film Industry was born in the Essanay Studios which used to be located right here at 1345 W. Argyle St. Notable silent screen stars such as Charlie Chaplin, filmed movies in the Essanay Studios which later created history.

The Main Campus consists of two buildings that is connected by an overhead bridge; East (which is located closer to mains street Broadway) & West (which is located closer to main street Clark). This campus is stationed in a beautiful diverse, residential neighborhood with accessibility to public transportation such as bus and train. Along with a designated parking lot and bike area, this location also has a self-contained chapel. The West Building is dedicated to student learning and student life. Here students attend their classes, meet with professors, see academic advisors, do research in the library, eat at designated table/seating areas, and meet up with each other in the atrium. In addition to the offices, classrooms and laboratories, the West Building also houses The St. Augustine Hall with a seating capacity of 500 hundred people. The East Building is dedicated to IWE and has an instructional kitchen for culinary students. The Institute for Workforce Education is the leading provider of bilingual workforce development services in Illinois and hosts several programs in this building.

### **South Side Campus**

The South Side Location is in the heart of Little Village at 2610 W. 25<sup>th</sup> Place. Public transportation is a block down and not too far away is the CTA train. Surrounding establishments includes The National Museum of Mexican Art, local restaurants, and shopping marts in the area. This campus facility holds twelve classrooms, three computer laboratories with a capacity of 22 students per lab, and the Resources and Study Room which includes print and non-print materials. Trade training programs are also hosted at this location.

### **West Town Campus**

The West Town location is in the center of Logan Square at 3255 W. Armitage. This campus facility houses classrooms, three computer laboratories and a cafeteria with beautiful skylight. Public transportation is easily accessible with a bus stop located right in front of the building on the main street Armitage. Parking is available for students and staff in the designated parking lot. Students, faculty and staff also have access to do recreational activities at the 606, a local hiking area, public park establishments and more.

### **Aurora Campus**

The Aurora location is the newest, renovated site only being opened for 9 years in counting. The west suburban campus is located at 841 N. Lake St., which is approximately 1.4 miles from I-88. This site is easily accessible from all directions in the region. This college campus has classrooms, science and computer labs, lounge/study areas, and an Information Commons/Library. Along with this parking is available to students, faculty, and staff in its designated parking lot. Public transportation is also

available through Pace Bus Services. Surrounding establishments include restaurants, retailers and The Chicago Premium Outlet that is open to residents and the public.

### **Campus Security**

St. Augustine College complies with The Crime Awareness Act and reports statistics regarding criminal occurrences at all facilities annually to its college community. This is done to make sure awareness is spread amongst one another and to keep the campus environments safe.

### **Door Security**

Please note that the college doors are open from 8am – 5pm Monday-Saturday. At 5pm the doors are locked and you will need a keycard to enter the building. You may also use your smart phone to gain entrance. To obtain your keycard please see the IT department during regular business hours.

### **Emergency Notifications**

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 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
- 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.

### **Emergency Situations**

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

The addresses when reporting an emergency are:

- Main Campus: 1345 W. Argyle, Chicago, IL 60640
- Institute for Workforce Education Location: 1333 W. Argyle, Chicago, IL 60640
- West Campus Location: 3255 W. Armitage, Chicago, IL 60647
- South Campus Location: 2610 W. 25<sup>th</sup> Place, Chicago, IL 60608
- Aurora Campus Location: 841 N. Lake St., Aurora, IL 60506

Please contact The Administration at the Main Campus via phone (773-878-8756) which is also used for The Institute for Workforce Education Location, West, South & Aurora Campus Locations of any

emergency after calling 911 and finding a safe location. If immediate assistance is not needed, please reach out directly.

## **Admission**

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### **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 to schedule an appointment with an admission counselor or visit <http://apply.staugustine.edu/> to start your application.
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 must complete the admissions application and submit all supplementary documentation. All students are encouraged to complete the Free Application for Federal Student Aid (FAFSA) or Alternative Application for Illinois Financial Aid.
6. Applicants with disabilities requesting special accommodation 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 from an accredited institution
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 official documents. 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:

- Official high school transcript (distance high school must be accredited by a regional association),
- Official transcript of the General Educational Development (GED) Test,
- Proof of completion of equivalent high school work in a foreign country, or
- Official college transcript documenting at least 24 transferable semester credit hours. Admission based on transferred credit does not in and of itself guarantee 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.**

Transcripts can be mailed to:

St. Augustine College  
Attention: Office of Admissions  
1345 W. Argyle St.  
Chicago, IL 60640

**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 if the student maintains continuous enrollment. Students who experience interrupted enrollment should refer to the Readmission Policy.**

### **Additional Requirements**

Additional admission requirements apply to certain programs according to curriculum requirements and/or requirements for professional standards. Refer to Specific Programs Requirements for the Bachelor of Social Work, and for the Associate of Applied Science in Respiratory Therapy programs for additional information.

### **Background Check Requirements**

Before placement in some programs, e.g., Social Work or 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 practicums are scheduled. If you have any questions about this requirement, ask the Academic Advisor in the department to which you are applying for admission.

### **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 a minimum of 12 credit hours during any two, eight-week semesters. 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 eligible to participate in the College merit SAC award aid.

### **Readmission**

Any previously admitted student who has not registered or attended classes for at least one semester must apply for Readmission to the Office of Admissions. To do so a student must submit a new application to the college by making an appointment with an admission counselor or applying online at <http://apply.staugustine.edu/> 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. Readmission is not guaranteed if a student is in violation of academic policies.

### **Student-at-Large**

Students-at-large are defined as those who want to take one or more courses for the benefit of personal development and who aren't interested in degree completion. Students-at-large are ineligible for financial aid in all its forms except the summer scholarship program.

The following guidelines apply to students-at-large:

- Admission requirements apply (U.S. high school, GED, foreign high school, or 24+ college-level credit hours), as well as placement exam to ascertain if the potential student-at-large is eligible to take the desired class(es).
- Students-at-large aren't allow to enroll for more than twelve credit hours in a given semester.
- Students-at-large cannot accumulate more than twenty-four credit hours under the student-at-large status designation. Any further coursework requires change of status to degree-seeking.

## Financial Requirements

### Cost of Attendance

#### FULL - TIME STUDENTS: 4 COURSES (16 credit hours @ \$537.00 / Cr.- Hr.) TWO MODULES

Regular Tuition (4 courses)	\$8,592.00
Technology and Material Fee	\$400.00
<b>TOTAL COST</b>	<b>\$8,992.00</b>
The first payment is required on the first day of classes. The amount varies per student.	
*Course Fee - some courses may require an additional fee (not covered by Financial Aid)	

#### FULL - TIME STUDENTS: 3 COURSES (12 credit hours @ \$537.00 / Cr.- Hr.) TWO MODULES

Regular Tuition (3 courses)	\$6,444.00
Technology and Material Fee	\$400.00
<b>TOTAL COST</b>	<b>\$6,844.00</b>
The first payment is required on the first day of classes. The amount varies per student.	
*Course Fee - some courses may require an additional fee (not covered by Financial Aid)	

#### PART - TIME STUDENTS: 2 COURSES (8 credit hours @ \$537.00 / Cr.- Hr.) TWO MODULES

Regular Tuition (2 courses)	\$4,296.00
Technology and Material Fee	\$400.00
<b>TOTAL COST</b>	<b>\$4,696.00</b>
The first payment is required on the first day of classes. The amount varies per student.	
*Course Fee - some courses may require an additional fee (not covered by Financial Aid)	

#### LESS THAN PART - TIME STUDENTS: 1 COURSE (4 credit hours @ \$537.00 / Cr.- Hr.) ONE MODULE

Regular Tuition (1 course)	\$2,148.00
Technology and Material Fee	\$200.00
<b>TOTAL COST</b>	<b>\$2,348.00</b>
The first payment is required on the first day of classes. The amount varies per student.	
*Course Fee - some courses may require an additional fee (not covered by Financial Aid)	

### Additional Fee Description

VISA Students Need to Pay 50% of Regular Tuition to Register (16crs hours)	\$4,296.00
SEVIS I-20 Processing Fee (Non-Refundable)	\$50.00
Returned Checks Fee	\$35.00
Diploma or Certificate Replacement	\$75.00
School ID Card Replacement	\$5.00
Official Transcripts Fee	\$5.00
Technology and Material Fee - per module (8 weeks)	\$200.00
Graduation Fee	\$50.00

\*Selected courses may carry a fee in addition to tuition charges (not covered by Financial Aid). Inquires on course fees should be redirected to the Office of the Bursar. Tuition & Fees are subject to change without prior notice

### **Payment of Tuition and Fees**

Charges for tuition and fees are due and payable in full at the time of registration for any semester or students must arrange a payment plan agreement with the Office of the Bursar. Use of payment plan agreement does not relieve the student of the obligation of the total semester charges, subject to the withdrawal and refund policies of the College. Charges may be paid by money order, VISA, MasterCard, Discover, cash, or personal check. 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 noted in the Course Description section of this catalog. Inquiries about current course fees should be directed to the Office of the Bursar.*

### **Refunds, Including Title IV Refunds**

Any student who withdraws (drops) from a class on or before the end of the second 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 second 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 the 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.

The withdrawal date is defined as the withdrawal date recorded by the Registrar's Office.

## **Financial Aid**

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Anyone accepted for admission as a regular student 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 (ISAC)**

The Illinois Student Assistance Commission Monetary Award Program (MAP) may be available to students 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.

### **Retention of Illinois Students & Equity (RISE) Act and Alternative Application for Illinois Financial Aid**

The RISE (Retention of Illinois Students and Equity) Act allows eligible undocumented students to apply for all forms of state financial aid. The Alternative Application for Illinois Financial Aid provides undocumented students who are Illinois residents and previously ineligible a pathway to apply for the MAP Grant.

### **Federal Financial Aid (Federal Pell Grant)**

This is a federal assistance program for any undergraduate student who demonstrates financial need as determined by the FAFSA (Free Application for Federal Student Aid). 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 undergraduate students who demonstrates exceptional financial need as determined by the FAFSA. The federal government provides post-secondary institutions with allocations from which Financial Aid Office counselors make awards. Application must be made for each academic year

### **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 a Learning Facilitator.

#### **New Students:**

A new student must apply through the Financial Aid Office and make arrangements through their Admissions Counselors to take a test designated for this purpose.

#### **Continuing Students:**

A continuing student must complete an application for institutional aid each time he or she seeks a financial assistance award. The Financial Aid office 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 institutional grants provided directly by the College. These awards are conferred (within the limits of the funds available) based on the needs of students who are progressing satisfactorily and who are in good standing with the Office of the Bursar.

### **Other Awards**

Occasionally, St. Augustine College receives grants or donations for specific academic 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 for 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 should 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, should 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 should 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.

### **St Augustine College Welcomes Veterans and Military Personnel**

Veterans and military personnel and their families will find a warm welcome at St. Augustine College. The college has an open admissions policy, meaning that anyone who has earned a high school diploma or the equivalent (passed the GED test) or who has earned a minimum of 24 transferable semester credit hours from other accredited institutions is eligible for admissions. Persons who attend high school or college in another country must have their work evaluated by a recognized credit evaluation agency. The Office of Admissions will provide a list of such agencies upon request.

### **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 Office of Financial Aid.

### **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 Learning Facilitators.

The College's Satisfactory Academic Standards and Progress Policy includes two parts:

Part I: Academic Standards

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 in compliance with the Satisfactory Academic Standards Policy if their 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; please notice that specific programs might have their own minimum GPA requirements for graduation.

### Cumulative GP Measurement

The cumulative grade point average (GPA) is computed at the end of each semester based on 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 points, 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
NW	= Not 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.

### 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 the hours you attempted with final grades of A, B, C, and D, and dividing this number by the total hours you have attempted (with any grade). If the result is 0.66 or higher (2/3) you are “In satisfactory completion rate” (IC). If the result is 0.65 or less, you are “Not in satisfactory completion rate” (NC).
3. **Maximum Time Frame.** You must complete your degree within 1.5 times the number of hours required for the degree and program of study. If you have not yet attempted 1.5 times the number of minimum hours required to graduate from your program, you are “In time frame” (IT). If you exceed the maximum time frame you will be “Not in time frame” (NT). If you exceed the 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) your 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 a Learning Facilitator. 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 a Learning Facilitator and approved by the Financial Aid Appeal Committee and the Dean of Academic Affairs.

**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 Academic Affairs. 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.

### **Definition of Important Terms**

**Credit/Credit Hour:** One credit/credit hour = 100 minutes of instruction per week for 8 weeks

**Hours Attempted:** The number of credit hours for which a student enrolls, except for hours carrying a V or EW grade designation

**Hours Completed (Earned):** The number of credit hours completed by the student for which a passing grade (A, B, C, or D) is recorded

**GPA Hours:** The number of credit hours which carry a grade designation of A, B, C, D, F, or IF

**Academic Year:** A period comprised of the terms Fall 1, Fall 2, Spring 1, Spring 2, and Summer

**Good Academic Standing:** The status following a full term 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 term at St. Augustine College are granted this status for the duration of that term

**Academic Term:** A period of time for class instruction with the duration of 8 weeks. The College has five academic terms that comprise an academic year: Fall 1, Fall 2, Spring 1, Spring 2, and Summer

**Official Withdraw:** A total withdraw from all classes

**Elective:** Courses selected by the student that help fulfill general education or core requirements of the degree program

**Prerequisite:** A required course or courses that a student must take, or a level of proficiency that must be demonstrated, before that student is permitted to enroll in a particular course

**Co-requisite:** A required course to be taken simultaneously with another course

## Registration

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### **Prerequisite Policy**

Students should notice that course descriptions often refer to one or more prerequisite courses that must be satisfactorily completed before effective enrollment. Having one or more prerequisites for a course is an academic decision faculty take as they see the course(s) as a necessary foundation for student learning. Therefore, it is the student's responsibility to work with the Learning Facilitator to ensure that needed prerequisites have been completed before the start date of the term when the class that calls for one or more prerequisites is to be taken. Since registration often occurs before the previous term ends, it is important to review the completion of the prerequisites in time, and make changes to registration if needed.

Prerequisites can be waived in only very exceptional and justified circumstances. In such cases, it is the student responsibility, in coordination with the Learning Facilitator, to request the waiver from the appropriate Program Director, who will consider the case and consult with the Dean of Academic Affairs if there is merit in the request. The Dean of Academic Affairs' decision will be final.

### **Academic Placement**

St. Augustine College requires all students to take placement exams in English and Mathematics as part of the admission process; these no-pass, no-fail tests are designed to ensure that students are enrolled in the right English and Mathematics courses.

If the student is transferring English courses at the Composition I level, and/or Mathematics at the College Algebra or similar 200-level, there is no requirement to take the placement exams.

### **Registration Timeline**

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. Academic Calendar can be accessed on our SAC website, [www.Staugustine.edu](http://www.Staugustine.edu) and via SAC Campus Connect.

The Schedule of Classes will be available from the Office of Student Services.

### **Early Registration**

Currently enrolled students may register for future semesters once the class schedule is finalized and approved by the administration. Students will be notified when registration is officially open.

### **Late Registration**

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

### **Auditing a Course**

Registering to audit a course can occur only within the regular registration period; no late audit registrations will be accepted. Students may not change from audit to credit or credit to audit once the term has started. Exams and papers assigned to students taking the class for credit do not apply to auditing 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, and no financial aid is available for auditing a class.

### **Adding/Dropping a Course**

Students may add/drop a course by contacting their Learning Facilitators. The Academic calendar states the last day to add/drop courses per designated sub-term.

### **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. Students should contact their Learning Facilitators to discuss options and possible consequences of joining a class that has already started. Any class/course change must have the concurrence of the School Chair(s) and Dean of Academic Affairs.

### **Type of Withdrawals**

St. Augustine College allows student withdrawals to better meet the needs of students who feel the need of cancelling their registration because of major issues. Withdrawals may be student-initiated, or in some circumstances they are initiated by the Learning Facilitator if communication with the student has been lost.

Students seeking to withdraw from one or more courses should approach their Learning Facilitators and explore options, and the possible consequences on their financial aid assistance packages. The broad variability of the cases prevents this entry to reflect all the possible permutations, and thus the inquiry with Financial Aid, facilitated by the Learning Facilitator, is highly recommendable. Either if initiated by the student, or initiated by the Learning Facilitator, it is always the Learning Facilitator who submits the withdrawal, and the student remains officially registered, with all its effects and consequences, until and unless the official withdrawal is entered.

#### **D - Registration Drop**

Students who withdraw on or before Monday of the third week of the term (census date), irrespective of attendance, will be eligible for 100% refund and their registration will be cancelled. The same period applies to classes that meet during sixteen weeks and the few ones that start at a later time in the term.

#### **EW - Exceptional-Circumstances Withdrawal**

Students who are still registered after the census date but have zero attendance will be assigned a final grade designation of EW, which doesn't affect GPA computations nor counts as attempted hours for financial aid. Having even only one attendance after the census date renders the student ineligible for EW.

Students who have received an EW grade designation aren't eligible to return to the class nor have grades other than EW entered.

#### **AW - Administrative Withdrawal**

Students who have been continuously absent for four or more sessions will be withdrawn from the class(es) and a final grade designation of AW will be entered, for which the student's agreement is not required.

The withdrawal period for AW begins the day after census date and runs until Monday of week 7 (for 8-week classes) or Monday of week 14 (for 16-week classes). Classes that start and finish at non-standard times within the semester will use the end-of-withdrawal period of the term in which the class ends. AW designation doesn't affect the student GPA, but counts as attempted hours for financial aid.

Students who have received an AW grade designation aren't eligible to return to the class nor have grades other than AW entered.

### **SW - Student-Initiated Withdrawal**

Students may withdraw from one or more courses up to Monday of week 7 (for 8-week classes) or Monday of week 14 (for 16-week classes), and a final grade designation of SW will be entered. The withdrawal period for SW begins the day after census date and runs until Monday of week 7 (for 8-week classes) or Monday of week 14 (for 16-week classes). Classes that start and finish at non-standard times within the semester will use the end-of-withdrawal period of the term in which the class ends. SW designation doesn't affect the student GPA, but counts as attempted hours for financial aid.

Students who have received an SW grade designation aren't eligible to return to the class nor have grades other than SW entered.

A special case of SW occurs when the student is eligible for consideration under the hardship policy. Those cases are handled by the Director of Financial Aid and the Dean of Students.

### **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 by the Dean of Academic Affairs. Students will receive a 100% refund of 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/their request and sent to other educational institutions or prospective employers. Requests should be made online via the [St. Augustine College website](#) or directly through the [National Student Clearinghouse website](#). A fee for each transcript will be charged at the time of the request. Unofficial transcript copies can be accessed via Campus Connect.

## **Student Information**

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### **Student Rights & Responsibilities**

St. Augustine students are both citizens and members of an academic community. As citizens, students enjoy the freedoms of speech, assembly, association, and press, and the rights of petition and due process, which are guaranteed by the State of Illinois' and United States' constitutions. As members of an academic community, students have the additional right and responsibility of participate in the life of the institution through both participative organizations and dialogue with the College's Administration. The Dean of Students is the students' advocate and, as such, access of the students to the Dean is unrestricted.

Upon enrolling in the College, each student assumes an obligation to conduct him/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 reserves the right to institute appropriate disciplinary action (as described in the Code of Student Conduct section) to fulfill its function and meet its social obligations.

### **Privacy of Student Records**

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). Learning Facilitators 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.

- The right to inspect and review their records within 45 days of a request access
- The right to request amendment of the student's education record that the student believes to be inaccurate
- The right to consent in writing to disclosures of personally identifiable information contained in the student's record
- 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.

### **Selective Service**

St. Augustine College will provide available information to Selective Service boards upon request from the interested student. This request should be made to Registrar's Office.

### **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 official communications. This information can be updated by Learning Facilitators and the Office of the Registrar.

### **Academic Integrity**

Scholastic integrity lies at the heart of this academic institution. It is expected that all material submitted as part of any class exercise, in or out of class, is the actual work of the student whose name appears on the material or is properly documented otherwise. Plagiarisms, collusion, other forms of cheating, or scholastic dishonesty are incompatible with the principles of St. Augustine. Students engaging in such activities may receive failing grades or no credit for assignments or examinations, may be required to resubmit assignments or retake examinations, may receive a failing grade in the course, or may be suspended or expelled. Cases involving academic dishonesty are initially considered and determined at the faculty and department/program levels. Appeal of the department/program decision is to the Dean of Academic Affairs, whose decision is final.

### **Code of Student Conduct**

St. Augustine College is an educational institution which operates based on consideration and respect for all members of its community: faculty, staff, administrators, and students. For this reason, the College requires that students observe certain standards of behavior. In order to avoid the risk of disciplinary action, which carry severe consequences for the student offender's permanence in the institution, students must not engage in conduct(s) that violate the rules of appropriate behavior. All rules related to Student Conduct are approved for the operation of the College and the convivence of all its constituencies by the Board of Trustees. Below, we outline the guidelines and expectations described below are general in nature and will be customized to the teaching modality in use at the time of the specific occurrence.

### **Academic Guidelines and Expectations**

#### **a) Student Responsibilities**

- All classes meet synchronously at St. Augustine College unless otherwise indicated by the professor for that class. Students must attend all classes (in-person or remote). For in-person classes, this means physically arriving to campus and being in their classroom ready to participate by the start of class. For remote learning, this means logging in by the start of class. In both modalities
- Students are expected to stay in the physical or virtual classroom, follow the basic rules of behavior, and leave the physical or virtual classroom only when the instructor dismisses the class unless there is a justified reason to leave early. Late arrivals/early leaving students should do their best to avoid disruption.

- The use of electronic devices for non-academic purposes during class contributes to student and professor distraction. As a place of higher education, we expect students to exercise utmost care to prevent disruption caused by notifications, incoming calls, and the like. Special regulations apply to testing, of which students will be notified by their instructors; violation of these regulations might result in exam cancellation and/or other disciplinary action.
- Students who plagiarize will receive the grade “0” (zero) in that assignment or project – this includes using Artificial Intelligence to create papers or other assignments. Students who copy on exams or submit work done by others will receive the grade “0” (zero) in that assignment, exam, or project. Instructors assigning this grade will inform the student, his/her Learning Facilitator, and the Program Director (or School Chair) if deemed necessary.
- Students who behave in a physically or verbally disruptive manner that may potentially affect the learning of others will be asked by the instructor to leave the physical or virtual classroom. These cases should be informed to the student’s Learning Facilitator, Dean of Students, and Program Director/Chair of the Department.
- Class breaks are to be assigned and allocated based on professor discretion. Professors are expected to share information related to the frequency and duration of breaks in their syllabus.
- Students are responsible for reviewing their syllabi and knowing what is due and when. In the event of an absence, students are responsible for finding out what material was covered and what they need to do to prepare for the following class. This can be completed by accessing the class recordings, checking the syllabus, contacting the instructor, or working cooperatively with the other students in the class. Also, be sure to check Canvas.
- Students who are aware that they will miss classes ahead of time are expected to contact the instructor as a matter of professional courtesy. Students who miss class are still expected to be informed of what they are expected to do (see above).
- Students are responsible for completing all their assignments on or before the due date. All students are expected to be aware of the possible consequences of being late, or not submitting at all, which are further specified in the syllabus. The instructor may consider late submissions or provide make-ups per the syllabus’ provisions and/or discretionally.
- Students are expected to submit all assignments, projects, and other coursework per the instructor’s directions. Most assignments, projects, and other coursework are uploaded to the Canvas course module. Students are expected to be aware of any changes to submission guidelines communicated by the instructor via email and/or Canvas announcement.
- Students are not allowed to bring visitors to the physical or virtual classroom, unless they are authorized in advance to do so. All requests for visitors must be submitted in advance via email to the instructor for their review.
- 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 behaviors described below:

- Forging, altering, misusing, or misrepresenting documents or records;
- Utilizing AI technology such as Chat GPT to complete assignments;
- Vandalizing or destroying public or private property;
- Engaging in behaviors that disrupt or obstruct authorized institutional activities and events, including but not limited to academic activities or events;
- Failing to use institutional facilities as designated in an authorized manner;
- Engaging in physical, verbal, or abusive conduct that may offend, threaten, or endanger the well-being of other member(s) of the community or of visitors to the campus;
- Posting, sharing, or linking online content deemed offensive, defamatory, or otherwise counter to the St. Augustine College mission;
- Displaying disorderly conduct or using inappropriate verbal expressions on campus or at functions sponsored or supervised by the College through its authorities;



- Audio or video recording lecture or other class meeting without prior instructor approval and/or ADA accommodation;
- Failing to adhere to institutional regulations including, but not limited to, registration of organizations, manner and place of public expressions, and use of institutional facilities or those the students conduct their off-campus activities at, such as those that support internships and other capstone projects;
- Engaging in a 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 through its authorities;
- Joining ZOOM class meeting sessions that a student is not registered in and/or sharing content that is deemed offensive with others during a class meeting;
- Possessing, using, or distributing dangerous and/or controlled substances, except as permitted by law;
- Possessing, using, or distributing alcohol, or being under the influence of alcohol, while on College premises or those used by the College to conduct their off-campus activities at, such as those that support internships and other capstone projects;
- Possessing weapons, either on College premises or at off-campus functions sponsored or supervised by the College through its authorities (see Campus Weapons Policy for more details);
- Possessing explosives, firecrackers, dangerous chemicals, or other substances prohibited by law, either on College premises or at off-campus functions sponsored or supervised by the College through its authorities;
- Failing to meet financial obligations relative to the College;
- Failing to fulfill special requirements such as those that pertain to working in hospitals or other healthcare facilities, child care facilities, etc., which are required per program guidelines;
- Smoking on the premises or closer than the limits established by law;
- Destroying, damaging, or removing College property such as tools, materials, or equipment.

### c) Sanctions for Violations of the Student Conduct

Violations of the Code of Student Conduct should be reported to the Dean of Students. The Dean will gather pertinent information and documentation from all involved parties and take appropriate action.

When circumstances allow, efforts should initially be made to prevent escalation and resolve the presumed violation of the Code by the Instructor and the student's Learning Facilitator working together with the student, unless the nature of the presumed violation suggests otherwise. In the event that a violation is considered to be egregious by the instructor, Dean of Students, or other member of the St. Augustine College administrative team, other sanctions are applied, as necessary.

The Dean investigates all charges by appointing an Ad-hoc Committee tasked with discussing the presumed violation with the Instructor, Learning Facilitator, other students in the classroom or venue, and eventually others, depending on the nature of the offense and its circumstances. The conclusion of the committee's investigative work is to be presented to the Dean in no more than fifteen business days, with a one-time five-day extension to be requested to the Dean if the circumstances make it necessary. If the conclusion is that the student offender has violated the Code, the College (through the Dean of Students) may impose one of the following sanctions:

- **Admonition**  
An admonition is an oral statement to the student that he/she has violated (or is violating) the Code of Student Conduct. The Learning Facilitator will be asked to record a note in the student's electronic record.
- **Warning**  
A warning is an oral and written statement (to be kept by the student) about a violation of the Code which includes a notification about any future violation being potential grounds for severe disciplinary action. This sanction will also be recorded in the student's electronic record.
- **Severe Disciplinary Action**

When a violation of the Code of Student Conduct is continued, repeated, or when the ad-hoc committee concluded that a major violation has occurred, the Dean of Students will refer the case to another ad-hoc, second-tier committee referred to as Disciplinary Committee, which members are the Dean of Students (Chair), the Dean of Academic Affairs, a member of the Student Government (or similar, student-organized representative organization), a faculty member appointed by the Dean of Academic Affairs, and an administrator appointed by the President. The Office of Human Resources will be involved if the violation affects human rights, institutional policies, or the law; in the last case, the police and/or the College's counsel will be involved. The task of the Disciplinary Committee is to consider expelling the student, and its determination is focused on that specific item.

In making its determination, the Disciplinary Committee will consider relevant information, the work done by the Ad-hoc Committee, and the offender student's statement, which will all become part of the file for recording purposes. The Disciplinary Committee is expected to produce a determination no later than fifteen business days, also extendable for five additional days if requested to the President.

Any party may appeal the determination to the President, who will determine if the case merits further consideration by the Cabinet. Either the decision not to refer to the Cabinet, or the decision taken by the Cabinet are final.

### **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.

If the complaint cannot be satisfactorily resolved in the informal state, the student may file a formal complaint in writing. The form for the filing of a formal written Student Complaint is available from the website (look for the "Students" tab, and then "Student Complaints Policy and Form") and also in paper at the Office of Student Services on any campus, to be filled out and returned completed to the Office of Student Services staff.

A written complaint filed with the Office of Student Services must contain the following information:

- a. Student name, ID number, and the last four digits of the student's Social Security number or date of birth;
- 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 Student Services within fifteen (15) working days of the incident, unless extenuating circumstances necessitate additional time.

The Dean of Students shall then collect all pertinent information and convene all parties involved, if appropriate. The Office of Student Services and the student may mutually agree to invite others to serve as resource persons in their attempts to resolve the complaint. Every reasonable effort shall be made in good faith by all parties to resolve the complaint satisfactorily.

The student filing the complaint will be informed of the action taken or progress accomplished within fifteen (15) 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 fifteen (15) days is required.

### **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.

The information in the electronic log of student complaints, which is maintained by the Office of Student Services, is confidential. It will be made available for outside review by the Department of Education, the Higher Learning Commission and any other official legally entitled to such review. The purpose of an outside review may 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. For whatever purpose, steps will be taken to insure the anonymity of any student who files a complaint.

### **Grievances Against Students**

All members of the St. Augustine community have the right to initiate a grievance procedure when they consider that an adult student has violated their rights. In this case, the complaint should be submitted in writing to the Human Resources Office with copies addressed to the Dean of Students and the Cabinet member who supervises the area the complainant belongs with. The Human Resources Manager will appoint and preside over an Ad-hoc Committee, which members will be the Dean of Students (or his/her appointee), and the Cabinet member who supervises the unit the complainant belongs with (or his/her appointee); the Ad-hoc Committee will investigate and adjudicate the complaint and officially notify Human Resources of the outcome for further action within ten business days. Both parties have the right to submit an appeal to the President, who would decide if it merits consideration by the Cabinet. The President's decision is final.

### **Physical and /or Financial Hardship Policy**

St. Augustine College strives to provide quality education that is financially accessible and supports students in times of need. For that reason, St. Augustine has a financial and/or physical hardship policy. If the withdrawal happens after the census date, AW (Administrative Withdrawal) or SW (Student-Initiated Withdrawal) will be assigned, and the Offices of the Dean of Students, Financial Aid, and Bursar's will work together to assign institutional aid as needed to prevent any additional debt. This procedure will limit debt owed by the students who have to withdraw from St. Augustine due to a significant financial or physical hardship and will assist students if they choose to re-enroll.

Hardships that are eligible for an exceptional circumstance withdrawal include but are not limited to:

- serious illness or injury;

- chronic illness;
- mental health concerns;
- a medical issue of a family member in which the student had to assume caretaking responsibilities; and
- a death in the family.

Withdrawals covered by this policy may be processed during a term before grades are posted or after a term has ended. In order to apply for a hardship policy withdrawal, the student must complete an exceptional circumstances withdrawal form and submit supporting documentation that verifies the need to withdraw. Requests are submitted to and processed by the Dean of Students. All information submitted as part of a request for administrative withdrawal is kept confidential.

The Dean of Students will organize and lead an ad-hoc committee with the participation of the student's Learning Facilitator and a designated faculty of the Department. The ad-hoc committee will review the documentation and decide. Appeals to this decision are to be submitted to the President, who will decide on the merit of the request and might involve one or more Cabinet members. The President's decision is final.

The hardship policy withdrawal protects the student's GPA (courses with AW/SW don't count for GPA computations) and prevents debt accrual (any balance after federal and state scholarships are applied will be covered with supplemental institutional aid).

## **Student Support Services**

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### **Working with your Learning Facilitator**

The Learning Facilitator in charge of your program is charged with coaching you for success from the moment you registered for classes until you graduate or transfer and will be your liaison with the College's offices, faculty, and administrators. The Learning Facilitator 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 standards and progress policy appeals, as well as grade 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 available on the College website;
- Learning disabilities and learning assistance adjudication. The policy and forms for requesting accommodation based on a certified learning disability are also available on the College website.
- Any other service you need throughout your college life at St. Augustine College.

### **Student Success Center**

The mission of the Student Success Center (SSC) is to provide comprehensive programs, holistic services, vital information and community resources to empower students and support their academic, career and life goals. The SSC is committed to all aspects of student life so students may successfully meet the requirements of academic courses and degrees, choose careers that fulfill their passion and identify higher education institutions to pursue an advanced degree. The SSC was created to reduce potential barriers to academic achievement in a positive, healthy and meaningful way and to build long-term success. SSC services include the Career & Transfer Center, Tutoring Center and the Virtual Library.

The SSC is a welcoming center for student organizations, tutoring sessions, study groups or just a fun place to relax. This safe and secure center facilitates educational, employment opportunities, social activities and cultural events. Located on the 2<sup>nd</sup> floor of the Main Campus, the SSC space is designed for comfort and ease and is conducive for all members of the SAC community. A variety of useful resources are offered in Canvas SSC 101 and Campus Connect to include student/community events, COVID resources, health resources, mental health resources, emergency assistance for food/housing support and other helpful links to support student success.

Each student has their own Learning Facilitator to help them navigate college life and support all the steps required toward a degree. Therefore, it is important to stay connected to your Learning Facilitator so they can help you determine the best support for your academic journey and how to best utilize SSC services.

### **Career and Transfer Center**

The mission of the Career and Transfer Center (CTC) is to provide professional and personalized academic and career development activities required to succeed in a global workplace. The CTC offers students a space to explore their passion, engage in career development, find employment, reflect on their skills and establish further educational goals through a wide variety of tools and activities to support academic success, as well as assisting potential transfer students in fulfilling their future plans. The CTC serves students, alumni and the community.

The CTC also provides services to students who are considering transferring to other institutions in pursuit of their career goals. Services include assistance in applying for scholarships and connecting students to the admissions system of the receiving institution. Transfer services also include presenting the potential transfer student with options that consider the program such as, cost, location and availability of services to make the transfer process simple and quick. It is highly recommended that students explore transfer options early in their careers. Once the Transfer Counselor makes recommendations for required courses needed for the transfer, the student's Learning Facilitator will consider the recommendations in crafting the academic plan for the student while taking courses at St. Augustine College.

### **Instructional Support Services (Tutoring Center)**

The Tutoring Center helps all students at St. Augustine College achieve their fullest academic potential. Services include open writing, open math, and tutoring in all subjects both online and in person. Individual and group content sessions enhance understanding while English talking circles improve languages skills. Please refer to the Library & Tutoring Center Resource Guide for open tutoring times and how to access the Tutoring Center.

Students can log into scheduled Zoom sessions or can visit the Student Success Center located at the Main Campus during posted open tutoring hours. Most tutoring sessions are conducted by faculty trained in the subject area, although some tutoring may be conducted by qualified student mentors who have demonstrated thorough knowledge in the subject area.

### **Virtual Library**

The [Virtual Library website](#) is a comprehensive information resource for students and faculty that provides details and instruction on all essential library resources and academic databases. The Virtual Library provides the best electronic and virtual resources that students can access from anywhere to include e-books, academic databases, scholarly journals, and a selection of physical reference books/course reserves to support the college curriculum for student and faculty research. It is available in both English and Spanish.

The Virtual Library offers access to information and student support services common to all public universities and private colleges in Illinois. Students learn about our new hybrid/flex library, including how to access library resources, when to visit the library and how to obtain research assistance from the Librarian. Additionally, the website offers guides on academic research, formatting/citation, and interlibrary loan practices.

As a member of CARLI (Consortium of Academic and Research Libraries in Illinois), the College has access to extensive electronic resources, including e-books and academic databases via EBSCO and First Search. Furthermore, CARLI membership enables the College to exchange books and other materials with 130 Illinois CARLI member colleges and universities. St. Augustine College students and faculty also benefit from a reciprocal borrowing agreement with Loyola University Chicago (LUC) granting SAC students and full-time staff/faculty access to all LUC library spaces and physical collections.

### **Laptop Assistance Program**

St. Augustine understands that students may be in need a laptop for their academic requirements. We offer a laptop loan program for these students. Students may check out a laptop from the college on a term by term basis. Please understand that this is not a purchase from the college, it is free of charge and must be signed out for each term, then returned to the IT department at the end of the term, it can then be checked out again. Damage to the equipment may result in a fee or having to purchase the damaged laptop. Please contact the IT department with any questions.

### **Personal and Specialized Counseling**

Learning Facilitators are prepared to provide you with academic counseling and 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, school, or financial matters, please see your Learning Facilitator, they are also prepared to listen to you and refer you to the appropriate department and/or community resources. Students may also review resources online via CANVAS in SSC 101.

### **Learning Disabilities and Learning Assistance (ADA) and Procedures**

St. Augustine College follows the provisions of the American with Disabilities Act (ADA), a federal civil rights law that prohibits discrimination against people with disabilities in everyday activities. The ADA prohibits discrimination on the basis of disability just as other civil rights laws prohibit discrimination on the basis of race, color, sex, national origin, age, and religion. The ADA guarantees that people with disabilities have the same opportunities as everyone else to enjoy employment opportunities, purchase goods and services, and participate in state and local government programs, as well as the opportunity to participate fully in all educational programs and activities.

The Office of Student Services coordinates and ensures services and reasonable accommodations for registered students with documented disabilities. These services provide equal educational opportunities to those students by minimizing the impact of functional limitations on their academic lives and effectively help remove barriers for them. The Dean of Students is the College's ADA Compliance Officer.

Any student with a documented disability is eligible for services. The Office of Student Services assists students with permanent, temporary, or episodic disabilities, including medical, psychological, physical, visual, auditive, and learning disabilities. Students seeking ADA accommodations should contact their Learning Facilitators or Admissions Counselors as early as possible. The Learning Disabilities and Learning Assistance Information Package is available from the College website:

[Learning Disabilities and Learning Assistance | St. Augustine College \(staugustine.edu\)](http://staugustine.edu)

With the provided accommodations, students are expected to demonstrate the learning mastery required to receive passing grades for the courses in which the student is enrolled.

### **Identification Cards**

All registered students should 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. 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

### **Parking/Vehicle Regulations**

Parking spaces are available free of charge on all campus facilities on a first come, first served basis.

### **On-site Vending**

Vending machines are available to students, staff, and faculty at selected locations in each building campus. All the machines are filled with a ray of consuming options ranging from snacks to drinks. In addition, the vending machines have upgraded payment systems where the user can choose to pay with either cash or debit/credit card.

### **Insurance**

All students are covered by company insurance for personal injuries that may occur while on campus. However, any loss or damage to personal property is not covered underneath the policy. In result of St. Augustine College not being responsible for any actions associated with loss or damage, this leaves the students to hold full responsibility in any occurrence.

### **Alumni Services**

Alumni services are coordinated by the Director of Alumni Relations, Mission, and Identity. Any student who has completed a degree program at St. Augustine College is rightfully an alumnus/alumna of the College and is welcome to participate in alumni events and the overall life of the College.

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. The College sees its alumni as its best ambassadors to the community we serve.

### **International Students**

Learning Facilitators assist students on F-1 visas with their adjustments to the College and their new cultural environment. The Office of Student Services provides consultation and referral services regarding academic and personal concerns. The Dean of Students is the College's Principal Designated School Official (PDSO) for governmental agencies involved.

## **Academic Information**

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### **Student Right-to-Know and Required Public Information**

St. Augustine College fully complies with Title IV Student Right-to-Know and HLC Required Public Information by publishing the information below and updating it yearly.

Overall Graduation Rate: **33%**

Graduation Rate by Gender:

- Men - **28%**
- Women - **34%**

### **Overall Graduation Rate by Race/Ethnicity**

U.S. Nonresident	8%
Hispanic/Latino	34%
American Indian or Alaska Native	0%
Asian	50%
Black or African American	33%
Native Hawaiian or Other Pacific Islander	0%
White	50%
Two or more races	0%
Race and ethnicity unknown	10%

Percent of All Students Receiving Pell Grants: **82%**

Source: IPEDS Surveys 2022-23

- Transfer-out Rate  
St. Augustine College does not track transfer-out students.
- Process for withdrawing as a student (Catalog, p. 15)
- Cost of Attendance
  - All student costs, including tuition, fees, course materials, and other related expenses (Catalog p. 8,9)
  - Financial aid policies, practices, and requirements (Catalog p. 9, 10, 11, 12, 13)
- Refund policy, including Title IV Refunds (Catalog p. 9), and Title IV Return Policy (Catalog p. 9)
- Current academic programs, faculty directory with credentials, and locations where programs are offered (Academic programs – Catalog p. 36, 37; Faculty directory – Catalog p. 117; Facilities – Catalog p. 4)
- Applicable accrediting agencies and current status
  - Regional accreditation: St. Augustine College is accredited by the Higher Learning Commission (HLC – [www.hlcommission.org](http://www.hlcommission.org))
  - Program accreditation: Bachelor of Social Work is accredited by the Council on Social Work Education (CSWE), and AAS in Respiratory Therapy is accredited by the Commission on Accreditation for Respiratory Care (CoARC).
- Academic calendar, admissions, grading
  - Academic calendar (website)
  - Admissions (Catalog p. 6)
  - Grading (Academic Information, Catalog p. 28)
- Services for students with disabilities – Learning assistance policy and procedures (Catalog, p 24; also accessible from the website)
- Policy on enrollment in study-abroad programs: St. Augustine College does not offer study-abroad opportunities at this time.

### **Credit Hour Policy**

#### **Maximum Number of Credit Hours Per Academic Term**

A student may take up to 12 credit hours per academic term, with none of the class times overlapping.

The ratio of clock hours to credit hours may be summarized in the following way:

- One credit hour results in 50 minutes of instruction per week for 16 weeks.
- If a course meets in a sixteen-week term, one credit hour will result in the student attending 50 minutes of instruction each week for sixteen weeks.
- If a course meets in eight-week terms, one credit hour will result in the student attending two fifty-minute sessions of instruction each week for eight weeks.
- Two credit hour courses will result in the student attending for one hour and 40 min per week for a sixteen-week term or three hours 20 minutes for eight weeks.
- Three credit hours will result in the student attending for two hours and 30 minutes each week for a sixteen-week term or five hours each week for an eight-week term.
- Four credit hours will result in the student attending for three hours and 20 minutes each week for a sixteen-week term or six hours and 40 minutes each week for an eight-week term.
- Each class session will have a ten-minute break which will be added to the length of the class.

#### **Courses with Laboratories**

All laboratory classes (biology, chemistry, computer science, etc.) will operate under this time schedule: 3 didactic 2 lab



- Each four-credit hour course will operate on a (3/2) ratio.
- For a sixteen-week term, the didactic portion of the course will span 150 minutes per week. For an eight-week term, the didactic portion of the course will be offered for 300 minutes per week. Please use 60 minutes (vs. 50 minutes) when converting minutes to clock hours.
- For a sixteen-week term, the laboratory component of the course will span 100 minutes per week. For an eight-week term, the laboratory component of the course will be offered for 200 minutes per week. Please use 60 minutes (vs. 50 minutes) when converting minutes to clock hours.

### **Developmental English courses**

The only exception to the above guideline is for developmental English courses (ENG 101, 104, 105, and 109).

- A four-credit hour course will operate on a (4/4) ratio. This decision was reached so students will have increased practice time to gain proficiency in the English language.
- For a sixteen-week term, the didactic component of the course will span 200 minutes per week. For an eight-week term, the didactic component of the course will be offered for 400 minutes per week. Please use 60 minutes (vs. 50 minutes) when converting minutes to clock hours.
- For a sixteen-week term, the laboratory component of the course will span 200 minutes per week. For an eight-week term, the laboratory component of the course will be offered for 400 minutes per week. Please use 60 minutes (vs. 50 minutes) when converting minutes to clock hours.

### **Scheduling of courses**

- The course meeting times will be determined by the academic program director and entered into the course scheduling software system. The schedule must follow the above guidelines.
- If there are conflicting course times, a resolution must be reached between program directors.

### **Program Length**

- All associate degree programs are 60 credit hours unless a modification is required by accreditors.
- All bachelor's degree programs are 120 credit hours unless a modification is required by accreditors.

### **Tuition**

- \$537.00 per credit hour

### **Course Load Standing**

Full-time Student: A student who is enrolled in 12 or more credit hours for two eight-week terms, one 16-week term, or one summer term.

Part-time Student: A student who is enrolled in fewer than 12 credit hours for two eight-week terms, one 16-week term, or less than 6 credit hours for the summer term.

### **Class Standing**

#### **Associate degree students:**

Freshmen: A student who has earned 29 credit hours or fewer  
 Sophomore: A student who has earned 30 or more credit hours

#### **Bachelor's degree students:**

Freshmen: A student who has earned 29 credit hours or fewer  
 Sophomore: A student who has earned between 30 and 59 credit hours

Junior: A student who has earned between 60 and 89 credit hours

Senior: A student who has earned 90 credit hours or more

### **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. There are different modalities of instruction, and each one serves the purpose of meeting the needs of the students while ensuring high standards of education; there are also different modalities of attendance. The student may attend physically in the classroom with the professor or connect remotely synchronously while not physically on campus.

### **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.

### **Culminating Experience**

Each course will have a culminating experience which may be a final examination, project, demonstration, speech, etc. The required activity will occur during the last week 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:

Grade	Interpretation
I	Incomplete
NW	No-show Withdrawal
AW	Administrative Withdrawal
EW	Extenuating Circumstances Withdrawal
SW	Student Initiated Withdrawal

H	Honors class
V	Audit
S	Satisfactory
US	Unsatisfactory
NG	Grade not reported by the instructor Changed when the grade is received
T	Transferred course
TU	Transferred course under evaluation or evaluation of the official transcript is pending

### C. Special Designations:

The following symbol may appear after a letter grade:

Designation	Interpretation
*	Indicates the course was repeated
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**

A student's academic standing at St. Augustine College is determined by their Grade Point Average (GPA). Only grades from courses taken at St. Augustine College are used to calculate a student's official GPA.

GPA is calculated by dividing the total number of earned quality points by the total number of credit hours. For example:

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

Total Quality Points divided by the Total Credit Hours= 24/12 or 2.0 Grade Point Average

The term grade point average represents the average of grades for only one term. The cumulative grade point average represents the average of grades for all courses taken at St. Augustine College.

Final grades are available after the end of each term and may be found within the Canvas course shell and or Campus Connect.

## **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

## **Academic Honors**

The Honors Program is for the segment of the student body interested in taking additional academic challenges. In order to qualify as an honor student, the student must have:

- 3.75 minimum cumulative GPA from SAC and transferred courses (note: transfer courses don't affect GPA as they transfer with a T grade, but the actual grade is available from the transfer transcript), or 3.5 if two faculty members recommend the student as a candidate.
- Freshmen students are eligible to apply for the Honors program after having earned 16 credit hours.
- All honors courses must be 200 level or above.

Honors students approach the faculty member teaching the course the student wants to take with an honors designation. This should take place before the term begins or right after the term starts, to determine if the faculty member is willing and able to teach an Honors course. The request can only come from a student already accepted in the Honors Program.

If the faculty member is willing and able, then an Honors Curriculum is to be submitted to the Program Director for approval; final approval is granted by the Dean of Academic Affairs.

The content of an Honors Curriculum varies from discipline to discipline, but it must include:

- An Honors Project (research, application, etc.)
- In lab courses, the Honors Student is expected to develop practical skills through an assistantship.
- Higher thresholds for letter grades need to be in place, e.g. 92% rather than 90% threshold for A, and so forth.

The Honors Curriculum supplements, not supplants, the course content of the specific course; that is, it is an addition, rather than a replacement.

Once the Honors Curriculum has been approved by the Dean of Academic Affairs, the Honors Contract is signed by both the faculty and Honors Student. The student must recognize the course grade is determined by the syllabus for the Honors course and they may not return to the original section at some later point in the semester.

## **Graduating as a SAC Scholar**

Students may earn as many credit hours with the honors designation as they wish, but to graduate as a St. Augustine College Scholar, the student must have earned a minimum of 20 credit hours designated as Honors. Associate degree students must earn 12 credit hours to be recognized as an associate degree scholar. Students will have their honors courses listed on a separate page of his/her transcript, known as an Honors Transcript.

## **Grade Appeal**

The grade appeal process is aimed at providing students with an opportunity to contest final grades when they believe that the recorded grade is inconsistent with the coursework performed.

The first step should always be a conversation with the professor. After that, if the student is still dissatisfied with the outcome, then the next step is to submit a grade appeal through the Learning

Facilitator. The grade appeal form (filled out by the Learning Facilitator) should be accompanied by a written statement from the student in which the reason for the grade appeal is provided. Students are also encouraged to submit additional documents, such as assignments, homework, and others to support the appeal. Students have up to 90 days to contest their grade/s and submit an official grade appeal, after 90 days appeals will not be considered.

The Dean of Academic Affairs or his/her designee will assemble a faculty ad-hoc committee to review the request and respond it no later than twenty calendar days after submission (excluding breaks). The decision of the ad-hoc committee is final.

### **Incomplete Grades (I)**

If a student is passing a course and misses the culminating experience or fails to complete a major course assignment, the instructor may assign an “Incomplete” grade. 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 the student requests in writing an incomplete grade, and/or the faculty member determines that an ‘I’ grade is acceptable, such as when the student is unavailable to make the request.
- 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 verifying 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 required to remove the incomplete.

An incomplete grade must be removed by the end of the following semester. If the student is not able to resolve the grade within this time period, the “Incomplete” grade automatically becomes “Incomplete Failure”. Once the “IF” grade is assigned, the course must be taken again if credit is to be received. In the case of courses that require practicums, the student will have up to two semesters to remove the incomplete, subject to approval from the Dean of Academic Affairs. If the incomplete grade represents an impediment to graduation, the incomplete grade must be removed prior to the beginning of the final term 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 or the Office of the Registrar. 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. Out of the total allowable, up to 12 credit hours may be on any single subject.

### **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 will evaluate successfully completed coursework 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. Completion of the General Education Core Curriculum at any [Illinois Articulation Initiative](#) (IAI) participating college or university in Illinois assures transferring students that lower division general education requirements for an associate or baccalaureate degree have been satisfied (see *Illinois Articulation Initiative* section for more details). A transfer student must meet academic residency requirements in order to be eligible for graduation. Transcript re-evaluations must be addressed to the Dean of Students. To get in contact with the Registrar Office please email – [registrar@staugustine.edu](mailto:registrar@staugustine.edu)

### **International Transfer Credits**

General education courses from another country must have an International Academic Equivalency Evaluation before they are accepted by SAC. St. Augustine uses the recommendations offered by the Educational Credential Evaluators or Evaluation Service, Inc: [ECE | NACES Member | Foreign Credential Evaluation Services](#)

### **Distance Education Delivery Mode**

St. Augustine College is accredited by the Higher Learning Commission (HLC) to award certificates, associate and bachelor degrees.

St. Augustine College embraces the HLC term that defines **Distance Education** as " education delivered online using one or more technologies to deliver instruction to students who are separated from the instructor and to support substantive interaction between the student and the instructor, either synchronously or asynchronously".

**The Technology** that may be used to offer distance education includes:

1. The internet;
2. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communications devices;
3. Audio conference; or
4. Other media used in a course in conjunction with any of the technologies listed in items 1–3 above.

**The Instructor** is an individual responsible for delivering course content and who meets the qualifications for instruction established by HLC.

### **Distance Education Course**

A course in which at least 75% of the instruction and interaction occurs using one or more of the technologies listed in the definition of distance education, with the faculty and students physically separated from each other.

### **Distance Education Program**

An academic program offered in whole or in part through distance education, regardless of whether a face-to-face, on-ground or residential option is also available. The seven (7) Distance Learning Standards of St. Augustine College regulates the formal interaction between faculty and students who are separated by geography, time or both for the presentation of the core learning objectives. The methods of deliver are synchronous and asynchronous where distance learning is utilized to supplement standard classroom instruction.

#### **1. Standard on Course Summary and Support**

The course design must be created in a way that is both clear and easy to navigate for the student at the start of the academic term. Along with the proper course materials, course design should incorporate supplemental support materials to ensure the success of the student and instructor. Course material and supplemental resources must be relevant to the information of the course.

#### **2. Standard on Course Content**

Online course content provides students with multiple content resources to help support their mastery of the course.

### **3. Standard on Instructional Design**

Online courses include all resources, activities, and assessments that adhere to St. Augustine College and HLC standards and promote active student engagement and academic success.

### **4. Standard on Learner Assessment**

Assessments are created for each course and implemented throughout the term to aid in student learning and engagement. Students are given feedback in a timely manner to help assess progress.

### **5. Standard on Accessibility and Usability**

In order to demonstrate flexibility and accessibility, all course materials, assignments, supplemental activities, and assessments are created so that all students have access to the same resources, can participate in the same activities, all within the same time frame.

### **6. Standard on Technology**

Technology that online courses incorporate must include active student engagement that does not hinder student learning progress.

### **7. Standard on Course Evaluation**

Online courses are monitored and evaluated on a regular basis. Evaluations must incorporate a variety of assessments to help aid in online course improvement and implementation. Online courses must be kept current and up to date, adapting to new research and technical renovations for effective student engagement.

## **Internship Guidelines**

Internships integrate classroom learning with practical skill development in a real world-setting. They are primarily educational experiences that enhance student's academic, career, and personal development. St. Augustine College welcomes any type of internship modalities. From any combination of paid, unpaid, credit and non-credit bearing, research-based, international and national internships among others, St. Augustine College's internship guidelines and policies provide guidance on how to select a professional learning experience that offers meaningful, practical work related to a student's field of study or career interest. The internships can be one academic term (summer, spring, fall) or multiple academic terms in length, part-time or full-time. For internships associated with your major and or concentration and the full SAC Internship Guidelines, Policies and Procedures please see the Program Director of your academic program of study.

## **Academic Requirements**

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### **Illinois Articulation Initiative**

St. Augustine College is a participant in the Illinois Articulation Initiative (IAI), a statewide agreement that allows transfer of the complete Illinois 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 came into effect for students entering an associate or bachelor degree-granting in summer 1998, and it is still in force. 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

The course descriptions in this Catalog include the IAI code of all courses included in the agreement that St. Augustine College offers.

### **General Education Program and Requirements**

The General Education (Gen Ed) program at St. Augustine College is part of the undergraduate degree program and its core curriculum. A coherent Gen Ed core is needed to provide a basis for further specialized studies as it exposes students to different academic disciplines thus gaining interdisciplinary perspectives. To accomplish this, no more than two courses from one discipline can be used to fulfill Gen Ed requirements. Every degree-seeking student must complete this Gen Ed requirement from among the five areas of knowledge:

1. Communications
2. Mathematics
3. Science and Health
4. Humanities and Fine Arts
5. Behavioral and Social Sciences

It is expected that these courses will provide our students with a foundation of knowledge, skills, and competencies. Each individual college will require additional courses to meet major requirements.

General Education is an integral part of the mission at St. Augustine College (SAC). Students at SAC are ultimately required to choose a concentration in which they achieve specialized knowledge on a chosen focused area of study. Currently, the General Education program at SAC has established integrated outcomes for all degree programs offered. The outcomes are as follows:

- 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 recognize and respect diversity through cultural interactions in and outside of the classroom.
- Students create mathematical models and use technology to solve real life situations.

### **General Education Mission Statement**

The mission of the General Education program at St. Augustine College is to prepare students with the opportunity to experience diverse interdisciplinary perspectives by equipping them with a solid foundation in critical reasoning, ethics, knowledge and skills to facilitate the development of their intellectual humility, and a mindset of lifelong learning.

### **Writing Across the Curriculum**

St. Augustine College maintains a Writing Across the Curriculum/Computer Literacy model for written communication and computer literacy development. First implemented in the Fall of 2011, students in 100 and 200 level courses engage in a variety of essential writing and functional computer literacy activities to support and strengthen students' writing and computer skills. The intended outcome goal is, upon



graduation, each student has effective writing skills and functional computer literacy for application 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 a minimum of 30 credit hours for a bachelor's degree or 15 credit hours for an associate degree.

## **Academic Departments**

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

### **School of STEAM**

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)  
Academic Math and Science Program

### **School of Education**

Humanities  
Liberal Arts and Sciences (AA)  
Early Childhood Education (AAS)  
Early Childhood Education (BA)  
General Studies (AGS)

### **School of Sciences and Health**

Psychology (BA)  
Respiratory Therapy (AAS)  
Social Work (BSW)

## **Curricula Offered**

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Degree	Majors	Credit hours Required	Concentration
<b>Bachelor of Arts (BA)</b>	Business Administration	120	Human Resources
	Business Administration	120	Small Business Operations
	Psychology	120	General
	Early Childhood Education	124	General
	Hospitality Management	120	General

<b>Certificate embedded in BA of Psychology</b>	Advanced Paraprofessional Certificate in Domestic Violence	32	Domestic Violence
<b>Endorsement (in conjunction with ECE major)</b>	English as a Second Language	18	English as a Second Language
<b>Endorsement (in conjunction with ECE major)</b>	Bilingual Education	18	Bilingual Teaching
<b>Bachelor of Science (BS)</b>	Computer Information Systems	120	Database Systems Management
	Computer Information Systems	120	Network Systems Administrator
	Computer Information Systems	120	Web Based Applications
<b>Bachelor of Social Work (BSW)</b>	Social Work	128	General
<b>Associate of Arts (AA)</b>	Business Administration	60	General
	Liberal Arts and Sciences	60	Interdisciplinary
	Liberal Arts and Sciences	60	Psychology
	Liberal Arts and Sciences	60	Social Work
	Liberal Arts and Sciences	60	Child Development
	Liberal Arts and Sciences	60	Computer Information Systems
	Liberal Arts and Sciences	60	Criminal Justice
	Liberal Arts and Sciences	60	Spanish
<b>Associate of Applied Science (AAS)</b>	Accounting	60	General
	Administrative Assistant	60	Accounting Assistant
	Administrative Assistant	60	Office Technology
	Administrative Assistant	60	Medical Office Technology
	Business Management	60	General
	Computer Information Systems	60	Application Programmer
	Computer Information Systems	60	Systems Support
	Culinary Arts	60	General

	Early Childhood Education	64	General
	Respiratory Therapy	80	General
<b>Certificate Embedded in AAS of Accounting</b>	Accounting	35	Accounting
<b>Certificate Embedded in AAS of Business Management</b>	Business Management	32	Business Management
<b>Certificate embedded in AAS degree Computer Information Systems</b>	Information Processing for Analysis and Reporting	32	Decision making
<b>Certificate embedded in AAS degree Computer Information Systems</b>	Network Support	32	Network Support
<b>Associate of General Studies (AGS)</b>		60	

## Degrees Curricula

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Collegiate programs at St. Augustine College consist of Bachelor's degrees, Associate degrees, and accompanying Certificates and Endorsements.

### Three types of associate degrees are offered:

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

### Three types of bachelor's degrees are offered:

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

### Five types of embedded certificates:

Advanced Paraprofessional Certificate in Domestic Violence- embedded in BA of Psychology  
Accounting Certificate- embedded in AAS of Accounting  
Business Management Certificate- embedded in AAS of Business Management  
Information Processing for Analysis and Reporting Certificate- embedded in AAS of Computer Information Systems  
Network Support Certificate- embedded in AAS of Computer Information Systems

### Endorsements

Endorsement in English as a Second Language -in conjunction with ECE major  
Endorsement in Bilingual Education -in conjunction with ECE major

**Both Bachelor's and Associate Degree** programs emphasize the following: The ability to think, write, and speak 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 Associate of Arts** degree offers a course of study foundational to a bachelor's degree program or leading to a transfer to a four-year college or university. The requirements for the degree are typical for the freshman and sophomore years 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 is 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 associate degree. 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.

**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** enables graduates to pursue licensure (LSW) to practice social work, 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.

**Embedded Certificates** offer the student the opportunity to obtain an initial credential in their field of interest while in pursuit of an associate or bachelor's degree. The credential has been designed for those seeking entry-level employment, advancement, cross-training, or to increase their skill set.

**Endorsements** offer students the opportunity to broaden their educational preparation in Early Childhood Education and enhance their employability.

## **Certificate Curricula**

### **Computer Information Systems (CIS) Certificates**

The two Certificates in Computer Information Systems (CIS) are designed for people who want to get started quickly a career in IT. Certificates are 32 credits, two concentrations "Information Processing for

Analysis and Reporting” and “Network Support”. Each certificate will prepare students to obtain experience in today’s IT. Depending on your chosen certificate, you will be trained to produce and analyze information for decision making, manage a database management system, present information in different formats, manage a computer network, assist personnel with troubleshooting issues on-site or remotely, and diagnose and troubleshoot a computer network.

\*Note, to be able to obtain any of these two certificates, a student must be enrolled in an associate’s or a bachelor’s degree in CIS.

➤ **Information Processing for Analysis and Reporting Certificate**

**Program Objectives:** The certificate in Information Processing for Analysis and Reporting prepares an individual to compile, analyze, and report information for the purpose of making a business decision.

**Academic Requirements**

Course Requirements		Credit Hours (32)
ENG 160	Composition I	4
ENG 162	Composition II	4
MAT 112	Intermediate Algebra	4
CIS 102	Introduction to CIS	4
CIS 114	Computer Programming with Python I	4
CIS 214	Computer Programming with Python II	4
CIS 240	Database Management Concepts	4
CIS 340	Database Management and Reporting	4

➤ **Network Support Certificate**

**Program Objectives:** The certificate in Network Support prepares an individual to provide network support, assist computer users at help desks, or perform entry-level network administration.

**Academic Requirements**

Course Requirements		Credit Hours (32)
ENG 160	Composition I	4
ENG 162	Composition II	4
MAT 112	Intermediate Algebra	4
CIS 102	Introduction to CIS	4
CIS 114	Computer Programming with Python I	4
CIS 130	Microcomputer Hardware Systems	4
CIS 216	Operating Systems	4
CIS 217	Network Concepts	4

## Business Program Certificates

### ➤ Accounting

The certificate in accounting program helps the student to understand financial processes, manage and report financial information, and prepare for entry level positions in business, government, schools, and non-profit organizations. The certificate program will prepare individuals to serve in any of these occupations: Clerk, Accounting Assistant, Accounting Associate, Accounting Clerk, Accounting Specialist, Accounting Technician, Accounts Payable Clerk, Accounts Payable Specialist, Accounts Payables Clerk, Accounts Receivable Clerk. This program is targeted for individuals completing the GED program or any high school graduate. It will serve as an entry-level employment opportunity with the option of completing an associate or bachelor's degree.

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

- Identify the basic accounting standards and principles.
- Demonstrate the ability to prepare basic financial statements.
- Demonstrate an ability to write a basic Business Plan.
- Describe the basic components of business organizations to describe their implications for government, business, and individuals.
- Demonstrate an effective written and oral business communication plan within a professional setting.
- Sit for the QuickBooks certification.

Why St. Augustine College:

- One-year minimum career specialization program.
- Prepare quickly for an entry-level position in the accounting field.
- Open the door to real-world experiences.
- Earn college credits towards an associate or bachelor's degree in accounting.
- Small class sizes where students know each other by name.
- Dedicated student support service that will help the students go through the program.
- Friendly qualified and highly qualified faculty.
- Learning environment and campus life is community oriented.
- Hy-Flex teaching modality (students choose whether to attend on campus or online).
- Financial Aid available if you qualify.

## Academic Requirements

Course Requirements		Credit Hours (35)
ENG 160	Composition I	4
ENG 162	Composition II	4
MAT 112	Intermediate Algebra	4
ACC 101	Principles of Accounting	4
ACC 161	Financial Accounting	4
ACC 162	Managerial Accounting	4
ACC 200	QuickBooks Certified User	3
ACC 260	Tax Accounting	4
CIS 115	Spreadsheets for Business	4

\*Students must complete the ESL sequence of courses prior to entering ENG 160, unless placed in ENG 160.

**\*\*Students must take a placement test in mathematics prior to beginning the certificate program. If the student is placed in MAT 101, they must take this course prior to enrolling in MAT 111 or 112.**

### ➤ **Business Management**

The certificate in the Business Management program helps the student to understand basic accounting principles, basic concepts of business organizational models, operational principles and the process for the development of a business plan. The graduate will be prepared for entry level positions in a wide variety of business opportunities. The Business Management Certificate Program is designed to help you develop the essential skills to help you enter the business management field. With relevant foundational topics, you will gain the required knowledge to build your professional profile and have a better understanding of basic accounting principles, basic concepts of business organizational models, operational principles, and the process for the development of a business plan.

Taught by professionals in the business industry, there are a variety of modalities used to help accommodate the different styles of learning by individual students. This is an added advantage where students have a comfortable environment and pace, along with one-on-one attention to support their learning to becoming a certified/degreed professional in the business field.

The best part is that each of the courses for the certification also applies as credits towards the associate and bachelor's degrees. You may even find it easier to continue and obtain the certificate and the degree on this same track.

### **Requirements**

The five-term course line-up would allow the students to complete all the required 32 credit hours in one year. The relevant topics covered include management principles, accounting, marketing, and spreadsheet for business.

Why St. Augustine College:

- One-year minimum career specialization program.
- Prepare quickly for an entry-level position in the accounting field.
- Open the door to real-world experiences.
- Earn college credits towards an associate or bachelor's degree in accounting.
- Small class sizes where students know each other by name.
- Dedicated student support service that will help the students go through the program.
- Friendly qualified and highly qualified faculty.
- Learning environment and campus life is community oriented.
- Hy-Flex teaching modality (students choose whether to attend on campus or online).
- Financial Aid available if you qualify.

### **Academic Requirements**

<b>Course Requirements</b>		<b>Credit Hours (32)</b>
ENG 160	Composition I	4
ENG 162	Composition II	4
MAT 111	Math for Business <b>OR</b>	
MAT 112	Intermediate Algebra	4
ACC 101	Principles of Accounting	4
BUS 110	Introduction to Business	4
BUS 220	Principles of Management	4

BUS 231	Principles of Marketing	4
CIS 115	Spreadsheets for Business	4

\*Students must complete the ESL sequence of courses prior to entering ENG 160.

\*\*Students must take a placement test in mathematics prior to beginning the certificate program. If the student is placed in MAT 101, they must take this course prior to enrolling in MAT 111 or 112.

### **Advanced Paraprofessional Certificate in Domestic Violence**

The Advanced Paraprofessional certificate in Domestic Violence Program is designed to help students develop the essential skills to help you enter the field of psychology and support the mental health needs of survivors of abuse. With relevant foundational topics, students will gain the required knowledge to provide culturally competent and responsive treatment to children, adults and families especially within the Latino/a/x community that have encountered intimate partner violence.

The Certificate is bilingual, Spanish-English and is advantageous for students, who are dual-language speakers (Spanish and English). This preparation trains St. Augustine College certificate and degree completers the ability to work in bilingual environments with bilingual domestic violence survivors, as many government social institutions currently do not offer reliable services in Spanish.

At the certificate completion, students will be able to:

- Develop and implement caseworker responsibilities in Domestic Violence agencies
- Assist in case management in Child Welfare and with placement caseworkers
- Serve as survivor's advocate
- Work as community organizer and officer
- Assist as social services aide

In addition, each of the courses for the certification also apply as credits towards the associates and bachelor's degrees. You may even find it easier to continue and obtain the certificate and the degree on this same track.

### **Academic Requirements**

After completing the general education requirement course during the first two years of study, students will be required to complete eight psychology specific courses. This will allow students to complete all the required 32 credit hours in one year. Below are the courses included in this certificate.

Course Requirements		Credit Hours (32)
PSY 201	Writing for Psychology	4
PSY 270	Theories of Personality	4
PSY 300	Cross-Cultural Factors in Mental Health	4
PSY 310	Tests and Measurements	4
PSY 320	Behavioral Statistics	4
PSY 325	Neuro-Cognitive Psychology	4
PSY 330	Forensic Psychology	4
PSY 303	Domestic Violence	4

### **Degree Curricula** **School of STEAM**



➤ **Associate of Arts in Business Administration (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. This program covers a wide range of topics, including accounting, finance, marketing, management, and human resources. 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 based on data and critical thinking.
- Describe the basic macro and microeconomics theories and market structures in order to describe their implications related to government, business, and individuals
- Complete a business plan demonstrating the application of the basic principles of business organization, operations management theories, and accounting, finance, and marketing concepts.

**Academic Requirements**

General Education Requirements		Credit Hours (48)
ENG 160	Composition I	4
ENG 162	Composition II	4
ENG 165	Speech	4
MAT 200	Finite Mathematics (preferred) <b>OR</b>	
MAT 225	Introductory Statistics	4
BIO 102	Intro to Human Biology <b>OR</b>	
BIO 108	Anatomy and Physiology I	4
CHM 115	Basic Chemistry <b>OR</b>	
PHY 103	Earth Science	4
HUM 204	Music Appreciation <b>OR</b>	
HUM 205	History & Appreciation of Art	4
PHI 220	Ethics <b>OR</b> any unduplicated Humanities or Fine Arts Course	4
SPA 222	The Hispanic-American Experience through Literature <b>OR</b>	
HUM 202	Humanities I	4
HIS 104	U.S. History to 1865 <b>OR</b>	
HIS 105	U.S. History from 1865 to Present	

	<b>OR</b>	
PSC 103	American Government	4
PSY 101	General Psychology	4
ECO 101	Principles of Macroeconomics <b>OR</b>	
ECO 102	Principles of Microeconomics	4
<b>Major Requirements</b>		<b>20</b>
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
		<b>Total Credit Hours Required 68</b>

➤ **Associate of Applied Science in Accounting (AAS)**

The Accounting program prepares students by providing them with the knowledge and skills needed to succeed in the accounting profession in private, government, and not-for-profit organizations. The program covers a wide range of topics, including financial accounting, managerial accounting, taxation, auditing, and accounting software applications. 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 perform financial transactions, reporting, and 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 and business tax returns.
- Demonstrate effective written and oral business communication within a professional setting.

**Academic Requirements**

<b>General Education Requirements</b>		<b>Credit Hours (28)</b>
ENG 160	Composition I	4
ENG 162	Composition II	4
ENG 165	Speech	4
MAT 200	Finite Mathematics	4
SPA 200	The Hispanic-American Experience Through Literature <b>OR</b>	
HIS 105	Survey of U.S. History from 1865 to Present	4

PSC 103	American Government and Politics	4
ECO 101	Principles of Macroeconomics	4
<b>Major Requirements</b>		<b>28</b>
ACC 101	Principles of Accounting	4
ACC 161	Financial Accounting	4
ACC 162	Managerial Accounting	4
ACC 260	Tax Accounting	4
ADM 250	Business Communications	4
BUS 110	Introduction to Business	4
CIS 115	Spreadsheets for Business	4
<b>Recommended Electives – one course from the following</b>		<b>4</b>
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
<b>Total Credit Hours Required 60</b>		

➤ **Associate of Applied Science in Administrative Assistant (AAS)**

\*This program is under review and not being offered at this time\*

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 21<sup>st</sup> 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 21<sup>st</sup> century office, change mastery and the diverse, global office environment are also emphasized.
- 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.

### Academic Requirements

General Education Requirements		Credit Hours (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 1865 to Present OR	
PSC 103	American Government and Politics	4
<b>Major Requirements</b>		<b>12</b>
ADM 101	Keyboard & Doc. Formatting	4
AMD 105	Advanced Document Formatting	4
ADM 230	Office Procedures	4
ADM 250	Business Communications	4
BUS 111	Business Practical Procedures	4
CIS 115	Spreadsheet for Business	4
<b>Concentrations</b>		
<b>Accounting Assistant</b>		<b>12</b>
Acc 101	Principles of Accounting	4
ACC 161	Financial Accounting	4
BUS 110	Introduction to Business	4
<b>Medical Office Technology</b>		<b>12</b>
HIT 101	Intro to Medical Billing	4
HIT 109	Intro to Medical Coding	4
BIO 115	Intro to Medical Terminology	4
<b>Office Technology</b>		<b>12</b>

ADM 210	Desktop Publishing & PowerPoint	4
CIS 106	Database Applications	4
CIS 130	Microcomputer Hardware Systems	4
<b>Recommended Electives</b>		<b>4</b>
Any courses in ADM, ACC, BUS, CIS or ECO		
		<b>Total Credit Hours Required 60</b>

➤ **Associate of Applied Science in Business Management (AAS)**

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

**Program 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, and make informed decisions based on data and critical thinking.
- 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 plays in business to increase productivity and efficiency in the workplace.

**Academic Requirements**

<b>General Education Requirements</b>		<b>Credit Hours (28)</b>
ENG 160	Composition I	4
ENG 162	Composition II	4
ENG 165	Speech	4
MAT 200	Finite Mathematics	4
SPA 222	The Hispanic-American Experience Through Literature <b>OR</b>	
HUM 202	Humanities I	4
HIS 104	Survey of U.S. History to 1865 <b>OR</b>	
HIS 105	Survey of U.S. History from 1865 to Present	4
PSC 103	American Government and Politics	4
ECO 101	Principles of Macroeconomics	4
<b>Major Requirements</b>		<b>28</b>
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
CIS 300	Management Information Systems	4
<b>Recommended Electives – one course from the following</b>		<b>4</b>
ACC 260	Tax Accounting	4
ADM 250	Business Communications	4
CIS 115	Spreadsheets for Business	4
ECO 101	Principles of Macroeconomics	4
		<b>Total Credit Hours Required 60</b>

➤ **Associate of Applied Science in Computer Information Systems (AAS)**

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.
- 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 from TestOut.

Students in the Information Systems Applications Programmer will be prepared to take the PCEP Certified Entry-Level Python Programmer from the Python Institute.

### Academic Requirements

General Education Requirements		Credit Hours (20)
ENG 160	Composition I	4
ENG 162	Composition II	4
MAT 225	Introductory Statistics	4
SPA 222	The Hispanic-American Experience Through Literature <b>OR</b>	
HUM 202	Humanities I	4
HIS 104	Survey of U.S History to Present <b>OR</b>	
PSC 103	American Government and Politics	4
<b>Major Requirements</b>		<b>12</b>
CIS 114	Computer Programming with Python I	4
CIS 240	Database Management Concepts	4
CIS 300	Management Information Systems	4
<b>Concentrations</b>		
<b>Application Programmer</b>		<b>16</b>
CIS 214	Computer Programming with Python II	4
CIS 220	Client-Side Web Development	4
CIS 260	Intro to Mobile Apps	4
CIS 320	Server-side Web Development	4
<b>Systems Support</b>		<b>16</b>
CIS 130	Microcomputer Hardware System	4
CIS 216	Operating Systems	4
CIS 217	Network Concepts	4
CIS 328	Network Systems Security	4
<b>Recommended Electives</b>		<b>12</b>
Any CIS 200-level or higher course(s)		4
CIS 102	Introduction to CIS	4
BUS 110	Introduction to Business	4
<b>Total Credit Hours Required</b>		<b>60</b>

➤ **Associate of Applied Science in Culinary Arts (AAS)**

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

This is a 60-credit-hour curriculum. From this total, 16 credit hours are for general education, 4 credit 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.

**Academic Requirements**

General Education Requirements		Credit Hours (20)
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
Support Course Requirements		4
CIS 109	Computer Apps for Culinary Arts	2
MAT 109	Mathematics for Culinary Arts	2
SAN 025	Sanitation Certification	1
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
<b>Recommended Electives (Choose any two)</b>		<b>8</b>
CUL 103	Nutrition	4
CUL 120	Baking & Pastry II	4
CUL 125	Baking & 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
<b>Total Credit Hours Required 60</b>		

### ➤ **Bachelor of Arts in Business Administration (BA)**

The Bachelor of Arts in Business Administration is a degree designed to prepare students for a variety of business opportunities in 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 changing 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.

### **Career Outlook**

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. Services need people 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:

- Demonstrate a strong foundation of business knowledge and decision-making skills for every level of business operation.
- Apply analytical skills, business strategies, methods, and techniques to manage real business situations.
- Understand the legal environment of business, to act and behave in an ethical manner when dealing with personnel, business activities, and the law.
- 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.

- Display effective communication skills, including oral, written, electronic, and social media applications.
- Demonstrate competence with technology to organize, understand, and analyze business operations, as well as to propose new ideas and solutions.

### Academic Requirements

General Education Requirements		Credit Hours (40)
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	
CHM 115	Basic Chemistry OR	
PHY 103	Earth Science	4
HUM 204	Music Appreciation OR	
HUM 205	History and Appreciation of Art OR	
PHI 220	Ethics	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 to Present OR	
PSC 103	American Government and Politics	4
PSY 101	General Psychology OR	
SOC 101	Introduction to Sociology	4
ECO 101	Principles of Macroeconomics OR	
ECO 102	Principles of Microeconomics	4
<b>Major Requirements</b>		<b>68</b>
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 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
<b>Concentrations</b>		
<b>Human Resources</b>		<b>16</b>
MNG 323	Employment Law	4
MNG 405	Human Resources Management	4
MNG 410	Employee Training & Development	4
MNG 415	Compensation & Benefits	4
<b>Small Business Operations</b>		<b>16</b>
MNG 370	Entrepreneurship	4
MNG 405	Human Resource Management	4
MNG 410	Employee Training & Development	4
MNG 415	Compensation & Benefits	4
<b>Hospitality</b>		<b>16</b>
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
HOS 495	Senior Seminar in the Hospitality Industry	4
<b>Elective Credits</b>		<b>12</b>
<b>Total Credit Hours Required 120</b>		

#### ➤ Bachelor of Arts in Hospitality Management (BA)

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:

- 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- cultural understanding and practice in a global industry.
- 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.
- 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.
- 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.

### Academic Requirements

General Education Requirements		Credit Hours (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 204	Music Appreciation <b>OR</b>	
HUM 205	History & Appreciation of Art <b>OR</b>	
PHI 220	Ethics <b>OR</b> any other PHI course	4
SPA 222	The Hispanic-American Experience through Literature <b>OR</b>	
HUM 202	Humanities I	4
HIS 104	U.S. History to 1865 <b>OR</b>	
HIS 105	U.S. History from 1865 to Present <b>OR</b>	
PSC 103	American Government	4
PSY 101	General Psychology	4
<b>Major Requirements</b>		<b>56</b>
ACC 101	Principles of Accounting	4
BUS 110	Introduction to Business	4
BUS 220	Principles of Management	4
CUL 100	Food Service & Hospitality <b>OR</b>	4
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
<b>Elective Courses</b>		<b>28</b>
<b>Total Credit Hours Required 120</b>		

➤ **Bachelor of Science in Computer Information Systems (BS)**

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 and related Services will be the 5<sup>th</sup> 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:

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

### Academic Requirements

General Education Requirements		Credit Hours (48)
ENG 160	Composition I	4

ENG 162	Composition II	4
ENG 165	Speech	4
MAT 225	Introductory Statistics	4
PHY 103	Earth Science <b>OR</b>	
BIO 102	Introduction to Human Biology	4
HUM 202	Humanities I <b>OR</b>	
ENG 203	American Culture and Literature <b>OR</b>	
PHI 220	Ethics	4
SPA 222	The Hispanic-American Experience through Literature	4
HUM 204	Music Appreciation <b>OR</b>	
HUM 205	History and Appreciation of Art	4
HIS 104	Survey of U.S. History to 1865 <b>OR</b>	
HIS 105	Survey of U.S History 1865 to Present <b>OR</b>	
PSC 103	American Government and Politics	4
PSY 101	General Psychology <b>OR</b>	
PSY 210*	Child Growth and Development <b>OR</b>	
SOC 101	Introduction to Sociology	4
<b>Major Requirements</b>		<b>36</b>
CIS 110	Introduction to Object-Oriented Programming	4
CIS 130	Computer Systems Hardware	4
CIS 210	Object-Oriented Programming	4
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
<b>Concentrations</b>		
<b>Database Systems Management</b>		<b>20</b>
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
<b>Web-based Applications</b>		<b>20</b>
CIS 220	Client-Side Web Development	4
CIS 260	Intro to Mobile Apps	4
CIS 320	Server-Side Web Development	4
CIS 328	Network Systems Security	4
CIS 400	Ecommerce	4
<b>Network Systems Administrator</b>		<b>20</b>
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
<b>Elective Credits</b>		<b>24</b>
<b>Total Credit Hours Required 120</b>		

## School of Education

### ➤ Associate of Arts in Liberal Arts and Sciences (AA)

The Liberal Arts and Sciences curriculum includes courses in the foundations of psychology, history, social work, 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 of the seven (7) concentrations currently 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).**

### Academic Requirements

General Education Requirements		Credit Hours (48)
ENG 160	Composition I	4
ENG 162	Composition II	4
ENG 165	Speech	4
MAT 200	Finite Mathematics <b>OR</b>	
MAT 225**	Introductory Statistics	4
BIO 102	Human Biology <b>OR</b>	
BIO 108	Anatomy and Physiology	4



CHM 115	Basic Chemistry <b>OR</b>	
PHY 103	Earth Science	4
HUM 204	Music Appreciation <b>OR</b>	
HUM 205	History and Appreciation of Art	4
PHI 220	Ethics <b>OR</b> any unduplicated Humanities or Fine Art course	4
SPA 222	The Hispanic-American Experience through Literature <b>OR</b>	
HUM 202	Humanities I	4
HIS 104	Survey of U.S. History to 1865 <b>OR</b>	
HIS 105	Survey of U.S. History from 1865 to Present <b>OR</b>	
PSC 103	American Government and Politics	4
PSY 101	General Psychology	4
PSY 202	Human Growth and Development <b>OR</b>	
PSY 210*	Child Growth and Development <b>OR</b>	
SOC 101**	Introduction to Sociology	4
*Required for Child Development Concentration		
**Required for the Social Work degree and for the Social Work concentration in the LAS degree program.		
<b>Concentrations</b>		<b>Credit Hours</b>
<b>Psychology</b>		<b>12</b>
PSY 201	Writing for Psychology	4
PSY 220	Adult Development and Aging	4
PSY 234	Abnormal Psychology	4
<b>Spanish – not offered at this time</b>		<b>12</b>
SPA 201	Grammar and Composition for Bilingual Students	4
SPA 202	Advanced Composition	4
SPA 250	Hispanics American Literature/Contemporary Fiction	4
<b>Social Work</b>		<b>12</b>
SWK 200	Introduction to Social Work	4
SWK 305	Ethics & Values in Social Work	4

SWK 315	Human Behavior & Social Environment I	4
<b>Child Development</b>		<b>12</b>
ECE 101	Introduction to Early Childhood Education	4
ECE 221	The Exceptional Child	4
ECE 225	Language Acquisition & Language Arts of Young Children	4
<b>Criminal Justice</b>		<b>12</b>
CRJ 201	Criminal Justice in the United States	4
CRJ 205	Corrections Systems Services	4
CRJ 211	Juvenile Justice <b>OR</b>	
CRJ 215	Procedures in Criminal Law	4
<b>Computer Information Systems</b>		<b>12</b>
CIS 114	Computer Programming with Python <b>OR</b>	
CIS 130	Microcomputer Hardware Systems	4
Any two CIS 200 level or higher courses recommended:		
CIS 220 and CIS 214 (CIS 114 is a prerequisite for both) <b>OR</b>		8
CIS 216 and CIS 217 (CIS 130 is a prerequisite for both) <b>OR</b>		8
Any of the four combinations above and CIS 300 (CIS 300 must be taken in the last semester)		8
<b>Interdisciplinary</b>		<b>12</b>
- Choose any three courses - Courses below ENG 160 and below MAT 160 do not count		
<b>Total Credit Hours Required 60</b>		

➤ **Associate of Applied Science in Early Childhood Education (AAS)**

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**

- 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 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.

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 a learning facilitator for further information about this credential and required courses.

## Academic Requirements

General Education Requirements		Credit Hours (24)
ENG 160	Composition I	4

ENG 162	Composition II	4
ENG 165	Speech	4
BIO 102	Introduction to Human Biology	4
PSY 101	General Psychology	4
PSY 210	Child Growth & Development	4
<b>Major Requirements</b>		<b>36</b>
ECE 101	Introduction to Early Childhood Education	4
ECE 212	Art & 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
<b>Other Requirements</b>		
MAT 112	Intermediate Algebra	4
		<b>Total Credit Hours Required 64</b>

\*Note: Department recommended courses.

### ➤ 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

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.

### Academic Requirements

General Education Requirements		Credit Hours (32)
ENG 160	Composition I	4
ENG 162	Composition II	4
ENG 165	Speech	4
MAT 225	Statistics	4
BIO 102	Introduction to Human Biology OR	
CHM 115	Basic Chemistry OR	
PHY 103	Introduction to Earth Science	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	
<b>Electives</b>		<b>28</b>
<b>Total Credit Hours Required 60</b>		

### ➤ Bachelor of Arts in Early Childhood Education with ESL/BE (BA)

#### Program Description

The Bachelor of Arts in Early Childhood Education with English as a Second Language and Bilingual Education (BAECE ESL/BE) focuses on preparing students to teach from ages birth to grade two in a variety of public and catholic schools in Chicago, as well as public and private suburban preschools, childcare centers and elementary schools (k-2 grade). Candidates will be immersed in the real world, through field experiences, which require the teacher-candidate to observe, assist and participate in teaching activities at multiple schools, childcare centers and student teaching. By the time the teacher-candidate graduates, the candidate will have spent more than 500 hours working with young children. The BAECE-ESL/BE leads to initial teacher licensure (Illinois Professional Education Licensure) preparing the candidate to acquire a license in order to work with children from birth to second grade. St. Augustine College is an entitled institution for the Gateways to Opportunity ECE Credential Levels 2,3,4 and 5.

#### BA ECE-ESL/BE Mission Statement

The mission of the BAECE-ESL/BE Program is to graduate students with the ability to educate young children from birth to second grade and have the skills needed to apply acquired knowledge in linguistic,

cultural, and diverse settings. Candidates will demonstrate pedagogical competencies and classroom practices to understand how children develop and learn.

### **Institutional Learning Outcomes**

- Communication: Students will be able to demonstrate proficiency in academic and communicative competence.
- Global Learning: Students will be able to recognize the values of our own cultural background and the cultural background of others.
- Quantitative Fluency: Students will be able to solve real-life problems using logical reasoning.
- Critical Thinking: Students will be able to apply critical thinking to make effective context-appropriate decisions.
- Information Literacy: Students will be able to locate and evaluate sources of information and apply them appropriately.

### **ECE Learning Outcomes/ECE Graduates will be able to:**

- Discuss the biological bases of cognitive development. (NAEYC 1a-1f; IPTS 1B, 1C, 1D)
- Explain the how cognitive development is constructed in social contexts. (NAEYC 1b; IPTS 1B, 1C, 1D))
- Explain how cognitive development involves stability and plasticity. (NAEYC 1a, 1b, 1c, 1d, 1e, 1f; IPTS 1A, 1D, 1E)
- Explain how cognitive development involves changes in the way information is represented. (NAEYC 1a-f, 2a, 2b; IPTS 1A, 1B, 1E, 3C, 8D)
- Explain how cognitive development of children reflects increasing intentional control over behavior and cognition. (NAEYC 1a, 1b, 2a; IPTS 1A)
- Describe how cognitive development involves changes in both general and specific abilities. (NAEYC 2b, 2c; IPTS 2B, 2C).
- Cognitive development involves changes in the way information is represented.
- Discuss the role of culture in cognitive development (NAEYC 3e, IPTS 1E)
- Describe factors affecting families of diverse children and identify intervention techniques that could be used to support families. (NAEYC 7a, 7c, 8c; IPTS 1E)
- Explain how children learn to think on their own (executive function). (NAEYC 1f, IPTS 1I).
- Explain schooling and the development of memory, language, and social cognition. (NAEYC 2b; IPTS 1 A-L)
- Explain approaches to studying intelligence.
- Explain intellectual differences: Teachers/Candidates/Students will be able to: Identify current trends in the social, emotional, familial, cultural, linguistic, academic, and cognitive assessment of culturally and linguistically diverse students
- Ensure the practice of inclusiveness, equity, diversity and social justice for all groups, families and stakeholders

### **Courses Format and Technology Resources**

The official, oral and written, language of all classes will be in English. Those seeking Bilingual endorsements will be expected to be fluent in English and in the language in which they are seeking an endorsement. In regard to pursuant of an ESL (English as a Second Language, the candidate is expected to be fluent in English at the academic level. All discussions, interactions, presentations, assignments, papers, midterm, and final exam will be delivered in the English language.

### **Distance Education Delivery Mode**

St. Augustine College conducts all instruction according to the Hy Flex Model. At St. Augustine College, Hy Flex (or Hybrid Flexible) is defined as a synchronous instruction model (all classes have pre-established meeting times) that allows students to participate in person or remotely. The SAC definition of Hy Flex includes the following principles:

Student Choice: Student must attend the established class sessions but may choose whether to attend in person or remotely.

Equivalency: In person and remote high-quality education reaches the same learning outcomes.

Reusability: Materials and resources are available for students to review before and/or after class via canvas.

### Alumni Jobs/Career with a bachelor's degree in early childhood

The curriculum is designed to meet all ISBE requirements. Upon completion of this degree, students will have strong, marketable preparation in the field of ECE and will have a several opportunities for employment as licensed teachers in public and private institutions.

### Academic Requirements

General Education Requirements		Credit Hours (56)
ENG 160	Composition I	4
ENG 162	Composition II	4
ENG 165	Speech	4
MAT 240	Mathematics for Elementary Teachers I <i>*Prerequisite: MAT 112</i>	4
MAT 241	Mathematics for Elementary Teachers II <i>*Prerequisite: MAT 240</i>	4
BIO 102	Introduction to Human Biology <b>OR</b>	
PHY 103	Introduction to Earth Science	4
HUM 204	Music Appreciation <b>OR</b>	
HUM 205	History and Appreciation Art	4
HIS 104	Survey of U.S. History to 1865 <b>OR</b>	
HIS 105	Survey of U.S. History from 1865 to Present	4
PSC 103	American Government and Politics	4
PHI 220	Ethics <b>OR</b>	
SPA 222	The Hispanic-American Experience through Literature	4
SOC 210	Marriage and Family <b>OR</b>	
ECO 102	Microeconomics	4
PSY 101	General Psychology	4

PSY 202	Developmental Psychology	4
PSY 210	Child Growth & Development	4
<b>Major Requirements (Credit hours 48) All GE courses must be completed prior to 300+ level course registration</b>		
ECE 101	Introduction to Early Childhood Education	4
ECE 221	The Exceptional Child	4
ECE 301	Philosophical & Historical Foundations of ECE	3
ECE 302	Curriculum, Instruction & Play in ECE	3
ECE 303	Early Childhood: Cognitive Development of Young Children	3
ECE 306	Methods of Teaching, Reading & Writing in ECE	3
ECE 312	Teaching Strategies with Multicultural Groups	3
ECE 313	Language Development from Birth to Age Eight	3
ECE 316	The Health, Safety and Nutrition of Children, Family & Community	3
ECE 325	Teaching Language & Language Arts to Diverse Young Children	3
ECE 328A	Pre-Student Teaching Clinical Experience in ECE (8-week module) *Prerequisite: All GE, ECE & BBE Courses	1.5
ECE 328B	Pre-Student Teaching Clinical Experience in ECE (8-week module) *Prerequisite: All GE, ECE & BBE Courses	1.5
ECE 330	Student Teaching in ECE *Prerequisite: All GE, ECE (Including ECE 328) & BBE Courses	6
ECE 338	Developmental Assessment of Young Children	3
ECE 350	Methods of Teaching Language Arts, Music & Art Using Technology	3
ECE 354	Methods of Teaching Mathematics, Science & Social Studies Using Technology	3
<b>BBE – Bilingual Bicultural Education</b>		<b>18</b>
BBE 338	Theoretical Foundations of Teaching ESL & Bilingual Students	3
BBE 339	Cross-Cultural Studies for ESL & Bilingual Education Students	3
BBE 340	Linguistic Foundations for Developing Language & Literacy w/ ESL & Bilingual Education Students	3
BBE 341	Methods & Materials for Teaching ESL & Content Areas for ESL & Bilingual Education Students	3
BBE 342	Assessment of ESL & Bilingual Education Students	3
<b>Electives</b>		<b>3</b>
BBE 343	Technology Instruction for ESL & Bilingual Education Students <b>OR</b>	
BBE 344	Family Literacy for Culturally & Linguistic Diverse Children & Parents	3
<b>Total Credit Hours Required 124</b>		



**\*\* The following courses may be taken in lieu of ECE 330 – Student teaching.**

- **ECE 325** - Teaching Language & Language Arts to Diverse Young Children
- **BBE 343** - Technology Instruction for ESL & Bilingual Education Students

## **School of Sciences and Health**

### **➤ Associate of Applied Science in Respiratory Therapy (AAS)**

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 an 80 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](http://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 2.80 in the following prerequisite courses: AHP 110, AHP 113, BIO 108, BIO 115, BIO 120, BIO 208, CHM 115, MAA 105 and MAT 112.

### **Respiratory Therapy Transferrable Courses Policy**

General education: statement about IAI. Respiratory Therapy courses taken at another institution will be reviewed by Respiratory Therapy faculty on a case-by-case basis. (Faculty decide) The credential 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.

### **Trajecsys Course Fee**

Respiratory therapy courses RES 280, RES 290 and RES 300 have a \$50 course fee for its implementation of the Trajecsys software. Trajecsys is an online clinical management and tracking system for students to use during their clinical and/or internship rotations. Trajecsys will allow accurate clinical time management, reporting and record keeping. The software's flexibility allows students and faculty to easily and accurately manage clinical sites, schedules, grading, performance evaluations and reporting. In addition, faculty personnel will be able to archive up to 7 years of alumni data for future access. For more information please visit: [www.trajecsys.com](http://www.trajecsys.com)

### **Academic Requirements**

General Education Requirements		Credit Hours (20)
ENG 160	Composition I	4
ENG 162	Composition II	4
BIO 108	Anatomy & Physiology I	4
CHM 115	Basic Chemistry	4
PSY 101	General Psychology	4
BIO 115	Medical Terminology	3
MAA 105	Law & Ethics	3
<b>Support Course Requirements</b>		<b>18</b>
AHP 110	Applied Physics in RES	3
AHP 113	RES Care Pharmacology	3
BIO 208	Cardio-Pulmonary Anatomy & Physiology	4
BIO 120	Intro to Microbiology	4
MAT 112	Intermediate Algebra	4
<b>Major Requirements</b>		<b>36</b>
RES 100	Fundamentals of Resp. Care Co-requisite: RES 120	3
RES 120	Resp. Care Procedures Co-requisite: RES 100	1
RES 129	Respiratory Special Procedures Co-requisite: RES 120, RES 210, RES 220, RES 201	2
RES 201	Respiratory Care Pathology	3
RES 205	N.B.R.C. Seminar Prerequisites: RES 211, RES 230, RES 240, RES 250, RES 249, RES 259	2
RES 210	Mechanical Ventilation I Co-requisite: RES 220	3
RES 211	Mechanical Ventilation II Prerequisite: RES 210, RES 220	3
RES 212	Clinical Case Simulation Prerequisite: RES 211, RES 230, RES 240, RES 250, RES 249, RES 259	2
RES 220	Respiratory Care Procedures II Co-requisite: RES 210	1
RES 230	Neonatal & Pediatric Resp. Prerequisite: RES 100, RES 120, RES 201, RES 210, RES 220, RES 129, RES 239, RES 249 Co-requisite: RES 240	2
RES 239	Clinical Practicum II	1

RES 240	Respiratory Care Procedures III Prerequisite: RES 100, RES 120, RES 201, RES 210, RES 220, RES 129, RES 239 Co-requisite: RES 230	2
RES 249	Clinical Practicum III Prerequisite: RES 100, RES 120, RES 201, RES 210, RES 220, RES 129, RES 239	1
RES 250	Hemodynamics & Cardiac Monitoring Prerequisite: RES 100, RES 120, RES 201, RES 210, RES 220, RES 129, RES 239	2
RES 259	Clinical Practicum IV Prerequisite: RES 100, RES 120, RES 201, RES 210, RES 220, RES 129, RES 239, RES 249	2
RES 280	Clinical Internship I Prerequisite: RES 100, RES 120, RES 201, RES 210, RES 220, RES 129, RES 239	2
RES 290	Clinical Internship II Prerequisite: RES 100, RES 120, RES 201, RES 210, RES 220, RES 129, RES 239, RES 249	2
RES 300	Clinical Internship III Prerequisite: RES 100, RES 120, RES 201, RES 210, RES 220, RES 129, RES 239, RES 249	2
<b>Total Credit Hours Required 80</b>		

### ➤ **Bachelor of Arts in Psychology (BA)**

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.

### **BAP Mission Statement**

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. Students will graduate with the understanding of the most relevant scientific and evidenced based findings along with a multicultural focus that will prepare them to thrive in diverse work and educational settings.

### **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. More specifically, the BAP program prepares student for academic success at the graduate level in higher education within Psychology and/or other mental health related fields of study.

### Learning Outcomes:

- 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.
- 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 recognize, develop, defend and criticize arguments and other persuasive appeals.
- 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.
- 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.
- 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). [APA Guidelines for the Undergraduate Psychology Major](#) (2023).

Acceptance to the BAP and Upper-Level Courses 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

Students will complete their Field Practice Internship, which is also called Field Experience, 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 approved and contracted agency setting where students learn about social and behavioral service practice by fulfilling 200 hours of supervised nonclinical 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, elective 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 Program's Learning Facilitator, 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

- 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.
- Psychology core courses and psychology elective courses from another institution are accepted if the college or university holds regional or national accreditation and the courses are determined by the SAC registrar in collaboration with the BAP Program Director to be equivalent to SAC courses.

### Academic Requirements

General Education Requirements		Credit Hours (48)
ENG 160	Composition I	4
ENG 162	Composition II	4
ENG 165	Speech	4
MAT 225	Introductory Statistics	4
BIO 102	Intro to Human Biology	4
CHM 115	Basic Chemistry <b>OR</b>	
PHY 103	Earth Science	4
HUM 204	Music Appreciation <b>OR</b>	
HUM 205	History & Appreciation of Art	4
PHI 220	Ethics <b>OR</b>	
ENG 203	American Culture & Literature <b>OR</b> any unduplicated Humanities or Fine Arts course	4
SPA 222	The Hispanic-American Experience through Literature <b>OR</b>	
HIS 104	U.S. History to 1865 <b>OR</b>	
HIS 105	U.S. History from 1865 to Present <b>OR</b>	
PSC 103	American Government	4
PSY 101	General Psychology	4
PSY 202	Human Growth & Development	4

	<b>OR</b>	
PSY 210	Child Growth & Development	4
<b>Major Requirements</b>		<b>44</b>
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	
	<b>OR</b>	
PSY 420	Industrial/Organizational Psychology	4
	<b>OR</b>	
PSY 440	Health Psychology	4
PSY 450	Senior Seminar	4
<b>Elective Courses</b>		<b>28</b>
*Students will choose 7 elective courses. At least 16 hours (4 courses) of the 28 hours of electives should be 300- or 400-level courses.		
<b>Recommended Elective Courses:</b>		
PSY 216	Domestic Violence (Prerequisite: PSY 101, PSY 201, ENG 162)	4
PSY 303	Child Welfare II (Prerequisite: 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 343	Multicultural Family and Couples 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		
<b>Total Credit Hours Required 120</b>		

➤ **Bachelor of Social Work**

The 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 through social justice.

The bachelor degree in Social Work (BSW) prepares students for general social work practice. BSW graduates prepare to “promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social, racial, economic, and environmental justice; the creation of conditions that facilitate the realization of human rights; the elimination of poverty; and the enhancement of life for all people, locally and globally.” (CSWE Educational Policy 1.0)

The SAC Social Work program is accredited through 2028 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. (Advance standing allows BSW students to complete a master’s in social work (MSW) in a shorter amount of time).

### **BSW Mission Statement**

The mission of the St. Augustine College School of Social Work is to educate generalist practice social workers to deconstruct systems of oppression that stand in the way of social justice and equity. The program prepares students to work with diverse populations and multi-level social systems. The generalist practice is based on social work values, knowledge, and skills, which seeks to foster social workers who focus on education, practice and research in order to help vulnerable and underserved populations to achieve their full-potential and well-being.

### **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, community organizing, international social work, military social work, and many others. The Council of Social Work Education provides further information on exploring social work at:

<https://www.cswe.org/Students>

Graduates from the BSW program work as family specialists, youth organizers, case managers, day care management, domestic violence advocates, healthcare workers, geriatric care workers, and addictions counselors. Students who complete the BSW degree and also fulfill the state of Illinois licensure requirements for social work, may apply to become a Licensed Social Workers (LSW). For more information on the current Illinois state requirements, you can go to:

<https://idfpr.illinois.gov/profs/socialworker.html>

### **Program Outcomes**

- The student learning outcomes\* for the BSW program are:
- Demonstrate ethical and professional behavior
- Engage diversity and difference in practice
- Advance human rights and social, economic, and environmental justice
- Engage in practice-informed research and research-informed practice
- Engage in policy practice
- Engage with individuals, families, groups, organizations, and communities
- Assess individuals, families, groups, organizations, and communities
- Intervene with individuals, families, groups, organizations, and communities
- Evaluate practice with individuals, families, groups, organizations, and communities

\*The above 9 outcomes reflect the 9 competencies identified by the 2015 Educational Policy and Accreditation Standards (EPAS) identified by CSWE. At the time of this publication, there is a revised and current EPAS (2022), however, SAC will follow CSWE implementation guidelines and will update the competencies/ learning outcomes at that time.

## **Admission to the BSW Program and Upper Level Courses**

Full admission to the BSW program requires the following:

- Completion of the BSW application found online at: <https://www.staugustine.edu/programs/social-work/>
- A cumulative GPA of 2.75 (on a 4.0 scale)
- Completion of general education course requirements
- Completion of SWK 200, SWK 305, and SWK 315 with a grade of C or higher

Applications will be formally reviewed by the BSW faculty during December and May of each year for admittance in the Spring and Summer/Fall terms respectively. Students are notified via email of their acceptance or not and contingent conditions. Students may register for upper level courses if admitted into the program. Students do not need to be admitted to the BSW program to take social work elective courses.

## **Social Work Field Placement (Internship)**

The purpose of the field experience is to integrate the theoretical and conceptual contribution of the classroom with the practice setting. Both-classroom and field-are of equal importance and each contributes to the understanding of the social work competencies.

BSW students must complete 420 hours (2 courses of 4 credits each) of field experience. Field experience of general practice social work must be completed under supervision of a BSW or MSW (CSWE accredited) and with post social work degree experience. Students will create, along with their field supervisor, an individualized learning contract to be approved by the field placement agency and SAC for this experience. Students must have completed core social work courses and have no more than 12 elective credits left to complete and have a 2.75 GPA to enter into field placement courses. Students are required to take SWK 470- an integrative seminar course at the same time as their field courses.

## **Graduation Requirements:**

1. Students must complete a total of 128 credit hours. This includes general education requirements, elective requirements, and social work core course requirements. Please note, the 420-hour field placement is a 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 along with the program's learning facilitator are the academic advisors who assist with study plans, career plans, and course needs for admitted social work students. Students are required to meet with the learning facilitator after program admission in their junior and senior year to make a study plan for upper level courses.

Prior to field placement, students are required to meet with the Field Director for approval to register in the field placement courses (internship) and seminar.

## **BSW Program Policies**

Students applying to the BSW program are provided with all the necessary information about this degree program in a BSW Manual which describes all BSW program policies and procedures in greater detail. This document is available through the learning facilitator, all BSW faculty, and always located under faculty signature lines (in emails) as a weblink. There is also a BSW Field Manual which describes the policies and procedures of the field experience to prepare all students who are entering this phase of the program. This document can also be found in the same places as the BSW Manual.

## **Transferring Courses from Other Institutions**



General education courses from other institutions in Illinois are accepted if they are IAI (Illinois Articulation Initiative) courses that are equivalent to IAI General Education courses at SAC. General education courses from another country must have International Academic Equivalency Evaluation before they are accepted by SAC.

Social work courses from another institution are only accepted if they are attained through a CSWE accredited program.

\*Credit for work or life experience is not permitted by CSWE policy.

### Academic Requirements

General Education Requirements		Credit Hours (48)
ENG 160	Composition I	4
ENG 162	Composition II	4
ENG 165	Speech	4
MAT 225	Introductory Statistics	4
BIO 102	Intro to Human Biology OR	
BIO 108	Anatomy and Physiology I	4
CHM 115	Basic Chemistry OR	
PHY 103	Earth Science	4
ENG 203	American Culture and Literature OR Any unduplicated Humanities course	4
HUM 204	Music Appreciation OR	
HUM 205	History & Appreciation of Art	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
SOC 101	Introduction to Sociology	4
<b>Major Requirements</b>		<b>52</b>
SWK 200	Introduction to Social Work	4
SWK 305	Ethics and Values in Social Work	4

SWK 310	Social Work Policy and Analysis	4
SWK 315	Human Behavior in the Social Environment I	4
SWK 319	Human Behavior in the Social Environment II	4
SWK 335	Social Justice and Social Action	4
SWK 345	Multicultural Social Work Practice	4
SWK 355	Research and 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
<b>Elective Courses (Recommended Courses)</b>		<b>28</b>
SWK 337	Child Welfare I	4
SWK 338	Child Welfare II	4
SWK 333	Social Work and Aging	4
<b>Total Credit Hours Required 128</b>		

## **Academic and Developmental Programs**

### **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 according to demand. 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.

### **Spanish Program**

The College Spanish program does not offer a concentration for the Associate of Arts degree in Liberal Arts and Sciences. The program does include a course for the General Education Core, which can be transferred to baccalaureate programs.

El programa de español a nivel universitario no ofrece una concentración de español en el currículo de Asociado en Artes en la especialidad de Artes Liberales y Ciencias. El programa de español universitario incluye un curso para el Núcleo de Educación General que puede ser transferido a programas de licenciatura.

## **Course Offerings**





The College reserves the right to cancel classes not meeting minimum enrollment standards or having other unforeseen circumstances requiring a course cancellation. If this occurs, students will then need to

consult with a Learning Facilitator for a course adjustment. If due to low enrollment, a particular course is not offered, an appropriate course substitution may be approved by the Dean of Academic Affairs, so that a student can complete the degree on time.

Advising and guidance services, as detailed in the Student Academic Services section of this catalog, are available to every student. Those students planning to transfer credits earned at St. Augustine College to another institution should consult with their Learning Facilitator and the Career and Transfer Center staff, in order to receive assistance. Students may enroll in any course as long as individual course prerequisites and/or placement procedures are met.

Courses that have been approved as meeting specific general education core requirements for transfer by Illinois Articulation Initiative ([www.itransfer.org](http://www.itransfer.org)) will display a notation in the course description.

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)
				Hours of Lecture per Week
Course Prefix	Course Number	Course Title	Semester Hours of Credit	(2) 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 Information 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 Information System	CIS	Physical Science	PHY
Criminal Justice	CRJ	Political Science	PSC
Culinary Arts	CUL	Psychology	PSY

Early Childhood Education	ECE	Respiratory Therapy	RES
Economics	ECO	Sociology	SOC
English	ENG	Spanish	SPA
		Social Work	SWK

## Course Descriptions

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### **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 to the students including writing exercises, compositions, and grammar reviews.

**SAC 101 Freshmen Seminar (0)** This course will introduce new students to the College and assist them in acquiring the basic skills necessary to be successful in a college environment. A variety of instructional strategies will be used including lectures, class discussions, group work, and application of technological learning, all delivered in a creative combination of in-person and online synchronous activities. This course carries no credit and it's traditionally offered the weekend before each term starts. Students who missed SAC 101 in their first term are reenrolled for the following one.

**SAC 102 Freshmen Technology (0)** Most often presented as part of the broad New Student Orientation, SAC 102 is a course about the Learning Management System used in St. Augustine College (Canvas), the video conferencing system (Zoom), our student portal (Campus Connect), and other technology tools students need to take classes in the hyflex format the College uses. The course is designed as a hands-on experience, where students learn the basics and then practice their newly acquired knowledge, as well as familiarizing with the Help Desk system and other valuable resources for them to have all they need to succeed in the high-tech environment of post-pandemic higher education.

### **Adult and Continuing Education**

The Adult Education Department offers English as a Second Language (ESL) classes and High School Diploma (formerly known as the GED). All classes are non-credit.

#### **English as a Second Language Course**

English as a Second Language is a non-credit course that delivers instruction in English. The format used to deliver the ESL course to students is synchronous. Students participate via zoom with an instructor on specific dates and times. The course is offered in multiple levels which are Beginner, Intermediate, High-Intermediate and Advanced.

The class meets three days a week, 3 hours per day for 11 weeks. There are no pre-requisites

#### **High- School Diploma Course (formerly GED)**

High-School Equivalency classes are offered in English and Spanish. All subjects covered on the High-School Diploma Exam are taught in the class. These subjects are Math, Science, Social Studies and Language Arts. The classes are delivered synchronously via zoom with an instructor on specific dates and times.

The class meets five days a week, 4 hours per day for 10 weeks. **Pre-requisite:** must be 16 years of age and a resident of Illinois

## **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. **Prerequisite:** ACC 161

**ACC 200 Quick Books Certified User (3) (3, 0)** ACC 200-Computerized Accounting using Quick Books Credit Hours: 3 Lab hours 0 Course Description: This course prepares the student to use QuickBooks software package or similar software programs. The program is geared toward small and medium-sized businesses and offers accounting applications that address business payments; manage and pay bills, accomplish payroll function and prepare financial statements. A QuickBooks certification may be accomplished at the end of the course. **Prerequisites:** ACC 101, 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 about 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) (3, 1)** This course introduces the principles and procedures of federal tax laws related to single proprietorships, partnerships and corporations. Students will be introduced to tax forms and will master skills in tax laws, tax preparation, and planning. Students will be provided an opportunity to practice these procedures on an appropriate software system. **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) (3, 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.

**ADM 105 Advanced Document Formatting (4) (3, 2)** 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. **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.

**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. **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. **Prerequisite:** ENG 160

## Allied Health

**MAA 105 Law and Ethics (3)** Is a prerequisite course for students who are planning to take St. Augustine's Allied Health Programs. This course will address medical ethics, medical practice acts, legal responsibilities, liability, human relations and civil duties of the healthcare professional. This course is designed to enable the student to understand and apply legal and ethical issues as they relate to the healthcare practitioner.

## 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 evolves and how present-day organism relate to each other. This course is only offered per faculty and /or Department chair request. **IAI Course Number: L1 900L**

**Biology 102 Introduction to Human Biology (4) (3,2)** This course covers basic principles and concepts in biology, evolution, nutrition behavior, anatomy and physiology applied to human beings, including life cycle from conception to birth, adulthood, aging and death. Laboratory exercises include microscopic observation, 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, skeletal and renal system. Laboratory exercises include microscopic observations, chemistry of organic molecules, cell structure and function, microscopic study of tissues, blood typing, animal dissections and others. This is an intensive course mainly oriented to Respiratory Therapy students. Biology 102 is an alternative for non-Respiratory Therapy majors. **IAI Course Number: L1 904L**

**BIO 115 Medical Terminology (3)** is a prerequisite for students who are planning to take St. Augustine's Allied Health programs. This course covers the medical terminology related to the systems of the human body including the integumentary, skeletal, muscular, nervous, circulatory, immune, respiratory, digestive, endocrine, urinary, and reproductive systems. In addition, the special senses, cells and tissues, fluid and electrolyte balance, acid-base balance, principles of nutrition, metabolism, and growth and development will also be covered. This course is designed to enable the student to understand better the health problems of patients as they relate to the various body systems.

**BIO 120 Introduction to Microbiology (4) (3,2)** This course introduces the student to the microbial world and the microbes that inhabit our planet, with emphasis on classification, molecular biology, physiology and metabolism of microorganisms. Lectures include infectious diseases, as well as the relationship between humans and microorganisms and discussions on emerging infectious diseases, antibiotic resistance and vaccines. Laboratory practices include microscopy, morphology and identification of microorganisms, gram stain and others. **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, musculoskeletal, respiratory, cardiovascular, renal and nervous systems. This course is only offered per faculty and/or Department Director request. **Prerequisite:** BIO 108

**BIO 208 Cardiopulmonary Anatomy and Physiology (4) (3,2)** An Intensive study of the physiological and structural components of the nervous, cardiovascular, respiratory and renal systems. With special emphasis on control of ventilation, mechanics of ventilation, gas diffusion, ventilation-perfusion, acid base regulation and cardiopulmonary hemodynamics. The laboratory component includes patient assessment, pulmonary function measurements, thoracic imaging and EKG. **Prerequisites:** BIO-108, CHM 115, 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

## Chemistry

**CHM 115 Basic Chemistry (4) (3, 2)** This course includes the basic concepts of general chemistry, properties and classification of matter. Emphasis is made in basic chemical calculations, the metric system, laws of gases acid base theory, energy, solutions, reactions, chemical bonding, and acids and bases. The course is offered to those students in the different professional fields that require science courses and to those in allied health professions. The course includes lecture and laboratory. **IAI Course Number: P1 902L Prerequisites:** MAT 110 or MAT 112

**CHM 199 Topics in Chemistry (1)** Independent study. This course reviews the basic principles and concepts in the class CHM-115, with special emphasis on general chemistry, the metric system, laws of gases acid base theory, energy, solutions, reactions, chemical bonding, and acids and bases. This course is only offered per faculty and /or department approval. **Prerequisite:** CHM 115

**CHM 211 General Chemistry I (5) (4,2)** Introduction to general inorganic chemistry, including stoichiometry, concentration units, gas laws, atomic and molecular structure, bonding, periodic laws and oxidation-reduction theory. This course includes lecture and laboratory. This class is only offered per faculty and/or department chair request **Prerequisites:** CHM-115

## Computer Information Systems

**CIS 101 Basic Use of Computers (2) (2, 0)** This course provides a basic introduction to computer concepts, their fundamental functions and operations. Topics covered in class include, identification of hardware components, perform basic computer operations, identification of security issues, and use of software applications. Upon completion of the course, students should be able to demonstrate and understand the role and function of computers and use them to solve computer problems. **Prerequisites:** None

**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 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 106 Database Applications (4) (4, 0)** This course introduces 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. **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) (3, 2)** This course introduces 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 114 Computer Programming with Python I (4) (3, 2)** This course introduces 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 Python programming language, including data types, operators, control structures, functions, arrays, and file processing. The course has an additional laboratory of two hours per class. **Prerequisite:** ENG-109 or Higher, **Co-requisite:** MAT 112. **This course substitutes:** CIS 110 Introduction to Object Oriented Programming

**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.

**Prerequisite:** MAT 101 **Course fee:** This course carries a fee. See Bursar's office

**CIS 130 Microcomputer Hardware Systems (4) (3, 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 130 Microcomputer Hardware Systems (4) (3, 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) (3, 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 214 Computer Programming with Python II (4) (3, 2)** This course is a continuation of CIS 114 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 UML to design, code, test, debug, and document advanced computer applications written with the Python programming language. The course has an additional laboratory of two hours per class. **Prerequisite:** MAT 112 and CIS 114. **This course substitutes:** CIS 210 Object Oriented Programming II

**CIS 216 Operating Systems (4) (3, 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) (3, 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, 0)** This course introduces the essentials of Web design and planning techniques to develop effective and functional websites. The course will teach students how to design websites with creative interfaces, strong graphic images, functional site organization and logical navigation. Students will use web-authoring software to create web pages, with an introduction to program with HTML. This course has an additional laboratory of two hours per week. **Prerequisite:** CIS 110 or CIS 114 or (BUS 110 or ADM 105 or ENG 162 for any other Associate Degree student)

**CIS 240 Database Concepts (4) (3, 2)** This course introduces the concepts of modern database management systems. The relational, hierarchical and network models are presented including a comprehensive coverage of SQL. The course presents the principles of database systems with a practical focus. Topics include: logical and physical schema designs, query creation, security, storing, and network approach to database management systems and database administration. **Prerequisite:** CIS 110 or CIS 114

**CIS 260 Intro to Mobile Apps (4) (3, 2)** In this course, students will be able to develop a number of mobile apps using a variety of mobile technologies. Students will spend a good deal of time in the design process as a graphical user interface (GUI) is one of the most important features of any mobile application. In addition, emphasis to the analysis, design, processing, and implementation of the code and its integration to a cloud database is crucial to the operation of any mobile application and it must be developed by students in this course. This course has an additional two-hour lab per class. **Prerequisites:** CIS 214, CIS 220 and CIS 240

**CIS 280 Introduction to System Analysis (4) (3, 2)** This course introduces the concepts of investigation, analysis, design, implementation, and installation as they apply to the phases of a business system project. The course includes analysis of organization and procedures, forms and workflow, work distribution, and methods and effects of computerization. This course has an additional two-hour laboratory per week. **Prerequisites:** CIS 210 or CIS 214 or CIS 212, and CIS 240

**CIS 300 Management Information Systems (4) (4, 0)** 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. **Prerequisite:** CIS 217 or CIS 240 for CIS students or BUS 110 for Business students.

**CIS 301 Management Information Systems for Hospitality (4) (4, 0)**

This course will introduce the concepts related to Management Information Systems (MIS) in hospitality. Students will learn about the different MIS technologies and identify how they are used in the different sectors of the hospitality industry. Students will be exposed to a variety of proprietary management systems as well as distributed systems and use them for decision making. Survey of computer applications, computer products, trends, data storage, data security, and communications systems will be analyzed.

**Prerequisite:** ACC 301

**CIS 303 Discrete Structures (4) (4, 0)** This course introduces the fundamental number theoretic, logical, algorithmic, combinatoric, 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 replaces CIS 203 Discrete Structures. **Prerequisite:** CIS 210 or CIS 214 and MAT 200 or MAT 225 and ENG 160 or Higher

**CIS 310 Database 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 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 or CIS 214

**CIS 320 Server-Side Web Development (4) (3, 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. **Prerequisite:** CIS 210 or CIS 214 and CIS 220 and CIS 240

**CIS 325 Data Structures (4) (3, 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 trees. The programming language selected for this course is C++. **Prerequisite:** CIS 210 or CIS 214 and (CIS 203 or CIS 303)

**CIS 328 Network Systems Security (4) (3, 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 an 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. **Prerequisite:** CIS 130

**CIS 340 Database Management and Reporting (4) (3, 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 360 Advanced Topics in Networks (4) (3, 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) (3, 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) (3, 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. A 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.

## **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, gender issues, 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, gender, and minority issues. Police and judicial concerns specific to child and juvenile needs will be addressed, including probation and parole.

**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 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 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 & Bilingual Bicultural Education**

**BBE 338 Theoretical Foundations of Teaching ESL and Bilingual Education Students (3)** Upon completion of this course students will be able to explain and discuss the historical, legal, and political development of bilingual education and English as a second language instruction in the United States. Students will be able to analyze the history of immigration and demographic changes in the United States. Students will be able to explain and discuss the educational and cultural implications of instructional programs and strategies for ESL and bilingual education and the challenges facing young children and their families in society. **Prerequisite:** Admission to the ECE Program. (Required for both ESL and Bilingual Endorsements).

**BBE 339 Cross-Cultural Studies for ESL and Bilingual Education Students (3)** Upon completion of this course, students will be able to explain and discuss the ways in which people, especially young children, communicate both nonverbally and verbally across languages and among diverse groups. Students will explore cultural influences on behavior and communication modalities. Students will be able to explain and discuss the causes of cross-cultural misunderstandings and strategies for increasing cultural understanding for young children in early childhood programs and other learning environments. **Prerequisite:** BBE 338 (Required for both ESL and Bilingual Endorsements).

**BBE 340 Linguistic Foundations for Developing Language and Literacy with ESL and Bilingual Educations Students (3)** Upon completion of this course, students will be able to explain and discuss linguistic theories and concepts related to language and literacy development and instruction for linguistic and culturally diverse young children in diverse schools. Students will be able to explain and discuss methods for teaching language, literacy and culture by comparing

and contrasting techniques for improving instruction in pre-reading, reading and writing.  
**Prerequisite:** BBE 338

**BBE 341 Methods and Materials for Teaching ESL and Content Areas for ESL and Bilingual Education Students (3)** Upon Completion of this course, students will be able to explain and discuss research, models and strategies for teaching ESL with children early childhood programs and bilingual classrooms. Students will be able to use strategies from these models to plan lesson plans for ESL and/or bilingual students. Students will be able to evaluate materials that meet the instructional needs of culturally and linguistically diverse children, and their families. Students will develop skills in using instructional methods and materials that meet the needs of ESL and bilingual children and their families. **Prerequisite:** BBE 338 **(Required for both ESL and Bilingual Endorsements)**

**BBE 342 Assessment of ESL and Bilingual Education Students (3)** Upon completion of this course, students will be able to discuss, explain and implement specific assessment practices for ESL and bilingual children. Students will be able to use assessment data to improve instruction and evaluate assessment methods used in diverse settings with young children. **Prerequisites:** BBE 338 **(Required for both ESL and Bilingual Endorsements)**

**BBE 343 Technology Instruction for ESL and Bilingual Education Students (3)** Upon completion of this course, students will be able to explain, discuss and implement best practices and strategies for using technology in ESL and bilingual classrooms. Students will compare and contrast appropriate technological activities and materials for students in the various content areas.

**BBE 344 Family Literacy for Culturally and Linguistic Diverse Children and Parents (3)** Upon completion of this course, students will be able to explain and discuss best practices and strategies for encouraging and/or implementing family literacy programs for limited English proficient children and adults.

**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)** Upon completion of this course, students will be able to define, discuss and write about the concept of exceptionality in young children. Students will be able to discuss atypical development in the physical, cognitive, language, and socio-emotional domains in young children. Students will be able to identify and discuss intervention methods, and programs designed to meet the special needs including learning disabilities. Students will be able to discuss applicable federal and state laws and requirements including the Individuals with Disabilities Education Act (IDEA), Americans with Disabilities Act (ADA), Individualized Family Service Plan (IFSP), Individualized Education Plan (IEP), and other inclusive programs. This course fulfills requirements of Illinois School Code, Article 25.25. Ten hours of observation are required.

**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 students will understand how to structure their thinking to make decisions. Students will understand the 5 early childhood program bases that are used and how they 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

**ECE 301 Philosophical and Historical Foundations of ECE (3)** Upon completion of this course, students will be able to describe the field of Early Childhood Education including a brief history, as well as description of the various types of early childhood programs and settings in the United States. Students will be able to discuss and explain theoretical, political, cultural, and economic considerations. Students will be able to explain state and federal early childhood guidelines and standards (IL State ECE Content, IPTS, SEL, NAEYC). Students will be able to demonstrate reflective thinking about caring for young children in a variety of settings and circumstances. Ten hours of observation in early childhood settings are required.

**ECE 302 Curriculum, Instruction and Play in Early Childhood Education (3)** Upon completion of this course, students will be able to bridge theory and practice regarding individualized care and instruction, issues of diversity in terms of culture, family structure, and ability levels. Students will be able to apply curricular and instructional practices derived from learning theories. Students will be able to explain and discuss developmentally appropriate practices for infants/toddlers, PreK, and K-3<sup>rd</sup> grade with an emphasis on multicultural, non-bias, inclusive approaches. Ten hours of observation are required.

**ECE 303 Early Childhood: Cognitive Development of Young Children (3)** Upon completion of this course, students will be able to explain, discuss and write about the process of growth and development of young children from birth to age eight or second grade including physical, cognitive, and linguistic (listening comprehension, speaking, reading/literacy and writing). Students will be able to discuss major theories, principles, concepts, and research in child development. Students will be able to discuss how early brain development is promoted through developmentally and culturally appropriate learning experiences and how children differ in their development and approaches to learning. Basic principles of health, nutrition, safety needs,

trauma, and resiliency can be addressed. Students will also be able to discuss rules and regulations for child-care centers, school-based programs, and other childcare centers. Ten hours of observation are required.

**ECE 306 Methods of Teaching Reading and Writing in Early Childhood Education (3)** Upon completion of this course, students will be able to develop literacy building experiences and to create literacy rich environment using a variety of materials and technology. Students will be able to discuss and explain methods, techniques, and materials for teaching reading and writing to young children. Students will be able to explain the nature of the reading process and how reading and writing develop with young children, children with special needs and children who speak or are learning English as a second language. Ten hours of observation are required.

**ECE 312 Teaching Strategies with Multicultural Groups (3)** Upon completion of this course, students will be able to explain and discuss the effect of cultural values on the developing child and the importance of teacher awareness of and respect for the individual child in a multicultural group setting. Students will be able to explain and discuss a variety of strategies to enhance communication with children and their families on cultural issues as well as strategies for inclusion and anti- bias practices. Ten hours of observation are required.

**ECE 313 Language Development from Birth to Age Eight (3)** Upon completion of this course, students will be able to discuss and explain the development of language from birth through age eight and elements of language development: family structures, native languages and family cultures. Students will be able to explain and discuss language acquisition theories as well as practical applications for creating rich language experiences for young children in a variety of settings. Students will be able to explain and discuss language development and its relationships to other domains, such as cognitive and socio- emotional development. Students will be able to discuss and explain appropriate teaching strategies to enhance language development. Ten hours of observation are required.

**ECE 316 The Health, Safety and Nutrition of Children, Family, and Community (3)** Upon completion of this course, students will be able to discuss and explain the concept of the whole child within the context of health, safety, nutrition, family, culture and community. Students will be able to explain how to build partnerships with families of young children as well as to utilize resources in the community to support healthy relationships among families, community programs, and services. Students will be able to discuss diverse family units in society and how to work with families from various cultural and linguistic backgrounds. Ten hours of observation are required.

**ECE 325 Teaching Language and Language Arts to Diverse Young Children (3)** Upon completion of this course, students will be able to explain and discuss the developmental process of language acquisition from birth to age eight. Student will be able to explain and discuss contextualize factors that influence the emergence of language including current demographics, age, gender, family dynamics, multilingual environments, and cultural experiences. Students will be able to discuss a variety of planning techniques to create a language rich environment for diverse young children by incorporating language learning and early literacy experiences. Students will be able to discuss observations strategies to inform assessment and curricular choices. Ten hours of observation are required.

**ECE 328 A Pre-Student Teaching Clinical Experience in Early Childhood Education (1.5)** (8 weeks module) Upon completion of this course, students will be able to fulfill 50 of the 100 hours required by the State of Illinois for certification in Early Childhood Education. ECE 328 A Pre-Student Teaching candidate will participate in extensive field experiences in infant, toddler or preschool classrooms under the supervision of a licensed ECE teacher and a college supervisor. Students will meet in biweekly seminar/classes. **Student will spend 50 hours in one of the following settings:** (1) Infant/toddler setting, including childcare and/or early intervention; (2) preschool. Kindergarten and/or early settings including childcare and Head Start programs. Students will spend the 50 hours in bilingual/ESL early childhood settings. A total of 50 hours of observation and classroom teaching are required.

**ECE 328 B Pre-Student Teaching Clinical Experiences in Early Childhood Education (1.5)** (8 weeks module) Upon completion of this course, students will be able to fulfill 50 of the 100 hours required by the State of Illinois for certification in Early Childhood Education. ECE 328 B Pre-Student Teaching candidates will participate in extensive field experiences grades 1-3 classrooms under the supervision of a licensed ECE teacher and a college supervisor. Students will meet in biweekly seminar/classes. Students will spend 50 hours of field experiences with bilingual/multicultural groups. A total of 50 hours of observation and teaching are required.

**ECE 338 Developmental Assessment of Young Children (3)** Upon completion of this course, students will be able to evaluate assessments used in the field of early childhood education in children from birth to age eight. Students will be able to with a variety of assessment instruments that utilize technology culminating with the completion of a case study project involving a comprehensive look at one particular child. Students will be able to discuss areas of development: physical, emotional, cognitive, and linguistic with an emphasis on understanding where a particular child is at on a developmental continuum. Students will be able to discuss and explain developmental delays as well as how to conduct investigations as part of referral processes. Students will be able to participate in the development of treatment plans derived from a referral process. Ten hours of observation are required.

**ECE 350 Methods of Teaching Language Arts, Music, and Art Using Technology (3)** Upon completion of this course, students will be able to examine methods and materials for teaching the language arts, music and art for typically and atypically development children. Students will be able to discuss and explain theories and practical applications in these three particular areas. Students will be able to explain how these three areas can be integrated using specific strategies. Students will be able to plan for a range of multicultural experiences in literature, written language and artistic expression in song, dance movement, poetry and dramatic arts. Ten hours of observation are required.

**ECE 354 Methods of Teaching Mathematics, Science, and Social Studies Using Technology (3)** Upon completion of this course, students will be able to explain and discuss methods and materials for teaching the curricular areas of math, science and social studies and other areas to typically and atypically developing children. Students will be able to plan teaching and learning strategies that allow for the integration of math, science and social studies with literacy within the curriculum. Students will submit a Lesson plan for differentiated instruction for diverse children. This lesson plan will follow EdTPA criteria and will be scored using LP rubric by at least three ECE instructors to ensure inter-rater reliability. Data from the evaluation of students' LPs will be used to make curricular decisions. Concurrent Courses: ECE 306 & ECE 328. Ten hours of observation are required.

**ECE 330 Student Teaching in Early Childhood Education (6)** Upon completion of this course, students will be able to participate and teach in a full-day student teaching program for sixteen weeks (480 clinical hours). Students will participate in extensive field experiences in **ONE** of the early childhood settings (Infant, toddler, preschool, kindergarten, and primary grades 1-3) under the supervision of a licensed ECE teacher and a college supervisor. Over time, students will take full responsibility for assigned classes of early childhood students. Student will attend a weekly seminar that requires student reflection and discussion of issues pertaining to their student teaching. Students are required to meet with their college supervisors on a regular basis for visits and conferences.

## **Economics**

**ECO 101 Principles of Macroeconomics (4) (4, 0)** This course introduces modern macroeconomic theory and public policy. The course also covers 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 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 grammar, sentence construction, paragraphing, punctuation, and formatting. Study skills include the use of dictionaries. **Co-requisites:** ENG 104 (plus one Lab: 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 lab: ENG 014)

**ENG 105 Intermediate Reading and Writing (4) (4, 4)** 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 101 and ENG 104, or Placement Test; **Co-requisite:** ENG 109)

**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 ENG 104, 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 97 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 or placement test; **Co-requisite:** Lab (ENG 019).

**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 notetaking, 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 skills through billing experience. **Prerequisite:** BIO 115

**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 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

### **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 of students to analyze, classify, and respond to music. This course will familiarize students with a musical vocabulary and the history of music, including world music, art music, and international folk, blues, jazz, and popular music of the 20th/21st century. **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 statutory 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 to 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. Other 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's current compensation system, and a 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 course 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 course 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 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 chisquare 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 from the study of essays and the reading of short literary works 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 includes the basic principles and concepts of environmental problems, the ecosystem, human population, human health, renewable and nonrenewable resources, as well as chemical, physical and biological hazards. It includes the study of the origin and classification of minerals and rocks, and geological processes of running water, geological times, land forms, plate tectonics and the impact of economic and political factors in the environment. (This course is offered on demand.) **IAI Course Number:** P1 905

## **Political Sciences**

**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 of 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 905 106**

**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, culture, prejudice and discrimination, moderation and learning, attitudes, norms of influence processes, leadership, group dynamics and research methods, emphasizing their effects on the individual, families, groups and communities. **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 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 (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 310 Tests and Measurements (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 introduces 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 and PSY 201.

**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 and PSY 201

**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 and PSY 201

**PSY 343 Multicultural Family and Couples Psychology (4) (4, 0)** This course introduces students to family systems theory and its application. Basic assumptions, major issues, primary theorists, and techniques of major theoretical models of family and couples' therapy will be covered. Students will learn preventative and therapeutic approaches to treating specific problems that impede family functioning. Specific attention will be given to issues of diversity and multicultural responsiveness in family and couples therapy. **Prerequisites:** PSY 101; 20: 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 and PSY 201

**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 selection, 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 440 Health Psychology (4) (4, 0)** This course introduces 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 234 108

**PSY 450 Senior Seminar (4) (4, 0)** This is a capstone course that explores both contemporary issues in Psychology and events of 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 2.80 in Prerequisite Courses; **Co-requisite:** RES 120. Class is Face to Face mode

**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 2.80 in Pre-Respiratory Courses; **Co-requisite:** RES 100. Class is Face to Face mode

**RES 129 Respiratory Special Procedures (2) (0, 8)** The purpose of the course is to prepare the student with special procedure skills to be competent in assisting physicians to perform these procedures. The student will be required to satisfactorily perform skill evaluations and troubleshooting in a laboratory setting. The skills and theory covered include management of difficult airway, Bronchoscopy/ Mini Bronchoalveolar Lavage, Thoracentesis/Chest tube insertion, arterial line insertion and monitoring, rescue procedures, special administered gases, cardiopulmonary special tests, chest imaging and end of life management. **Prerequisite:** Cum. GPA of 2.80 in Pre-Respiratory courses.; **Co-Requisite:** RES 120, RES 210, RES 220, RES 201. Class is Face to Face mode

**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 is also designed to improve cognitive knowledge and psychomotor skills of the student who experiences academic

difficulties, has been admitted to the program as a part-time student, and/or has been placed on Academic Probation (see Respiratory learning facilitator for more details). **Class is a hybrid mode**

**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 2.80 in Pre-Respiratory Courses. Class is a hybrid mode.

**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. Class is Face to Face mode

**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. **Prerequisite:** Cum. GPA of 2.80 in Pre-Respiratory Courses; **Co-requisite:** RES 220. Class is Face to Face mode

**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 220. Class is Face to Face mode.

**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, RES 249, and RES 259. Class is Face to Face mode.

**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 2.80 in Pre-Respiratory Courses. **Co-requisite:** RES 210. Class is Face to Face mode.

**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. Class is a hybrid mode

**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 2.80 in Pre-Respiratory courses. Class is Face to Face at the hospital

**RES 240 Respiratory Care Procedures III (2) (1, 2)** This course is a continuation of RES-220 through a systematic review of adult mechanical ventilation and an introduction to newborn mechanical ventilation. Special emphasis is given to the difference between mechanical ventilation of newborn and adult patients. **Prerequisites:** RES 100, RES 120, RES 201, RES 210, RES 220, RES 129, RES 239, **Co-requisite:** RES 230. Class is Face to Face mode

**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. **64 clinical contact**

**hours. Prerequisite:** RES 100, RES 120, RES 201, RES 210, RES 220, RES 129, RES 239. Class is Face to Face at the hospital.

**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. Class is a hybrid mode.

**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. **128 clinical contact hours. Prerequisites:** RES 100, RES 120, RES 201, RES 210, RES 220, RES 129, RES 239, and RES 249. Class is Face to Face at the hospital.

**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. **192 clinical contact hours. Prerequisites:** RES 100, RES 120, RES 201, RES 210, RES 220, RES 129 and RES 239. Class is Face to Face at the hospital

**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. **160 bedside clinical contact hours and 32 hours in the form of a case study. Prerequisites:** RES 100, RES 120, RES 201, RES 210, RES 220, RES 129, RES 239 and RES 249. Class is Face to Face at the hospital

**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. **160 bedside clinical contact hours and 32 hours in the form of a case study. Prerequisites:** RES 100, RES 120, RES 201, RES 210, RES 220, RES 129, RES 239 and RES 249. Class is Face to Face at the hospital.

## **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. **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 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 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 practice, and a sampling of fields practice for generalist practitioners today. This course emphasizes writing and fulfills the College's computer literacy requirement. **Prerequisite:** AA degree or 7 General Education courses including ENG 160, ENG 162, and ENG 165. SOC 101 can be a corequisite.

**SWK 305 Ethics and Values in Social Work (4) (4,0)** This course will build upon the material presented in SWK 200. The course introduces students to major concepts, dilemmas, and themes

that affect daily social work and that have relevance to social work such as processes of individual and social change, the biopsychosocial perspective, diversity, the development of empathy and judgement in conditions of uncertainty, and decision-making under conditions of scarce resources. This course will challenge students to consider personal values and how to think critically when considering ethical issues and decisions, and how those may affect practice within the context of generalist practice. **Prerequisite:** AA degree or 10 General Education courses including ENG 162, BIO 102, PSY 101 or SOC 101.

**SWK 310 Social Work Policy and Analysis (4) (4,0)** This course will provide the knowledge and frameworks for understanding the experiences of immigrants, refugees, and migrants. The course addresses perspectives, problems, and processes related to uprooting, displacement, resettlement, and adaptation. Policy issues related to disadvantaged status and discrimination, availability and acquisition of services, and the legal status of refugees, immigrants, and migrants will be examined. This course examines contemporary issues in U.S. and global immigration policy, provides an overview of current immigration trends, and teaches students to conceptualize and demonstrate ways of advocating for immigrant and refugee policy change. Students will analyze social policies, programs, and social problems experienced by immigrant and refugee groups. **Prerequisite:** SWK 200, SWK 305, SWK 315. Admission to the BSW program.

**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 mezzo and macro levels are studied as they shape, act upon, and affect human lives. Multiple influences of culture, race, racism, gender fluidity, sexual orientation, and sexism are introduced and considered in relation to the life course. 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 the 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 common 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. **Prerequisite:** SWK 200, SWK 305, and SWK 315. Admission to the BSW program.

\*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.

**SWK 325 Social Welfare Policy and Services (4) (4,0)** This elective course introduces content on current social welfare services and policies in the U.S. 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, ableism, and inequity, 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. **Prerequisite:** SWK 200, SWK 305, and SWK 315. Admission to the BSW program.

**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 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. **Prerequisite:** SWK 200, SWK 305, and SWK 315. Admission to the BSW program.

**SWK 333 Social Work and Aging (4) (4,0)** This elective course is an interdisciplinary and intersectional overview of aging. This course is designed to explore gerontological frameworks that examine human development and aging. Additionally, we will explore social theories and science of aging to understand heterogeneity and quality of life issues that lead to inequality such as health, income, housing, retirement, and disability within the context of aging. This course will examine the need to promote quality of life and a positive social environment for older persons while addressing ageism, cultural diversity, race, class, sexual orientation, and gender. **Prerequisite:** SWK 200, SWK 305, and SWK 315. Admission to the BSW program.

**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 to better engage macro practice systems. **Prerequisite:** SWK 200, SWK 305, and SWK 315. Admission to the BSW program.

**SWK 337 Child Welfare I (4) (4,0)** This course examines contemporary child welfare policies and practices in the State of Illinois and the United States. The course explores the rights of children, the rights and responsibilities of parents and society and their points of conflict. The nature and impact of child maltreatment, the ways in which society prevents or responds to the social problem of child maltreatment, and the system of response to child maltreatment are addressed.

This course is presented through a partnership between St. Augustine College Department of Social Work and the Illinois Department of Children and Family Services. The knowledge included in the IDCFS Placement/Permanency Foundation Training curriculum for caseworkers is integrated throughout and that content is included on the professional employment exams discussed below. This course includes online content developed by the IDCFS that focuses on the fundamentals of knowledge required for child welfare practice in Illinois. Students will take the Child Welfare Employee Licensure (CWEL) Exam, as well as the Child and Adolescent Needs and Strengths (CANS) Exam that are both required for those providing direct child welfare services to Illinois families with children placed in substitute care. **This is a cross-listed course: SWK/PSY** **Prerequisite:** SWK 200, SWK 305, and SWK 315 (for BSW majors). PSY 201, PSY 220, or PSY 234 (for PSY majors).

**SWK 338 Child Welfare II (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 to better engage macro practice systems.

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 IDCFS 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 employment 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 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. **This is a cross-listed course: SWK/PSY**  
**Prerequisite:** SWK 200, SWK 305, SWK 315, and SWK 337 (for BSW majors). PSY 201, PSY 220, or PSY 234 (for PSY majors).

**SWK 341 Introduction to Trauma (4) (4,0)** This elective course offers an introduction to trauma and the impact of trauma at bio-psychosocial-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 engaging 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 of trauma, trauma response, posttraumatic stress disorder, crisis, and response in various populations. **Prerequisite:** SWK 200, SWK 305, and SWK 315. Admission to the BSW program. PSY students may enroll if approved by the PSY department.

**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 and cultural humility 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 lifelong journey toward cultural humility 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 intersectionality while addressing 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. **Prerequisite:** SWK 200, SWK 305, and SWK 315. Admission to the BSW program.

**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. **Prerequisite:** SWK 200, SWK 305, and SWK 315. Admission to the BSW program.

**SWK 410 Social Work Practice I (4) (4,0)** This course will offer learners the skills to prepare, engage, intervene, and evaluate practice ethically and collaboratively for 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, process recordings, motivational interviewing, and strength-based assessment skills students will actively participate in role plays, in practice interviews outside of class, and apply problem-

solving techniques with the goal of empowering those they serve. An *Interactional Model* (Schulman) of helping and knowledge of factors increasing resilience will be related to serving diverse voluntary and involuntary clients, and those in crisis. Students will complete a macro level community assessment project during the course. They will prepare individual service and action plans and learn to evaluate those plans. Practice methods learned will be evidence-based practice methods as those apply to case management, supportive strength-based counseling, and community assessment. **Prerequisite:** SWK 200, SWK 305, and SWK 315. Admission to the BSW program.

**SWK 420 Social Work Practice II (4) (4,0)** This course builds on the general practice model emphasized in SWK 410. In this course, students continue to extend the skills learned in Practice I, 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. **Prerequisite:** SWK 200, SWK 305, and SWK 315. Admission to the BSW program.

**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 requires 210 hours 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 this course time, the student will work with the site supervisor and begin to develop their skills, knowledge, and competency. The student should learn basic skills in assessment, treatment plans, interventions, and referral. The student should grow in understanding the generalist approach from the strength's perspective, biopsychosocial perspective, and using ecological-systems perspectives. The student should also learn about the mission and functions of the 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 (SWK 460). **Prerequisite:** Department approval. SWK 200 through SWK 420 completed. No more than 3 elective courses left to complete and a 2.75 GPA. **Exceptions:** students with a 3.0 GPA or above may be allowed to take one core social work course while completing their internship (SWK 450 and SWK 460) and the seminar (SWK 470).

**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 course. This course also requires 210 hours of supervised social work experience at the same 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. **Prerequisite:** Department approval. SWK 200 through SWK 420 completed. No more than 3 elective courses left to complete and a 2.75 GPA. **Exceptions:** students with a 3.0 GPA or above may be allowed to take one core social work course while completing their internship (SWK 450 and SWK 460) and the seminar (SWK 470).

**SWK 470 Field 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 (field education) in order to better understand and improve one's practice. This class will utilize case studies, journaling, and complete a literature review tied to a gap in knowledge at their field site 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 and SWK 460 **Prerequisite:** Department approval. SWK 200 through SWK 420 completed. No more than 3 elective courses left to complete and a 2.75 GPA. **Exceptions:** students with a 3.0 GPA or above may be allowed to take one core social work course while completing their internship (SWK 450 and SWK 460) and the seminar (SWK 470).

**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.

## Graduation Requirements

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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 reenrollment.

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 (15 credit hours for associate degrees and 30 credit hours for bachelor's degrees)
- Attained at least a cumulative GPA of 2.00 (2.75 in the BSW major)
- Has a high school or GED official transcript on file
- Has college or university official transcripts on file for any college and or university in which credit hours were applied as transferred in to SAC

### Commencement Ceremony

The student is eligible to participate in the Commencement Ceremony if all graduation requirements have been met.

### Diploma

The student is eligible to receive their SAC diploma if all graduation requirements have been met and if they have no outstanding debt to the College.

### Second Major/Second Degree

Students are entitled to pursue a second concentration, major, or degree. Students seeking second concentration/major/degree must complete a minimum of 12 additional credit hours in the second concentration/major/degree even if the student is fewer than 12 credit hours away of completing the second concentration/major/degree based on the second curriculum.

Because of the likely financial aid ramifications, students are strongly encouraged to discuss options with their Learning Facilitators and the Financial Aid Office staff.

## **Regulatory Policies**

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### **Title IX**

St. Augustine College adheres to the provisions in Title IX of the 1972 Education Amendments that prohibits sex (including pregnancy, sexual orientation, and gender identity) discrimination in any education program or activity receiving federal financial assistance. Title IX is coordinated by the Office of Human Resources, but students who believe that their rights under Title IX have been violated should contact the Dean of Students for guidance.

### **American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act**

St. Augustine College follows the provisions of the American 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 fully participate in all educational programs and activities.

The Office of Student Services coordinates and ensures services and reasonable accommodations for registered students with documented disabilities. These services provide equal educational opportunities to those students by minimizing the impact of functional limitations on their academic lives and effectively help remove barriers for them. The Dean of Students is the College's ADA Compliance Officer, and as such, he/she assumes responsibility for seeing that the College is properly interpreting federal regulations that require the College to take the necessary steps to ensure that reasonable accommodations are provided for all students whose learning disabilities have been properly documented. It is also part of his/her responsibilities to ensure that all matters related to disability information and accommodations are kept in confidentiality and all privacy concerns are properly addressed.

Any student with a documented disability is eligible for services. The Office of Student Services assists students with permanent, temporary, or episodic disabilities, including medical, psychological, physical, visual, auditive, and learning disabilities. Students seeking ADA accommodations should contact their Learning Facilitators or Admissions Counselors as early as possible. The Learning Disabilities and Learning Assistance Information Package is available from the College website:

[Learning Disabilities and Learning Assistance | St. Augustine College \(staugustine.edu\)](http://staugustine.edu/learning-disabilities-and-learning-assistance)

With the provided accommodations, students are expected to demonstrate the learning mastery required to receive passing grades for the courses in which the student is enrolled.

### **Accessibility Statement**

St. Augustine College sees equity and the broad diversity of our students and the overall College community as valuable, and is committed to foster it to the best of everyone's capabilities. We do our best to make sure that the learning experience is accessible to all of our students and we continuously monitor our programs, practices, and procedures for that purpose. If you believe that there is any activity, program, or course that is not fully accessible, or you wish to request special accommodations related to a disability, contact the Office of the Dean of Students at [odos@staugustine.edu](mailto:odos@staugustine.edu) or your Learning Facilitator.

### **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 1974, 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 Dean of Students or the Dean of Academic Affairs. As the law permits, St. Augustine College has designated the following categories of information as directory information, to be released without prior written consent. Directory Information: Student's Name; SAC e-mail address & phone number (currently enrolled students only); dates of attendance; date of any degree awarded and major; honors or awards received; and photographs. Students may direct that any 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 155 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)**

The 1996 Solomon Amendment is the popular name of 10 U.S.C. §983, a United States federal law that allows the Secretary of Defense to deny federal grants (including research grants) to institutions of higher education if they prohibit or prevent ROTC or military recruitment on campus. In other words, it is a federal law that allows military recruiters to access some address, biographical and academic program information on students age 17 and older who have not filed any FERPA restrictions. The Department of Education has determined the Solomon Amendment supersedes most elements of FERPA. An institution is therefore obligated to release data included in the list of "student recruiting information," which may or may not match our FERPA directory information list.

For any question related to the Solomon Amendment, please contact the Dean of Students.

### **Nondiscrimination Policy**

St. Augustine College is committed to the most fundamental principles of academic freedom, equality of opportunity, and human dignity, which perfectly align to its mission. Decisions involving students, faculty, and staff are based on individual merit and are free from invidious discrimination in all its forms. Therefore, it is the policy of St. Augustine College not to engage in discrimination or harassment against any person because of race, color, religion, sex, national origin, ancestry, age, marital status, disability, sexual orientation, unfavorable discharge from the military, or status as a disabled veteran or a veteran of the Vietnam era, and to comply with all federal and state non-discrimination, equal opportunity, and affirmative action laws, orders, and regulations. The non-discrimination policy applies to admissions,



employment, access to and treatment in college programs and activities. Complaints of discrimination prohibited by college policy are to be resolved within existing College procedures, without precluding the presumably affected party's full access to governmental agencies and/or the legal system.

Inquiries regarding compliance with state or federal nondiscrimination issues should be addressed to the Office of Human Resources, 1345 W. Argyle St., Chicago, IL 60640, phone (773) 878 2998, or to the Director of the Office for Civil Rights, Department of Education, Washington, D.C.

### **Harassment Policy**

In keeping with the spirit and intent of federal and state laws, St. Augustine College strives to provide a harassment-free, comfortable work environment. We are committed to having an institution that is free of discrimination and harassment based on race, color, religion, age, sex, national origin, disability, or any other protected status under federal and/or state law. Offensive or harassing behavior against any member of the community will not be tolerated. Any student, faculty, or employee who believes s/he has been the subject of harassment may obtain redress through the established grievance procedure.

Sexual harassment, a common form of harassment, deserves special attention. Sexual harassment has been defined as "uninvited and unwelcome verbal or physical behavior of a sexual nature especially by a person in authority toward a subordinate, such as an employee or student."

("Sexual harassment." Merriam-Webster.com Dictionary, Merriam-Webster, <https://www.merriam-webster.com/dictionary/sexual%20harassment>. Accessed 10 Apr. 2023)

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.

Complaints about alleged harassment, including sexual harassment, are to be submitted to the Human Resources Office. The Human Resources Manager will appoint and preside over an Ad-hoc Committee, which members will be determined considering the aggrieved party, the unit the alleged aggressor belongs with, and the opinion of the Cabinet; the Ad-hoc Committee will investigate and adjudicate the complaint and officially notify Human Resources of the outcome for further action within ten business days. Both parties have the right to submit an appeal to the President, who would decide if it merits consideration by the Cabinet. The President's decision is final.

### **Student Right to Peacefully Assemble**

The First Amendment to the United States Constitution states "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances".

The right of a citizen to peacefully 1) parade and gather or 2) demonstrate support or opposition of public policy or 3) express one's views, is guaranteed by the freedom of speech and the right to peaceably assemble.

St. Augustine College protects the right to peaceably assemble as enshrined in our Constitution, and fosters a culture of democratic participation in its students, faculty, and staff.

### **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 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 and also with the reauthorization of the Violence Against Women Act of 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 its students and the overall College community. Further information about the annual crime statistics is available through the Office of Student Services, which relies on Facilities Management to timely collect this information from the police precincts our campuses are located within.

### **Mandated Reporters of Child Abuse and Neglect**

The Illinois Abused and Neglected Child Reporting Act (ANCRA) requires mandatory reporting to the Illinois Department of Children and Family Services (DCFS) by individuals who suspect cases of child abuse or neglect, and its 2012 amendment included 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 1-800-25-ABUSE (1-800-252-2873).

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, teaching placements or similar assignments in social service agencies, health care facilities, and childcare of school settings may be abused or neglected.

### **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 during 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 audiovisual 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://www.copyright.gov/title17/) [http://fairuse.stanford.edu/Copyright\\_and\\_Fair\\_Use\\_Overview/chapter9/9-b.html](http://fairuse.stanford.edu/Copyright_and_Fair_Use_Overview/chapter9/9-b.html) For further guidance on copyright, see the Library of Congress, the American Library Association, the Association of Research Libraries, other recognized national or state library organizations, at [www.copyright.gov](http://www.copyright.gov)

### **Policy of Acceptable Use of Electronic College Resources**

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 collegeowned computers, network, cabling, wireless access points, computer workstations, 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.

## **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. 160
- 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**

- 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.

- **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 advice 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

### **Campus Weapons Policy**

St. Augustine College is committed to providing a safe environment for work and study. Any acts of violent behavior or threats are strictly prohibited on all college campuses. The possession or use of weapons of any kind including firearms, explosives, tasers, stun guns, etc. are firmly restricted on both campus properties and parking lotted areas. Replicas and facsimiles of weapons are similarly prohibited as well.

No student, faculty or staff is allowed to participate in any activity in association with a hazardous/dangerous weapon. As any object has the potential to become a weapon, St. Augustine reserves the right to identify a “weapon” based on its potential use for damage or threat. This behavior is prohibited, and serious disciplinary actions will be taken place. Violations will be referred to local law enforcement officials immediately by calling 911.

The exception is to any law enforcement personnel, on-duty armed private security personnel, or other government personnel who is authorized to carry a weapon. In addition, retired law enforcement personnel with a valid Retired Officer Carry Card are exempt per state law.

Any claims that that an individual possess a weapon or explosive will be responded to as an actual threat whether evidence if said weapon or explosive is present/visible. This applies to all students, faculty, staff,

visitors, independent contractors, or any trespassers. Violators to any part of this policy will result in disciplinary actions that may include immediate removal or sanctions from premises.

### **Policy on Controlled Substances and Alcohol Abuse**

Drug and alcohol abuse are a proven threat to physical and mental well-being, including stunting one's capability of learning at their fullest potential. St. Augustine 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 any campus location may be subject to enforcement of these laws.

Under NO circumstances can a student, staff member, faculty, any other person, or persons due any of the following at any of the campus locations:

- Manufacture drug substances
- Possess drug substances
- Deliver drug substances
- Sell drug substances
- Distribute any state or federally controlled drug/alcohol substances following on college premises except as authorized by law.

No student, staff member, faculty, any other person, or persons of legal age, as defined by The State of Illinois are to do any of the following at any of the campus locations except as authorized by law or College Administrative Directives.

- Consume alcoholic beverages
- Transport alcoholic beverages
- Possess alcoholic beverages

Any person found to be under the influence of alcohol or controlled substances while on college premises may be subject to disciplinary actions by St. Augustine College. In addition, all campus locations are Smoke-Free Campuses.

Any student that needs drug/alcohol substance abuse help may contact their Learning Facilitator who will provide professional assistance resources and/or available community agencies. If any staff or faculty member needs additional help, please contact Human Resources for further assistance.

## **Institute for Workforce Education (IWE)**

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The Institute for Workforce Education (IWE) at St. Augustine College is the leading provider of bilingual workforce development services in Illinois. The mission is to add value to organizations by delivering results-driven, customized training services in a responsive, professional manner in multiple languages. Moreover, IWE provides the knowledge, tools and processes to deliver practical skills-building training through an experiential learning model.

Three standards drive IWE in meeting its benchmarks. First, it equips incumbent workers and pre-apprentice participants with practical skills and competencies to become successful in their respective areas. Secondly, customized training allows for improved alignment to the needs of businesses, non-profits, or school districts to fulfil their institutional mission and goals. Lastly, IWE provides nationally recognized certifications to its graduates which promote greater marketability and worker effectiveness.

IWE was founded with an emphasis on quality workforce solutions to respond to the immediate needs of employers, incumbent workers, students and pre-apprentice participants. Training occurs both on-site and remotely with the most cutting-edge technology possible to ensure quality instruction and workforce pedagogy. IWE is a division of St. Augustine College and an extension of SAC's mission to offer opportunities for individuals interested in entering the workforce with highly developed skills or improving their existing skills with their current employer.

Individuals interested in workforce solutions or training opportunities can contact IWE by calling 773.878.3919 or visiting [www.iwetraining.com](http://www.iwetraining.com) for more information.

## Board of Trustees

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## President's Cabinet

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**Ana Gil Garcia**, Ph.D. Director of Academic Effectiveness  
**Javier Garibay**, Director of Workforce Development  
**Marco Amaro**, Executive Director of Marketing and Communications

## Faculty Directory

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### Resident Faculty

#### **Dr. Medhat Alsafadi**

(2015) Business  
D.B.A. Argosy University  
M.B.A. Governors State University

#### **Dr. Asif Ashiqali**

(2021) Business  
Ph.D. Chicago School of Psychology  
M.Ed. University of Illinois at Urbana-Champaign  
B.S. University of Illinois at Chicago

#### **Dr. Gregory Benson Florez**

(2021) Psychology  
Ph.D. University of Wisconsin Milwaukee  
M.A. Western Michigan University  
B.S. Western Michigan University

#### **Dr. Gregory Clemons**

(2022) Humanities  
Ph.D. University of Florida  
M.A. University of Wisconsin Madison

B.S. University of Wisconsin Madison

**Dr. German Criollo**

(1996) Biology

M.D. University of Veracruz

M.S. Northeastern Illinois University

B.S. University of Veracruz

**Prof. Angelica Guillen**

(2020) Social Work

Doctoral Student, Concordia University

M.S.W. University of Washington

B.A. Northeastern Illinois University

**Dr. Andrea Koepke**

(2020) Academic Affairs

Ph.D. Indiana University

M.A.N. Ball State University

B.S.N. Ball State University

**Prof. Noe Lopez**

(2005) Mathematics

Doctoral Student, DePaul University

M.A. Chicago State University

M.S. DePaul University

B.S. University of Illinois at Chicago

**Prof. Victor Lara Rivas**

(2010) Respiratory Therapy

B.A. Northeastern Illinois University

A.A.S. YMCA

**Prof. Antuanette Mester**

(2009) Early Childhood Education

M.A. in Reading Northeastern IL University

M.A. in Administration and Supervision Northeastern IL University

M.A. in Language Arts Essex University

B.A. Essex University

**Prof. Leonard Mugadili**

(2021) Respiratory Therapy

M.A. Rush University

B.A. University of Illinois at Chicago

A.A.S. Truman College

A.A.S. Olive Harvey College

**Dr. Maria Natividad**

(2022) Allied Health

M.D. University of the East

B.S. University of Santo Tomas

**Prof. Juvenal Nava**

(1994) Computer Information Systems

M.S. Northeastern University

B.S. DeVry University

A.A.S. St Augustine College

**Prof. Esther Nieves**

(2022) Social Work

M.S. New York University

M.A. The University of Chicago School

B.A. Loyola University Chicago

**Prof. Zbigniew Swiatkowski**

(2018) Respiratory Therapy

B.S. Sienna Heights University

A.A.S. St Augustine College

A.A.S. Northeastern Business College

**Adjunct Faculty Roster****Dana Alsafadi**

(2017) Business Administration / Accounting

M.B.A. Roosevelt University

B.A. Argosy University

**Dr. Alane Anthony**

(2022) Psychology

Psy.D. The Chicago School of Professional Psychology

Ed.S. The Chicago School of Professional Psychology

B.S. Xavier University of Louisiana

**Christopher Bower**

(2007) English

M.F.A. The School of the Art Institute of Chicago

B.A. The University of Illinois at Urbana

**Elizabeth Brown**

(2008) English

Post - MFA Certificate Antioch University Los Angeles

M.F.A. Goddard College

M.M. DePaul University

B.M. DePaul University

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(2020) Business Law

J.D. The John Marshall Law School

B.A. Loyola University

**Dr. Eddie Burks**

(2018) Psychology

Psy.D. Adler University

M.Ed. Loyola University

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**Dominique Casiel**

(2023) Early Childhood Education

M.S. University of Illinois in Chicago

B.S. Northern Illinois University

**Dr. Mary Castro**

(2017) Sociology



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M.P.P. De Paul University

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(2015) Spanish  
Ph.D. University of Texas  
M.A. University of Kansas  
B.A. University of Texas

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(2006) Accounting  
M.B.A. North Park University  
B.S. Northeastern Illinois University  
A.A. St. Augustine College

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(2019) Computer Information System  
M.B.A. Benemerita Universidad Autonoma  
B.S., Universidad de Las Americas Puebla  
A.A.S St Augustine College

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(2018) Early Childhood Education  
M.A. Olivet Nazarene University  
M.A Governors State University  
B.A. Northeastern University

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(2017) History  
M.A. Northeastern University  
B.A. Northeastern University

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(1999) Social Work  
MAH Norwich University  
M.S.W. Loyola University  
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(2007) Mathematics  
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(2019) Psychology  
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(2004) English  
M.A. Kyiv National Linguistic University  
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(2019) Psychology

M.A. Roosevelt University  
B.A. Oral Roberts University

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M.I.S Robert Morris University  
B.S. Universidad Autonoma Metropolitana

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Ed.D. Roosevelt University  
MA in Administration and Supervision Northeastern Illinois University  
Masters in Urban Education Chicago State University  
BA Catholic University

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MA Loyola University  
Certificate for Teaching English as a Second Language University of Newcastle  
MA University of Safarik  
BA University of Safarik

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M.S. Universidad Nacional Federico Villareal  
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(2007) Biology  
University of Medical Sciences Pinar del Rio, Cuba  
General Physician  
A.A.S. St. Augustine College  
e

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(2019) Social Work  
M.S.W. Dominican University  
B.A. North Central College

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(2011) Culinary  
B.A. St. Augustine College  
A.A.S. St. Augustine College

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(2008) History  
Ph.D. The Ohio State University  
M.A. University of Puerto Rico  
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M.S. Northeastern Illinois University  
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(1999) Biology

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M.A. The Chicago School of Professional Psychology  
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(2006) Computer Science  
M.S. Northeastern Illinois University  
B.S. Northeastern Illinois University  
A.A.S. St Augustine College

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(2018) Psychology  
M.S. Chicago State University  
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M.S.W. Loyola University  
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(1998) Sciences  
M.D Higher Institute of Medical Sciences  
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(2019) Spanish  
M.A. Dominican University  
M.A. Northeastern Illinois University  
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(2005) Biology  
M.S. Quincy University  
M.D. Michoacan University  
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(2011) Criminal Justice  
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(2004) Early Childhood Education  
Post Masters Certificate Erikson Institute  
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B.A. Northeastern University

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MA Northeastern University  
MA Northeastern University  
BA Northeastern University

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(1980) History  
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## Addendum

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Respiratory Therapy Program will follow a grading policy presented below for all courses:

- Grades will be rounded to the nearest whole number
  - 69.48 and below..... F
  - 69.49 to 79.48..... C
  - 79.49 to 89.48..... B
  - 89.49 to 90 and above.....A