



Esperanza College Student Handbook 2014-2015



Esperanza College of Eastern University is a partnership between Esperanza, Inc. and Eastern University.

Esperanza College, located at 4261 North 5th Street, Philadelphia, PA 19140-2615, is a branch campus of Eastern University, located at 1300 Eagle Road, St. Davids, PA 19087-3696. This publication provides information concerning Esperanza College. Eastern University catalogs are available in electronic format on www.eastern.edu.

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Eastern University is committed to providing Equal Educational and Employment Opportunities to all qualified persons regardless of their economic or social statuses and does not discriminate in any of its policies, programs, or activities on the basis of sex, age, race, handicap, marital or parental status, color, or national or ethnic origin.

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REGULATION CHANGE

Eastern University, Esperanza and Esperanza College reserve the right to change its regulations, courses of study, and schedule of fees without previous notice.

ESPERANZA COLLEGE OF EASTERN UNIVERSITY

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The Reverend Luis Cortés, Jr. (B.A., M.S., M.Div.), President, Esperanza Inc., Philadelphia, PA

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(For a complete listing, go to www.eastern.edu)

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ESPERANZA COLLEGE CONTACT INFORMATION

The Esperanza, Inc., switchboard operator is available Monday–Friday, 8:30 am–5:30 pm. The extension to Esperanza College is ext. 410. When calling after 5:30 pm, the after hour message will begin and you may simply dial ext. 410 to be directed to the college where you will be able to leave a message.

College Reception Desk	ext. 410	
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**ESPERANZA COLLEGE
ACADEMIC CALENDAR
2014-2015**

Fall-2014

July 28, 2014	-----	First Day of school
August 8, 2014	-----	Last day to withdraw without financial penalty
August 29, 2014	-----	Last day to withdraw without academic penalty
September 1, 2014	-----	Labor Day Holiday (school closed)
September 20, 2014	-----	Content Review Day
September 29, 2014	-----	Finals Week
October 6, 2014	-----	New 10 week block begins
November 7, 2014	-----	Last day to withdraw without academic penalty
November 22, 2014	-----	Content Review Day
November 26-28, 2014	-----	Thanksgiving Holiday (school closed)
December 8, 2014	-----	Finals Week
December 11, 2014	-----	Last day of School
December 12, 2014	-----	EC Graduation

Spring-2015

January 12, 2015	-----	First Day of School
January 19, 2015	-----	Martin Luther King Day (school closed)
January 23, 2015	-----	Last day to withdraw without financial penalty
February 13, 2015	-----	Last day to withdraw without academic penalty
March 7, 2015	-----	Content Review Day
March 16, 2015	-----	Finals week
March 23, 2015	-----	New 10 week block begins
April 2-3, 2015	-----	Good Friday and Easter (school closed)
April 20, 2015	-----	Last day to withdraw without academic penalty
May 16, 2015	-----	Content Review Day
May 25, 2015	-----	Memorial Day (school closed)
May 26, 2015	-----	Finals week
May 28, 2015	-----	Last day of school
May 29, 2015	-----	EC Graduation

Greetings from the President of Esperanza, Inc.

Dear Esperanza College Student,

We're so glad you've chosen to pursue your academic goals here at Esperanza College. We look forward to working with you and supporting you as you take the next steps in your education and career!

The tools in this handbook are provided to you for your benefit, and for the benefit of all your classmates. We want all of our students to have the most positive and enriching academic experience possible. We want you to build edifying relationships with your peers and with our faculty and staff. In order for that to happen, we have to agree as a community to uphold certain standards of respect, teamwork, and a positive school culture. Please take a moment to review the guidelines in this handbook, so you have a clear understanding of what we expect from each Esperanza College student. We're proud of our environment that values and promotes integrity, professionalism, and excellence, and we know you'll help us continue to build on that – in honor of the students who have come before you, and as a legacy you leave for future classes who will come after you.

Some of the tools in this handbook – like the course catalogue, calendar, staff contact info, etc. – are also designed to help you stay organized during your time with us. If you should ever need assistance in getting used to college life or staying on top of the workload, please lean on our staff to help you! Remember, we're all learning together, and we're all invested in each other's success.

Congratulations once again, and best of luck in all your classes!

The Reverend Luis Cortés Jr.
President, Esperanza

Greetings from the President of Eastern University

Dear Student,

Welcome to Esperanza College of Eastern University. I believe you have chosen well in selecting a Christian faith-based college that is committed to helping you grow both academically and spiritually. Please keep this Handbook as a valuable guide to course information and all of the resources that Esperanza College has to offer you.

I understand that college often comes with many challenges, no matter what your age or previous education. Please be assured that if and when you face difficulties, Esperanza College has the support systems in place to assist you in whatever ways are necessary, from academic advising and tutoring to counseling and spiritual guidance. With small class sizes, our faculty get to know their students and become mentors and role models. This is one of our greatest strengths and helps to create the caring Christian community so many students cite as a highlight of their educational experience.

Thank you again for trusting Esperanza College with this next step in your academic career and life. I wish you every success. When you graduate from Esperanza College and choose to continue your education, we will help you make a smooth transition within Eastern University. My prayer is that you will find good friends, preparation for your individual career goals, and most importantly, strengthened faith for the journey ahead. For we are promised that "I can do all things through Christ who strengthens me" (Philippians 4:13).

Dr. Robert G. Duffett

President of Eastern University

Greetings from the Dean of Esperanza College

Welcome to Esperanza College! We are committed to your success as a student and to you becoming a professional. We commit to providing for you the support that you need to help you succeed in your educational journey. We need you to commit to your own success. This will mean regular attendance, consistency in your study habits, and the motivation to do your best. Be sure to have goals and expectations of yourself that will help you to discover who you can truly become. Confront your fears with your best efforts and you will find a whole new you inside who is seeking to grow and express itself in the world in ways that will make a difference.

As you embark on this journey you may encounter life difficulties that strain your ability to continue. We urge you to do three things: first, find two persons who will commit to support you as you begin this journey so that when these moments occur you can count on their encouragement; second, communicate with your professors so they can find ways to accommodate any special circumstances that are necessary in appropriate ways and seek to strengthen your faith as a source for your grounding; and last, do not seek to quit as a first alternative but find every way possible to make it to the finish line. Remember, the Lord is the Stronghold of your life, your Rock and your Fortress. Do not fear, only be of good courage and go forth towards your goals until you have accomplished them and then we shall all give shouts of joy for you on your graduation. We will walk alongside you.

Paz,

Elizabeth Conde-Frazier, Ph.D.
Dean of Esperanza College

History of Esperanza College

Esperanza College of Eastern University was birthed from a tugging at the heart to impact the lives of people beyond the Sunday morning pulpit. It was, and is, a college unique to any other; an institution of redemption, grace and hope. In 1987, Esperanza, Inc. (Esperanza), a community development organization located in North Philadelphia, was established with the purpose of strengthening Hispanic communities. At the core of its mission, both then and today, is education – the key to empowering communities to improve their conditions. Esperanza believes that education positions individuals and families to become economically stable and allows communities to thrive. One way in which Esperanza has displayed its commitment to education is through the establishment of Esperanza College of Eastern University.

In 1996, The Reverend Luis Cortés, Jr., President of Esperanza, began earnestly working on his vision to have a college within the neighborhood. After visiting many colleges and universities, he finally met with, then president of Eastern University, Dr. David Black. Both visionaries and joined by a similar mission to serve, they initiated the planning of a partnership between Esperanza and Eastern University, a Christian university dedicated to ideas, inquiry, and the development of people of faith. The result was a junior college called Nueva Esperanza Center for Higher Education (NECHE). The first cohort, made up of 28 students, was admitted in Fall 2000 with a special and unique curriculum that served the language needs of the Latino students while still being couched within the academic integrity of Eastern University's CORE curriculum.

NECHE continued to grow and has since transitioned into Esperanza College a fully accredited branch campus of Eastern University and a federally recognized Hispanic serving institution. Today, Esperanza College serves approximately 250 students in eight different concentrations including Accounting, Business Administration, Community and Human Services, Criminal Justice, Early Childhood Education, Middle Level Education for Math and Science and Medical Assisting. In addition to providing a contextualized urban program with built in support systems, such as a bridge program and Spanish language tracks, Esperanza College offers courses that transfer seamlessly into Eastern University's four year Bachelor degree programs and as a result many students choose to continue their studies at Eastern University's main campus.

Since its inception, Esperanza College has focused on developing its students and the continual improvement of services offered. Now with over a decade of experience in offering high quality services, we trust that, by the grace of God, the institution will continue to prosper, thrive and bring change to many more lives along the way.

Admission to Esperanza College

Esperanza College will consider students for admission based on the following criteria:

1. Passing the English entrance exam with a score of 80% or higher (For ESL students the English exam must be 70% or higher and the Spanish exam must be 80% or higher.)
2. A completed application for admission
3. Two letters of recommendation describing a motivated applicant
4. Minimum GPA of 2.0
5. One 500+ word essay explaining a major accomplishment and why the applicant wants to attend Esperanza College
6. Proof of high school graduation (The final high school transcript must be official, show the date of graduation, and be issued by a school district or private school approved by the by the Pennsylvania Department of Education or another state's/country's educational authority. The GED will be accepted in place of a high school transcript if the official test score report and diploma are issued by the Pennsylvania Department of Education or another state's educational authority.)

ADMISSION VIA ADMISSION SELECTION COMMITTEE (ASC)

If a student falls short of one or more of the minimal admission requirements, upon the discretion of the Director of Enrollment, the student's application may be sent for further review to the Admission Selection Committee (ASC). The ASC serves as an advising committee to the Admissions Office.

The committee is comprised of faculty and other student service staff to advise on the admission of the applicant. The applicant may be required to provide more information to his or her admissions counselor to help the ASC in making a recommendation.

Guiding Institutional Principles

MISSION STATEMENT

The mission of Esperanza College, a Christian college program dedicated to the service of the Hispanic and local communities, is to enhance the knowledge, skills, and outlook of young people and adults so that they can live even more thoughtful, positive, productive, and purposeful lives.

Esperanza College achieves its mission through the integration of faith, reason, and justice and acknowledges the importance of forming this integration within Latino culture in its academic program, in its instruction, and in the learning of its students, in order to:

- A. Develop a Christian world view that informs intellect, attitude, and behavior
- B. Sharpen skills of critical thinking, reflection, and analysis, as well as linguistic and communication skills
- C. Appreciate the sources, values and contributions of Latino culture
- D. Lead to the enhancement of the spiritual, social, and economic well-being of the individual, the family, and the community

VISION STATEMENT

Esperanza College seeks to provide members of the Hispanic and local communities a Christian faith-based education that is affordable and culturally appropriate so that they can continue their contributions to and leadership in their communities and become even more effective in their service.

VALUES/COMMITMENT

A. Scholarship and Teaching

We believe in the unity of God's truth, whether supernaturally revealed or humanly discovered, and we value the search for

knowledge and understanding in all areas of life. We are guided by our faith in Jesus Christ, who is “The way, the truth and the life.” We value the integration of faith, reason, and justice, and as educators and/or as students we are committed to a critical examination of what we believe, what we learn, and how we live. We value excellence in teaching, self-discipline in learning, and individual accountability to the learning community. We seek through our teaching, learning, and interactions together to develop and model a Christian world view that is culturally appropriate and that affects the lives of students, their families, and the community and organizations to which they belong.

B. Scripture

We recognize the Bible, composed of the Old and New Testaments, as inspired of God and as the supreme and final authority in faith and life. We submit ourselves to carrying out our mission under its authority and to using biblical principles in all facets of human aspiration and action. Based on our commitment to Scripture and to the God revealed in Jesus Christ as Savior and Lord, we intend for every student to have a meaningful and appropriate opportunity to hear and respond to the call for repentance, faith, and obedience to Jesus Christ.

C. Church

We affirm our conviction that the Church of Jesus Christ, as a visible community of believers inclusive of persons of all cultures, races, and nationalities, is central to faithful obedience in living the Christian life and advancing the work of the Gospel. While valuing the established relationship with the American Baptist Churches, we are committed to developing relationships with other Christian groups and to serving the larger Church in ways appropriate to our mission.

D. Justice

We acknowledge with sorrow the brokenness of the world at personal, national, and international levels, and we seek to work for justice, reconciliation, and Christian transformation in all arenas of life. We particularly seek to work with and for the socially marginalized and economically poorer communities, especially those of Hispanic origin, to provide affordable and locally available educational opportunities to attend a private Christian college.

E. Community

We value the bonds of social interaction that bind us together. We are committed to mutual service and responsibility and to expanding the community by accepting and seeking to understand those who are different—either by race, age, gender, religion, or national origin. We are committed first to deepening our understanding of Latino cultures and communities and then to developing our understanding of the local, regional, national, and global communities and to responsible citizenship in each and all of these communities.

Educational Philosophy

Eastern University and Esperanza have partnered to provide students a “Christian faith-based program in liberal arts education” leading to an Associate in Arts degree in Liberal Arts Studies. That’s a mouthful, so let’s look at one part at a time. First, what do we mean by “liberal arts”? Webster’s Dictionary defines the liberal arts as “studies...intended to provide chiefly general knowledge and to develop the general intellectual capacities (such as reason and judgment) as opposed to professional or vocational skills.” The word “liberal” comes from the same root word as “liberty,” and originally meant “suitable for a freeman.” A liberal arts education should free students from the bondage of ignorance and prejudice and free them for continued learning in a wide range of fields, and for increased participation and leadership in society. Successful completion of your work at Esperanza College (EC) should mean that you are able to continue your educational journey in a number of disciplines, leading to a variety of careers.

We still have not defined “education.” The word comes from the Latin verb *educere*, which means “to lead forth.” An education leads the one being educated beyond where she or he is intellectually, morally, emotionally, aesthetically, and/or spiritually. Here we see the basis of what was said in the first paragraph—that education is a process and a journey. Actually, one of the goals of Eastern University (EU) is that its students develop the basic knowledge, the desire, and the discipline to be “life-long

learners.” The courses you take at Esperanza College should provide you with the foundation to continue your educational journey in the years ahead, whether that leads you to further college degrees (including continuing in the Eastern “Degree Completion Program” (DCP) offered here at Esperanza College (EC) or in one of the programs offered either at the main campus at St. David’s or at the Campolo School for Social Change in Philadelphia), to new jobs, to new positions of leadership in your family, church, and community, or to additional self-education for personal fulfillment.

Why do we see continued learning as so important? It is important because the world keeps changing. If you look at a map of the world published twenty or even ten years ago, you will find countries on the map that no longer exist, and there are countries that now exist that are not on a current map. The Internet, DVD’s, and cell phones available to the average person have all been introduced in the last 20 years. Medical treatments have changed, political problems have changed, and social issues have appeared and disappeared. To be able to understand, use, solve, and/or respond to these changes, we have to keep learning.

We have also said that this is a “Christian, faith-based program.” What does this mean? First, it does not mean indoctrination. We will not be forcing students to become Christians if they are not, nor will we be teaching that there is only one kind of Christianity. On the other hand, it does mean much more than having one course on the Bible and another one dealing with theology in the curriculum. We all understand the fact that different cultures view things differently. What we can talk about with family and friends (as opposed to acquaintances), what values we place on certain relationships and activities, and what is “acceptable” and “non-acceptable” behavior varies from group to group, and even between geographical locations within a group. These perspectives help to differentiate one group of people from another. We believe that God has called us to develop a perspective that is distinctly “Christian,” that differentiates us from those who do not share our faith. This perspective—we usually call it “world view”—involves such things as the value of human beings, the relationship of human beings to the rest of Creation, our responsibilities in the world, the ways in which knowledge can be discovered and used (and the ways that it should not be), and the values and ethics that should guide our learning and our everyday living. Eastern University places a high value on the integration of faith, reason, and justice. Every class you take should help you with this integration. Every class you take should help you to understand the implications of Christian faith for what you are learning and/or how you should live. Every class you take should help you to increase your understanding of Christian faith and your ability to articulate its importance in shaping your thinking and behavior. So we welcome you to join us on this educational journey. We look forward to learning together in the days ahead.

Academic Program

The academic program of Esperanza College (EC) consists of a minimum of 65 credit hours of specific courses leading to an Associate in Arts Degree in Liberal Arts. During the first semester, students take core courses designed to fulfill the basic educational mission of Eastern University, specifically those providing a biblical foundation upon which all learning and action can be based, those insuring the acquisition of certain basic skills, and those that broaden the students’ views of the world. During the second, third, and fourth semesters, students take additional core courses plus courses in their concentrations (accounting, business, criminal justice, early childhood education or community and human services, math for middle level education, and science for middle level education). Upon completing the program, students will be equipped to continue their education at a baccalaureate level, to demonstrate enhanced job skills, and to continue a self-determined plan of learning. Should there be fewer than ten students who desire a particular concentration, the decision will be made by consensus on a cohort level. You should understand that the Associate in Arts degree does not provide students with either a major or credentials for a profession. Rather it provides the foundation for further education if the student so desires. It represents what students at a four-year college or university would normally take during their first two years of study.

LANGUAGE TRANSITION AND LANGUAGE DEVELOPMENT TRACKS

The program is structured to develop academic English and Spanish literacy skills, including reading, grammar, writing, and speaking, so that by the end of the program, students are comfortable doing all of their academic work in English. The expectation is that a student can score a minimum of 500 on the TOEFL exam (with a desired score of 550 or above) by the end of the fourth semester. Target scores for each semester are provided to help students know whether they are making appropriate progress. Most colleges and universities require a score of 550 before admitting students whose native language is not English.

Students are placed in one of two tracks, depending upon their entry scores in Spanish and English. Students placed in the Language Transition Track (LTT) begin their studies in Spanish, with increasing amounts of English being used for teaching and assessment during the first two semesters. The third semester instruction and assessment are in English, although occasional use of Spanish is permitted when there are problems comprehending concepts in English. By the fourth semester (the semester of the concentration courses), all work must be in English.

Students placed in the Language Development Track (LDT) begin their course work in English. This track includes Spanish-speakers whose English skills are sufficiently developed to begin their courses in English plus students who are native English speakers. The placement of Spanish-speakers implies that they are close to the 500 TOEFL score at the beginning of their studies, and so TOEFL testing is not built into their curriculum. Nevertheless, students in this track are encouraged to take the TOEFL exam sometime during their four semesters to facilitate future studies where the exam may be required. Because of the importance the program places on the development of English competency, Language Practicum courses (LAN 146, LAN 147, LAN 157, and LAN 158) and English courses of the Core Curriculum (ENG 101 and ENG 102) require a C or better grade to pass.

USE OF SPANISH/ENGLISH ON CAMPUS

Since the only way to learn, improve, develop, and master another language is to use it, Esperanza College structures its program so that non-native English speakers are expected to use English more and more throughout the four semesters. The increasing use of English and decreasing use of Spanish in no way implies that English is “better” than Spanish. Rather it is an acknowledgement that further education and most career advancement in the continental US require strong English skills. Native English speakers often have weaknesses in their English skills that will also be addressed through the developmental curriculum to raise their English levels to higher academic standards.

Since our goal is to prepare students for further education and/or career advancement, we try to provide the environment in which students can make the progress needed to be successful in the future.

To that end, we have established the following policies concerning the use of English while at Esperanza College (EC):

- In all ENGLISH and LANGUAGE courses, all teaching and conversation in the classroom is to be in English, with the exception that during the first two semesters, explanations of material can be in Spanish if students are having difficulty with comprehension.
- In all courses in the Language Development Track, all teaching and conversation in the classroom is to be in English, with the exception that during the first two semesters, explanations can occasionally be in Spanish when there are problems in comprehending the material.
- Courses during the first two semesters in the Language Transition Track are taught in Spanish, but students will be increasingly exposed to English during the academic year to prepare them for the transition described next. Students are encouraged to use English as much as possible during this year.
- In all courses taught the third semester in the Language Transition Track, all teaching and conversation in the classroom is to be in English, with the exception that explanations can occasionally be in Spanish when there are problems in comprehending the material.
- In all courses taught the fourth semester, all teaching and conversation in the classroom is to be in English.
- Students are strongly encouraged to practice their English before and after class and during the break period.

General Education at Esperanza College

The goal of General Education is always to provide a broad scope of knowledge to a graduating cohort. At Eastern University, five pillars of General Education sustain the philosophy of teaching across the whole institution. These General Education pillars produce a total of 12 goals expected of all Associate of Arts programs at Eastern University:

- 1. Effective Communication** - To be an effective leader and professional, one needs to be able to communicate clearly in a variety of contexts and to a variety of audiences. This requires developing skills in writing, speaking and listening. Moreover, the ability to use technology responsibly and effectively is increasingly important in the digital age in which we are now living.
 - a. Written Communications**
 - b. Oral Communications**
 - c. Technological Skills**

- 2. Critical Reasoning** - We live in a time in which we are bombarded with information. It is vital to develop skills that allow one to sort through information, analyze sources and evidence, reason through problems, and arrive at conclusions that are grounded in fact and truth.
 - a. Argument and Analysis**
 - b. Scientific Reasoning**
 - c. Quantitative Reasoning**
 - d. Information Literacy**

- 3. Cultural and Global Awareness** - It is crucial to understand the historical and cultural forces and movements that have created and continue to shape different perspectives and ways of thinking, knowing, and acting. This requires an understanding of the traditions that have formed one's own assumptions and viewpoints, as well as an awareness of the beliefs, values and practices of other cultures.
 - a. Western Heritage Knowledge**
 - b. Global Awareness**

- 4. Christian Faith and Practice** - We desire to form individuals who are shaped in the image and likeness of Christ. We acknowledge that we are whole persons, whose minds, hearts and bodies are gifts from God. Such gifts demand excellent stewardship, rooted in an understanding of Scripture and cultivated through the practices of Christian discipleship.
 - a. Biblical Knowledge**
 - b. Theological Knowledge**

- 5. Commitment to Justice** - We live in a broken world that nonetheless can be transformed by the power and grace of God. We believe that God acts through individuals and the institutions they create and inhabit to bring about justice and reconciliation.
 - a. Knowledge in Doing Justice**

The Esperanza College Core Curriculum

At the heart of the Esperanza College experience are essential and universal courses that prepare all students for their years of college life within Eastern University. The Esperanza College Core Curriculum focuses primarily on the development of the first two pillars of General Education, *Effective Communication* and *Critical Reasoning*. Together, these courses provide basic critical skills essential to the college student: written communication, academic and professional expectations, technological and computer skills, information literacy, critical thinking, argument and analysis, research writing, presentation of knowledge, oral communication, Christian thought foundations, and more.

First Semester:

- ENG 101 – Academic Writing
- CSC 110 – Computer Literacy
- INST 150 – Faith, Reason and Justice
- COM 120 – Public Speaking

Second Semester:

- ENG 102 – College Writing

General Education in the Associate of Arts

The Associate of Arts in Liberal Arts is a degree that emphasizes General Education with the possibility of a concentration in a specific field of study. The course load is intended for transition into Bachelor-level programs of a broad range. All 12 Associate of Arts Goals in General Education at Eastern University are represented. In addition, the AA at Esperanza College enables students to grow in their knowledge of *Social Science* (Economics, Psychology, or Sociology). **All students in the AA in Liberal Arts must fulfill the Esperanza College Core Curriculum.**

Possible concentrations in the AA in Liberal Arts include *Business, Community and Human Services, Criminal Justice, Early Childhood Education, and Middle Level Education*.

The AA in Liberal Arts contains the following requirements in General Education:

Cultural and Global Awareness:

- ENG 220 – Introduction to the Novel and Short Fiction
- Spanish Selection – students may select from SPA 101A (Elementary Spanish), SPA102 (Elementary Spanish Part 2), or SPA 150 (Spanish Grammar for Native Speakers) to fulfill the category, though acceptance depends on placement examination score or prior credit.

Biblical and Theological Knowledge

- BIB 100 – Bible as Literature in Contemporary Society
- THEO 210 – Foundations of Christian Spirituality
 - THEO210 is not required for *Middle Level Education* students at the Associate level, but is required when transitioning into the College of Arts and Sciences.

Justice Knowledge and Awareness:

- INST 270 (Justice in a Pluralistic Society) or SWK 110 (Human Diversity and Social Interaction)

Western Heritage Knowledge

- INST 161 – Heritage of Western Civilization: The Modern World

Mathematical Knowledge:

- Selection – Students may select from MATH 103 (Mathematical Ideas), MATH 140 (College Algebra), MATH 150 (Pre-Calculus), MATH 160 (Calculus I) or MATH 220 (Statistics) to fulfill the requirement, based on placement exam scores, prior credit, and in certain cases depending on course prerequisites. See course descriptions.

Natural Science and Laboratory Knowledge

- Selection – Students may select from BIO 104 (Human Biology), BIO 151 (General Biology I), BIO 233 (Human Anatomy and Physiology I), CHE 121/123 (General Chemistry I and Lab), or PHYS 101 (Introduction to Physics 1) to fulfill the requirement, in certain cases depending on course prerequisites. See course descriptions.

Social Science Knowledge:

- SOC 100 (Intro to Sociology), PSY 100 (Intro to Psychology), or ECON 205 (Essentials of Economics) fulfill the requirement.
 - Students in the *Early Childhood Education* concentration take one of these as an elective.
 - Not currently required for *Middle Level Education* students at the Associate level, but is required when transitioning into the College of Arts and Sciences.

General Education in the Associate of Science

The Associate of Science is a degree designed to transition students into Bachelor of Science programs. It also provides hands-on experience in field-related work and applicable knowledge for professional placement. Esperanza College offers the *Associate of Science in Accounting*. **All students in the AS must fulfill the Esperanza College Core Curriculum.**

In terms of additional General Education requirements, the Associate of Science at Esperanza College differs from the Associate of Arts as follows:

Cultural and Global Awareness:

Only the Spanish course selection is required.

Mathematical Knowledge:

- MATH 220 – Statistics
- Additional Math Elective – Students may select from MATH 103 (Mathematical Ideas), MATH 140 (College Algebra), MATH 150 (Pre-Calculus), or MATH 160 (Calculus I) to fulfill the additional requirement based on entrance exam scores or prior credit, and in certain cases depending on course prerequisites. See course descriptions.

General Education in the Associate of Applied Science

The Associate of Applied Science is a program designed for professional development and field placement. In addition to this, the *Associate of Applied Science in Medical Assisting* provides a robust and field-familiar course load expected to allow students to complete academic transitions into other Allied Health fields, as well as carry-over to Nursing and Medical areas.

Students in the AAS in Medical Assisting carry out a simplified General Education requirement as is fitting of a professional degree. **All students in the AAS must fulfill the Esperanza College Core Curriculum.**

Other General Education requirements are fulfilled in the AAS in Medical Assisting as follows:

- *Cultural and Global Awareness* is fulfilled through a Spanish Elective, as in the AS.
- *Justice Knowledge and Awareness* is fulfilled in MEDA 204 (Medical Law and Ethics).
- *Mathematical Knowledge* is fulfilled through a Math Elective, as in the AA.
- *Natural Science & Lab. Knowledge* is fulfilled through BIO 233 (Anatomy and Physiology).
- *Social Science Knowledge* is fulfilled through PSY 100 (Intro to Psychology).

Due to the technical nature of the degree and the demands of Allied Health fields, students currently in the AAS in Medical Assisting are not required to fulfill the Biblical and Theological Knowledge or the Western Heritage requirement.

College Curriculum and Course Sequencing

The degree and concentration-specific sequence of courses for students is shown in the tables on the following pages. Most courses (other than Core English and Laboratory courses) are taught in ten week blocks. If for some reason you cannot take a particular course in this order, or you fail to complete a course with a the needed grade to pass or proceed, you must talk with your academic advisor about ways to make up the deficiency through openings in your degree plan or through summer sessions offered, or else risk delaying your graduation until all requirements are met.

Please note that specific requirements and prerequisites are listed under course descriptions starting on page 24.

Associate of Arts in the Liberal Arts Business Administration Concentration		
Code	Name or Description	Credits
Semester 1		
ENG101	Introduction to Academic English and Language Practicum	4
INST150	Introduction to Faith, Reason and Justice	3
CSC110	Computer Literacy	3
COM120	Public Speaking	3
MATH103	Mathematical Ideas*	3
Semester 2		
ENG102	College Writing and Language Practicum	4
SPA101A	Elementary Spanish I*	3
BIB100	The Biblical World in Contemporary Context	3
THEO210	Foundations of Christian Spirituality	3
SOC100	Introduction to Sociology	3
Semester 3		
INST270	Justice in a Pluralistic Society	3
BIO104	Human Biology*	4
ENG220	Studies in the Novel and Short Fiction	3
BUSA102	Business as a Profession	3
COM212	Business Communication	3
Semester 4		
ELECTIVE	Course Elective**	3
INST161	Heritage of Western Thought and Civilization	3
ECON200	Personal Stewardship	3
BUSA202	Principles of Marketing	3
BUSA206	Principles of Management and Leadership	3

* Students may substitute more advanced courses if able to meet specific course prerequisites.

** Consult advisor before selecting from available elective courses during the academic term.

Associate of Arts in the Liberal Arts Community and Human Services Concentration		
Code	Name or Description	Credits
Semester 1		
ENG101	Introduction to Academic English and Language Practicum	4
INST150	Introduction to Faith, Reason and Justice	3
CSC110	Computer Literacy	3
COM120	Public Speaking	3
MATH103	Mathematical Ideas*	3
Semester 2		
ENG102	College Writing and Language Practicum	4
SPA101A	Elementary Spanish I*	3
BIB100	The Biblical World in Contemporary Context	3
THEO210	Foundations of Christian Spirituality	3
SOC100	Introduction to Sociology	3
Semester 3		
BIO104	Human Biology*	4
ENG220	Studies in the Novel and Short Fiction	3
SPA102	SPA102 (or Course Elective**)	3
PSY100	General Psychology	3
SWK105	Introduction to Social Work	3
INST395	Community Services Field Experience	1
Semester 4		
ELECTIVE	Course Elective**	3
INST161	Heritage of Western Thought and Civilization	3
ECON200	Personal Stewardship	3
SWK110	Human Diversity and Social Interaction	3
INST225	Community Development Seminar	3

* Students may substitute more advanced courses if able to meet specific course prerequisites.

** Consult advisor before selecting from available elective courses during the academic term.

Associate of Arts in the Liberal Arts Criminal Justice Concentration		
Code	Name or Description	Credits
Semester 1		
ENG101	Introduction to Academic English and Language Practicum	4
INST150	Introduction to Faith, Reason and Justice	3
CSC110	Computer Literacy	3
COM120	Public Speaking	3
MATH103	Mathematical Ideas*	3
Semester 2		
ENG102	College Writing and Language Practicum	4
SPA101A	Elementary Spanish I*	3
BIB100	The Biblical World in Contemporary Context	3
THEO210	Foundations of Christian Spirituality	3
SOC100	Introduction to Sociology	3
Semester 3		
BIO104	Human Biology*	4
ENG220	Studies in the Novel and Short Fiction	3
CMJ105	Introduction to Criminal Justice	3
CMJ110	Criminal Investigation	3
CMJ215	Introduction to Forensic Science	3
CMJ395	Criminal Justice Field Experience	1
Semester 4		
ELECTIVE	Course Elective**	3
INST161	Heritage of Western Thought and Civilization	3
SWK110	Human Diversity and Social Interaction	3
CMJ205	Introduction to Policing	3
CMJ210	Prosecution and the Courts	3

* Students may substitute more advanced courses if able to meet specific course prerequisites.

** Consult advisor before selecting from available elective courses during the academic term.

Associate of Arts in the Liberal Arts Early Childhood Education Concentration		
Code	Name or Description	Credits
Semester 1		
ENG101	Introduction to Academic English and Language Practicum	4
INST150	Introduction to Faith, Reason and Justice	3
CSC110	Computer Literacy	3
COM120	Public Speaking	3
MATH103	Mathematical Ideas*	3
Semester 2		
ENG102	College Writing and Language Practicum	4
SPA101A	Elementary Spanish I*	3
BIB100	The Biblical World in Contemporary Context	3
THEO210	Foundations of Christian Spirituality	3
EDU328	Early Childhood Education: Principles and Procedures	3
Semester 3		
INST270	Justice in a Pluralistic Society	3
BIO104	Human Biology*	4
ENG220	Studies in the Novel and Short Fiction	3
EDU329	Early Childhood Education: Curriculum and Assessment	3
EDU205	Child Development	3
Semester 4		
ELECTIVE	Social Science Elective**	3
INST161	Heritage of Western Thought and Civilization	3
EDU201	Introduction to Special Education	3
EDU382	Methods of Classroom Management	3
EDU400	Literary Foundations for Primary Grades	3
EDU250	Early Childhood Education Field Experience	1

* Students may substitute more advanced courses if able to meet specific course prerequisites.

** Consult advisor before selecting from available elective courses during the academic term.

Associate of Arts in the Liberal Arts Middle Level Education Concentration, Math Focus		
Code	Name or Description	Credits
Semester 1		
ENG101	Introduction to Academic English and Language Practicum	4
INST150	Introduction to Faith, Reason and Justice	3
CSC110	Computer Literacy	3
COM120	Public Speaking	3
MATH103	Mathematical Ideas*	3
Semester 2		
ENG102	College Writing and Language Practicum	4
SPA101A	Elementary Spanish I*	3
BIB100	The Biblical World in Contemporary Context	3
MATH150	Pre-Calculus	3
MATH160	Calculus I	3
Semester 3		
INST270	Justice in a Pluralistic Society	3
ENG220	Studies in the Novel and Short Fiction	3
PHYS101	Introduction to Physics I	4
MATH161	Calculus II	3
MATH220	Statistics for the Social and Behavioral Sciences	3
Semester 4		
INST161	Heritage of Western Thought and Civilization	3
PHYS205	Physical Science for Educators	3
EDU200	Foundations of Modern Education	3
EDU201	Introduction to Special Education	3
EDU209	Early Adolescent Development	3

* Students may substitute more advanced courses if able to meet specific course prerequisites.

Associate of Arts in the Liberal Arts Middle Level Education Concentration, Science Focus		
Code	Name or Description	Credits
Semester 1		
ENG101	Introduction to Academic English and Language Practicum	4
INST150	Introduction to Faith, Reason and Justice	3
CSC110	Computer Literacy	3
COM120	Public Speaking	3
MATH103	Mathematical Ideas*	3
Semester 2		
ENG102	College Writing and Language Practicum	4
SPA101A	Elementary Spanish I*	3
BIB100	The Biblical World in Contemporary Context	3
CHE121/3	General Chemistry I/General Chemistry Laboratory I	4
BIO151	General Biology I	4
Semester 3		
INST270	Justice in a Pluralistic Society	3
ENG220	Studies in the Novel and Short Fiction	3
CHE122/4	General Chemistry II/General Chemistry Laboratory II	4
BIO152	General Biology II	4
MATH220	Statistics for the Social and Behavioral Sciences	3
Semester 4		
INST161	Heritage of Western Thought and Civilization	3
PHYS205	Physical Science for Educators	3
EDU200	Foundations of Modern Education	3
EDU201	Introduction to Special Education	3
EDU209	Early Adolescent Development	3

* Students may substitute more advanced courses if able to meet specific course prerequisites.

Associate of Science in Accounting		
Code	Name or Description	Credits
Semester 1		
ENG101	Introduction to Academic English and Language Practicum	4
INST150	Introduction to Faith, Reason and Justice	3
CSC110	Computer Literacy	3
COM120	Public Speaking	3
MATH103	Mathematical Ideas*	3
Semester 2		
ENG102	College Writing and Language Practicum	4
SPA101A	Elementary Spanish I*	3
BIB100	The Biblical World in Contemporary Context	3
THEO210	Foundations of Christian Spirituality	3
ACCT107	Principles of Accounting I	3
Semester 3		
INST270	Justice in a Pluralistic Society	3
BIO104	Human Biology*	4
MATH220	Statistics for the Social and Behavioral Sciences	3
ECON205	Essentials of Economics	3
ACCT108	Principles of Accounting II	3
Semester 4		
ELECTIVE	Course Elective**	3
INST161	Heritage of Western Thought and Civilization	3
ACCT309	Nonprofit Accounting	3
BUSA350	Business Law	3
ACCT421	Concepts in Federal Taxation	3
ACCT395	Field Experience	1

* Students may substitute more advanced courses if able to meet specific course prerequisites.

** Consult advisor before selecting from available elective courses during the academic term.

Associate of Applied Science in Medical Assisting		
Code	Name or Description	Credits
Semester 1		
ENG101	Introduction to Academic English and Language Practicum	4
INST150	Introduction to Faith, Reason and Justice	3
CSC110	Computer Literacy	3
COM120	Public Speaking	3
MATH103	Mathematical Ideas*	3
Semester 2		
ENG102	College Writing and Language Practicum	4
SPA101A	Elementary Spanish I*	3
CHE121/3	General Chemistry I/General Chemistry Laboratory I	4
MEDA101	Introduction to Medical Assisting	3
MEDA150	Medical Terminology	3
Semester 3		
PSY100	General Psychology	3
BIO233	Human Physiology and Anatomy I	4
MEDA160	Clinical Procedures and Diagnostics	3
MEDA168	Medical Billing and Records	3
MEDA260	Phlebotomy and EKG Technology	4
Semester 4		
PSY207	Lifespan Human Development	3
BIO234	Human Physiology and Anatomy II	4
MEDA204	Medical Law and Ethics	3
MEDA224	Principles of Pharmacology	3
MEDA300	Externship	4

* Students may substitute more advanced courses if able to meet specific course prerequisites.

Course Descriptions

Esperanza College offers the following courses within its curriculum:

ACCT 107

Accounting Principles I

3 credits

Basic accounting principles and practices, including the preparation of basic financial statements, account uses, accruals and deferrals.

Prerequisite: Fulfillment of MATH entrance requirement.

ACCT 108

Accounting Principles II

3 credits

Accounting concepts, terminology, and the preparation, use and analysis of financial data for internal and external users will be covered. This includes the accounting equation, accrual accounting, journal entries for business transactions, financial statements and the generally accepted accounting principles. International Financial Reporting Standards will be introduced.

Prerequisite: Minimum grade of C in ACCT 107

ACCT 309

Nonprofit Accounting

3 credits

Provides in-depth coverage of fund accounting principles, focusing on procedures of private nonprofit and governmental organizations. Topics include: revenue recognition, accounting for fixed assets and investments, cash budgeting, allocation of fundraising costs, financial statement presentation, and other issues relevant to nonprofit organizations.

ACCT 421

Concepts in Federal Taxation

3 credits

Theory, philosophy, and principles of federal income tax and law and the procedures for computing the income tax liability of individuals; practice in solving typical problems and the preparation of tax returns.

Prerequisite: Minimum grade of C in ACCT 108.

ACCT 395

Field Experience in Accounting

1 credits

Prerequisite: Minimum grade of C in ACCT 108.

The practical application in a real work environment of the theory, philosophy, and principles of federal income tax and law and the procedures for computing the income tax liability of individuals; practice in solving typical problems and the preparation of tax returns.

BIB 100**The Biblical World in Contemporary Context****3 credits**No prerequisites, but passing grade in INST150 advised.

This course will introduce the student to the entire biblical story of the people of God. The main components of the program will include the following: Creation Theology (discussing the meaning of Genesis and the Wisdom literature), the Covenantal People (featuring Exodus and the Sinai events), Prophetic Theology (analyzing the socio-political significance of the prophets), the message of Jesus (discussing the Gospels and the developing church), the theology of Paul and the developing Christian tradition (thinking through Paul and the other New Testament documents that conclude the biblical story).

BIO104**Human Biology****4 credits**

A study of the origin and structure of cells, energy transformation, the structure and function of major organ systems, inheritance, reproduction and development. Emphasis is on human biology. Laboratory included.

BIO151**General Biology I****4 credits**No prerequisites, but High School background in Biology advised.

This course surveys basic concepts of biology with an emphasis on field-oriented disciplines, including ecology, zoology, botany and macroevolution. Laboratory included.

BIO 152**General Biology II****4 credits**No prerequisites, but High School background in Biology advised.

This course surveys basic concepts of biology with an emphasis on lab-oriented disciplines, including cell biology, physiology, genetics and evolutionary mechanisms. Laboratory included.

BIO 233**Human Physiology and Anatomy 1****4 credits**Prerequisite: Minimum grade of C in CHEM 118.

The first course of a two-semester sequence which surveys the human as a functioning organism. The first semester will emphasize the basic structure of the cellular system, tissue histology, the integumentary system, cardiovascular system, respiratory system, nervous system and skeletomuscular system. Course includes both lecture and laboratory exercises.

BIO 234**Human Physiology and Anatomy II****4 credits**Prerequisite: Minimum grade of C in BIO 233.

The second of a two-semester sequence. Emphasis will be on the special senses, digestive system, urinary system, endocrine system and reproductive system. Class consists of both lecture and laboratory content.

BUSA 102**Business as a Profession****3 credits**

This course will examine a career in business as a calling from God, and the difference such a calling makes in a business leader's role in the new global economy. Each student will write a self-exploratory paper reflecting on his/her personal career calling, eventual success goals and motivation. This course is one of three required for entrance into any of the majors within the department of business.

BUSA 202**Principles of Marketing****3 credits**

Basic principles and practices involved in the distribution of goods and services, market surveys, advertising and salesmanship.

BUSA 206**Principles of Management and Leadership****3 credits**

Planning, organizing, directing, coordinating, and controlling the activities of the administrative unit; evolution of management thinking.

BUSA 350**Business Law****3 credits**

Review of the major legal issues governing business law. Covers federal; state, and local laws; regulatory systems; business organizations; contract, tort, and employment law issues; and the impact of legal structures on business practices.

CHEM 118**4 credits****Chemistry for Healthcare**

One-semester course in foundational chemistry designed for students interested in health-related professions. Major concepts of chemistry are investigated in the context of their social relevance. Topics such as measurement, unit conversions, nuclear changes, periodic trends, bonding, reactions, energy, solutions, and acids/bases will help develop the language of chemistry and the nature of interactions between atoms. The course culminates in a study of carbon-based compounds, including hydrocarbons, isomers, functional groups, and protein structure. Laboratory work includes a set of experiments and study modules to enhance and expand on class discussions. Includes additional three hour/week lab

CHE 121**3 credits****General Chemistry I**

Introduction to the composition and properties of matter, models for atomic structure and bonding, periodicity of elements, stoichiometry, states of matter, solutions and organic chemistry.

Prerequisites: Advisement based on High School Chemistry background or standardized testing in Math.

CHE 122**3 credits****General Chemistry II**

Prerequisite: C or better in CHE 118 or CHE 121.

General Chemistry II- Builds on the skills developed in CHE 121. Topics include the gas laws, thermochemistry, kinetics, equilibrium, acid-base theory, complex ions, entropy and free energy, electrochemistry, and nuclear reactions.

CHE 123**1 credit****General Chemistry Laboratory I**

Experiments introducing or illustrating concepts studied in CHE 121. Basic laboratory skills are introduced and reinforced. Emphasis is given to careful measurement and recording of data in a laboratory notebook. CHE 121 must be taken concurrently.

CHE 124**1 credit****Chemistry Laboratory II**

Prerequisite: C or better in CHE 123.

Experiments are designed to integrate with and enhance the theory presented in CHE 122. Laboratory skills such as pipetting, titration, dilution, measurement and spectroscopy are further developed. CHE 122 must be taken concurrently.

COM 120**Public Speaking****3 credits**

A first course in speaking to entertain, inform and persuade. Course includes preparation, organization and delivery of speeches and uses informal low-key approach designed to reduce performance anxiety. Course fulfills Oral Communication General Education component.

COM 212**Business Communication****3 credits**

An overview of the communication skills required for success in an organizational setting. A primary emphasis is on business presentations including media-assisted presentations (power-point, etc.). Other areas of communication such as team or group, computer, supervisory, etc. are covered. Taken by students electing the business concentration during the fourth semester.

CSC 110**Computer Literacy****3 credits**

An introduction to computer hardware and software within a focus on microcomputers. Emphasizes hands-on experience with commonly used software packages, including word processing, spreadsheets and databases. A major component of the course also considers the impact of computers on various sectors of modern social life.

CMJ 105**Introduction to Criminal Justice****3 credits**

This is a survey course in the Administration of Justice. It is designed to expose the student to the actors, processes and issues which impact on the quality of justice enjoyed by all citizens. America's justice system, composed of police, courts and corrections subsystems, is regarded as "fragmented" by many scholars. This is believed to be caused by the unique perspectives that each component has developed by virtue of its assigned role in seeking justice. Thus, a significant ambition of the course is to expose the student to each subsystem's function and philosophy while acknowledging the improbability of the total system's ever achieving consensus. A major design for the course is to identify myriad faces of crime and society's requirement that its sinister qualities be minimized to enhance the goal of ordered liberty. Further, an evaluative examination of the arrest through appeals process and the Constitution's procedural safeguards are explored. Since this course is of general informational interest, transcending career, social and educational ambitions, it is earnestly recommended to all students seeking a better understanding of the justice system which at some time and level, will intrude into all our lives.

CMJ 110**Criminal Investigation****3 credits**

This course will cover the fundamental principles and procedures employed in crime investigation. Emphasis will be placed on the investigation of specific crimes, the identification of sources of information and the procedures necessary for the proper handling of evidence. This course is designed to develop a working knowledge of the steps of investigation beginning with the initial security of the crime scene and concluding with the presentation of evidence and proper testimony in court.

CMJ 205**Introduction to Policing****3 credits**

The Introduction to Policing course provides a comprehensive view into the foundations of policing in the United States today. The course is designed to offer students a balanced and up-to-date overview of who the police are and what they do, the problems they face, and the many reforms and innovations that have taken place in policing. It will cover the critical role of the beat cop, the fundamental problems in policing, the career path of police officers, and a level-by-level overview of police organizations. An additional goal is to present a comprehensive and contemporary overview of what it means to be a police officer.

CMJ 210**Prosecution and the Courts****3 credits**

The course will present an examination of the organization and jurisdiction of local, state, and federal law enforcement, judicial, and correctional systems; their history and philosophy; terminology; and constitutional limitations of the system. It includes implications for civil rights, the police process, the prosecuting attorney, the defense attorney, courts, grand jury, trial jury, coroner-medical examiner, judicial process, and the trial and its aftermath.

CMJ 215**Introduction to Forensic Science****3 credits**

This course will be on the recognition, collection, preservation and analysis of the various types of physical evidence typically encountered at crime scenes. The students will be presented with principles and theories relating to the techniques used in the analysis of physical evidence with the presumption that most students do not have extensive scientific backgrounds. The goal therefore is to provide students with the basic understanding of what forensic science entails.

CMJ 395**Criminal Justice Field Experience****1 credit**

Students will be matched with an agency for exposure to real criminal justice situations and how the agencies service participants in the system.

ECON 200**Personal Stewardship****3 credits**

Individual and family stewardship planning, to include: budgeting, financial services, personal taxation, consumer credit, food budget, housing, insurance and investing. Taken by students electing the business concentration during the fourth semester.

ECON 205**Essentials of Economics****3 credits**

This course is designed to introduce students to the basic principles and tools of microeconomic and macroeconomic analysis, emphasizing the importance of economic literacy in being a responsible citizen and addressing key social issues. Students will become familiar with basic characteristics of market economies, the interaction of supply and demand, the role of government in regulating the economy, the concept of elasticity, marginal analysis in production, an overview of market cycles, unemployment, fiscal and monetary policy, the national debt, inflation, fractional-reserve banking and the role of the Federal Reserve System.

EDU 200**Social and Philosophical Foundations of Modern Education** **3 credits**

This course looks at the social foundations of education in American life, the historical foundations of American educational philosophies, social and psychological principles of modern education theories, and current tension points in American education.

EDU 201**Introduction to Special Education****3 credits**

This course is designed to provide a full overview of the historical analysis of special education: classifications/definitions and patterns of behavior, description of assessment and intervention strategies, legislation and litigation, and outside forces that influence special education and their relationship to the system. Students will concentrate on their particular area of education as it relates to special education. Ten hours of observation required.

EDU 207**Child Development****3 credits**

Study of individual development from the prenatal period through childhood and the early twenties. Course covers details of physical, cognitive and psychosocial development, as well as the interrelation of these dimensions. Major conflicts and issues associated with different developmental levels are also explored. Approximately 10 hours of classroom observation is required.

EDU 209**Early Adolescent and Adolescent Development****3 credits**

This course provides an introduction to early adolescent and adolescent development and investigates the implications of physical, cognitive, and psychosocial development in educational settings. Major developmental and psychological theories and research relevant to teaching and learning are explored. Content areas include adolescent growth and development, conflicts and issues associated with different developmental levels, approaches to instruction, and cultural and socioeconomic diversity. The emphasis will be on the practical relevance of this material for students in middle grades (4-8).

EDU 250**Field Experience****1 credit**

A full-time field experience in a school requiring a minimum of 90 hours as a teacher's aide. The student must keep and submit a log of the experience. May be done in the following settings: early childhood, elementary, Christian school or special education. A combination of settings may be approved by the dean after consulting with the Eastern University Education Department.

EDU 328**Early Childhood Education: Principles and Procedures****3 credits**

Discussion of current theories of early childhood education including Montessori Method, Piaget approach, Progressive Movement, and Behavioral Approach. Models of preschool programs described: infant programs, day care, head start/home start, parent/child centers, and programs for the handicapped, etc. Two hours fieldwork per week is required in varied preschool settings.

EDU 329**Early Childhood Education: Curriculum and Assessment****3 credits**

Emphasis on creating an environment conducive to early learning with reference to major early childhood program models and related classroom materials. Methods of assessment will be discussed and utilized with preschool children and programs. Two hours of field work per week are required.

EDU 382**Methods of Classroom Management****3 credits**

Course provides practical classroom management techniques for pre-service teachers. Various strategies and specific interventions from strategies will be examined. Therapeutic and preventive measures are dealt with as they pertain to the classroom. A 10-hour observation/field placement in an approved setting is required..

EDU 400**Literacy Foundations for Primary Grades****3 credits**

An eclectic approach to the reading process is explored, considering student learning modes and abilities. A holistic view is taken to various reading systems, i.e., phonics, linguistics, organic and experience based, and individualized reading. Juvenile Literature is considered a basic part of instruction in reading. The Pennsylvania Framework for Reading, Writing, and Talking across the Curriculum 1990 is used as a text. The scope of the course covers beginning reading, reading in content areas, and reading difficulties of some children. Students tutor a child for a minimum of 10 hours during the semester.

ENG 101**Introduction to Academic English****3 credits**

This course introduces the student to language skills and concepts needed to be successful in the college context. It emphasizes using appropriate diction and language; the use of standard English, including spelling, punctuation and grammar; and the demonstration of critical thinking skills in analyzing a passage or in developing an argument. Taken concurrently with LAN 146, 157, or 167.

ENG 102**College Writing****3 credits**

Prerequisite: A grade of C or better in ENG 101 and LAN 146, 157, or 167.

A course in analytical writing designed for all students. Work will include discussion of the writing process, practice in writing expository prose and the execution of a short research paper. Taken concurrently with either LAN 147, 158, or 168.

ENG 220**Studies in the Novel and Short Fiction****3 credits**

A study of the elements of fiction in short story and novel form, selecting contemporary authors who focus on justice issues and multicultural experience.

INST 150**Introduction to Faith, Reason, and Justice****3 credits**

This course introduces students to the mission and values of Eastern University by exposing them to the three major commitments of the university: faith, reason, and justice, as well as to the related themes of community, scholarship, service, and church.

INST 161**Heritage of Western Thought and Civilization: The Modern World****3 credits**

This course will survey the emergence of modern Western civilization to global stature through its literature, philosophy and history, from the French Revolution through the end of the Cold War. It will ask, from both Christian and competing perspectives, how modern Western civilization has incorporated the industrial, intellectual, scientific, and political revolutions of the 19th and 20th centuries, and how they have challenged the Christian faith.

INST 225**Community Development Seminar****3 credits**

The course will present the history of and core concepts in the emergent field of community development. It will familiarize the student with some of the community development theoretical frameworks, with an emphasis on the assets-based approach. It will also introduce the use of capital-building in community development efforts, as well as some of the challenges and current debates confronting practitioners. The emphasis will be on the exploration of stakeholders' utilization of community development methods to meet the needs of their own communities.

INST 270**Justice in a Pluralistic Society****3 credits**

This interdisciplinary course uses both biblical and philosophical frameworks to examine the complexities of social justice in a pluralistic society. The focus is on the United States, with connections to the global community. Principles of social justice are used to explore issues of race, gender and class. Emphasis is placed on the student understanding her/his own identity and life situation, including what values, attitudes and knowledge have shaped her/his own world view. Attention is given to students developing skills in interacting with people from diverse groups and in bringing about social justice in the larger society.

INST 395**Community Services Field Experience****1 credit**

Students will be assigned to a particular community agency for exposure to real social work and community development situations and needs.

MATH 103**Mathematical Ideas****3 credits**

The objectives of this course are to develop an appreciation for mathematics, to provide an insight into the methods of reasoning used by mathematicians, and to discuss its historical development. It is intended for the liberal arts student who has had little contact with mathematics, and elementary and secondary education majors.

MATH 140**3 credits****College Algebra**

Explores techniques for solving algebraic equations involving linear, quadratic, exponential, and logarithmic functions. Course is preparation for MATH 150 Pre-calculus.

MATH 150**Pre-Calculus****3 credits**

Prerequisite: C or better in MATH103.

An in-depth study of functions and graphical analysis, including trigonometric, inverse trig, exponential, logarithmic, polynomial, and rational functions. The binomial expansion will be developed.

MATH 160**Calculus I****3 credits**

Prerequisite: C or better in MATH150.

This course will introduce topics in the differentiation and integration of functions of one variable. These topics include limits, continuity, differentiation, integration, the mean value theorem and the fundamental theorem of calculus.

MATH161**Calculus II****3 credits**

Prerequisite: C or better in MATH160.

Second semester of Calculus. Topics include applications of integration, integration techniques and infinite series

MATH220**Statistics for the Behavioral Sciences****3 credits**

Meaning, purposes and processes of statistical methods; selection of representative, parallel or equivalent groups; graphic representation; measures of central tendency; variability; normal distribution; probability; binomial coefficient; random sampling; confidence levels; inference; t-test; analysis of variance; chi square; correlation. Theory and practice application of above operations with use of computers where applicable. Satisfies the quantitative reasoning general education requirement.

MATH 244**Linear Algebra****3 credits**

Prerequisite: C or better in MATH160.

An introductory course in linear algebra. Topics include linear equations, matrices, determinants, Eigen values, linear transformations and vector spaces.

MEDA 101**3 credits****Introduction to Medical Assisting**

An overview of the basic concepts required to function as a medical assistant both administratively and clinically. Topics include scheduling, electronic medical records, infection control, first aid, CPR, patient assessment and management of the front office.

MEDA 150 – Medical Terminology**3 credits****Medical Terminology**

The focus of this course is to enable students to understand the language of health, disease, medical diagnoses, and treatment commonly employed by healthcare professionals. The course will emphasize Latin and Greek word roots, suffixes, prefixes, abbreviations, and anatomical terms and stress pronunciation, spelling, and appropriate use of medical terminology. This course is foundational to all other health related courses.

MEDA 160**3 credits****Clinical Procedures and Diagnostics**

Prerequisite: Minimum grade of C in MEDA 101.

This course delves deeper into the skills needed to perform essential clinical skills in the medical office. Topics include collecting specimens, performing laboratory tests, performing spirometry exams and performing an EKG.

MEDA 168**3 credits****Medical Billing and Records**

Minimum grade of C in MEDA150 is required.

This course provides a broad overview of health insurance and third party reimbursement while providing a hands-on approach to using computer systems to generate income in a primary care setting. Students will actively practice using ICD-9 and CPT codes to complete all required paperwork for billing including practice with the CMS-1500.

MEDA 260**4 credits****Phlebotomy**

Basic course overseeing all aspects of phlebotomy delivery including infection control, safety practices, laboratory tests, appropriate equipment and proper phlebotomy technique in a wide variety of clinical situations. Students will attend both lecture and clinical practice of techniques including venipuncture and capillary blood draws.

PHYS 101**4 credits****Introduction to Physics - First Semester**

Prerequisite: C or better in MATH 160 or equivalent, or advisement.

Topics include classical mechanics.

PHYS 102**4 credits****Introduction to Physics- Second Semester**

Prerequisite: C or better in PHYS 101.

Topics include oscillations, waves, optics, electricity and magnetism.

PHYS 205**Physical Science for Elementary Teachers****3 credits**

A study of the major areas of physical science that are relevant for teachers at the elementary school level. This is required for elementary education majors. Three hours lecture, no laboratory. Restricted to elementary education majors

PSY 100**General Psychology****3 credits**

A summary and overview of the field of psychology as the scientific study of human behavior including research issues, theoretical approaches, and selected areas of study.

PSY 207**Lifespan Human Development****3 credits**

Prerequisites: C or better in PSY100.

A survey of the theories, issues, and empirical data relevant to the process of human development from conception to death. Focus is on the physical, intellectual and psychosocial development of the individual person.

SWK 105**Introduction to Social Work****3 credits**

An introduction to the knowledge, skills and values of social work practice. Students will be assisted in understanding how social workers identify strengths and utilize a problem solving process to address the needs of people in the context of their social environments. Particular attention will be given to students' self-awareness and faith as they prepare to establish professional helping relationships within the context of a social agency. Basic practice principles will be explored through the use of reading assignments, case studies, role plays, volunteer experiences in social agencies, and classroom lectures.

SWK 110**Human Diversity and Social Interaction****3 credits**

A survey of the similarities and differences of human individuals and groups, and the effects of human diversity on social interaction, with the context of the social welfare institution and the social work profession. Particular attention will be given to differences based on age, class, color, ethnicity, family structure, gender, marital status, national origin, physical and mental ability, race, religion, sex and sexual orientation. Students will be assisted in using knowledge to inform practice by developing skills and strategies based on client strength and empowerment. Particular attention will be given to values inherent within a Christian world view. Material for thought and discussion will be provided by reading assignments, videos, students' life experiences, field observation and classroom lectures.

SOC 100**Introduction to Sociology****3 credits**

The nature of society with special emphasis on the basic concepts, social processes, social institutions and social change.

SPA 101A**3 credits****Elementary Spanish Part I**

Basic grammar and vocabulary, written and oral exercises, introductory readings. Emphasis on developing communication skills at a fundamental level in a one semester course. A cultural study component fulfills the Global Awareness General Education component.

SPA 102**3 credits****Elementary Spanish Part II**

Prerequisites: Spanish Placement exam score above 65% and advisement.

Grammar and vocabulary, written and oral exercises, and readings that build on a Spanish foundation. A cultural study component fulfills the Global Awareness General Education component

SPA 103**Accelerated Elementary Spanish****3 credits**

Prerequisite: Spanish Placement exam score or advisement-based placement.

A one-semester accelerated Spanish course that covers two semesters in one, equivalent to Spanish 101–102. Assignment to this course is based on an admission test score.

SPA 150**Spanish Grammar and Conversation for Native Speakers****3 credits**

Prerequisite: Spanish Placement exam score or advisement-based placement.

The purpose of this course is to help Spanish-dominant students improve their oral and written Spanish. The course will review grammatical structures and rules of spelling and accents. Students will use these structures in both written and oral presentations. A cultural study component fulfills the Global Awareness General Education component.

THEO 210**Foundations of Christian Spirituality****3 credits**

Prerequisites: none, but successful completion of BIB 100 suggested.

This course covers the following subjects: Christian belief in relation to the educational growth of persons, belief-doubt relationships, key areas of conflict for the modern believer, and sources of certainty.

General Academic Regulations

POLICY ON CLASSROOM ETIQUETTE AND ATTENDANCE

Learning requires your active involvement. Ultimately learning is your responsibility, not that of your professor. The professor's responsibility is to help you learn. Both the professor's ability to help you and your ability to benefit from that help will be increased by your meeting the following expectations:

In cases where extenuating circumstances such as illness exist, you should notify the professor. You should call the professor if possible, and/or send an e-mail to the professor. Otherwise, you may leave messages at the Esperanza College office prior to class time and leave a message with the Esperanza College person on duty for that day before 5:30 pm call (215) 324-0746, extension 410.

You are accountable for all work missed because of class absence. Faculty is under no obligation to make special arrangements for students who have been absent. If a student exceeds the allowed number of absences specified in the syllabus, the instructor may either (1) lower the student's grade according to the percentage on the syllabus or (2) recommend to the Dean that the student be required to withdraw from the course.

Being a student at Esperanza College demands that the student anticipate a level of etiquette and decorum in the classroom. Each professor has the ability to place specific demands of etiquette within their course syllabus. We expect our students to be able to do the following on a daily basis:

- Students are invited to use technology in the classroom. The use of technology should never be a distraction to yourself or others around you. Use of email, web browsing, game playing, and displaying streaming video is unacceptable in a classroom during instruction. Students can face academic penalty by the professor for inappropriate use of technology.
- Recording any aspect of a class or the materials of a class is prohibited. No pictures, videos or audio recordings are permitted without written permission of the instructor.
- Make entry to class on time. If you arrive late or are in need of leaving early, do so with concern for the learning environment of the class.
- All absences, tardiness, and early departures must involve legitimate excuses, such as health problems, family emergencies, or extraordinary employment-related duties. Health problems or family emergencies must be documented by a doctor or a hospital administrator (e.g. nurse, admissions office). Extraordinary employment-related duties must be documented by a letter from an employer on official letterhead stating the reasons for missing class or continually arriving to class late (15 minutes from starting time). For example, if the content course begins at 6:00 pm, the student will be marked late at 6:15 pm. These absences still count toward the content absence limit and penalties will be issued. (See chart below) The instructor will take the absences into consideration but will expect missed assignments or tests to be made up. The student is required to fulfill all course assignments for the session missed and to submit appropriate assignments to the instructor for review and grading within the following time frame:

1. Student must submit missing assignments within 48 hours from the missed class.
2. Student must complete their test within a week from the class session.
3. Under unusual circumstances, the instructor has the discretion to extend the time for submitting the assignment or completing the test.

ABSENCE CHART AND PENALTIES

Listed below is the number of approved absences during a semester. Once a student has gone beyond the allowed number of absences then the final grade is reduced by the listed percentages per additional absence.

Class Time	Required Classes	Allowed Absences (no penalty)	Final Grade Penalty
Ten week courses	10	1	4% per absence
Eighteen week courses	18	2	2% per absence

COURSE ENROLLMENT

You are responsible for all courses for which you are registered. If you fail to attend a course for which you are registered, without officially withdrawing from the course, you will receive an F for the course. During summer session students are limited to two courses, unless approval is granted from the Dean of Esperanza College.

Many of the forms you will need for the following policies may be found online on the Esperanza College Student Blackboard site under Course Documents.

WITHDRAW / ADD / DROP COURSE POLICY

The process of dropping or withdrawing from a course always begins with your discussing the matter with your professor to determine whether there are other options. To drop or withdraw from a course officially, you must discuss your reasons with your student advisor, who will advise you of the consequences for further progress in the program. If it is agreed that you should drop/withdraw from a course, you will fill out a Change of Enrollment form that will then be sent to the Registrar's Office for processing. Courses carrying a grade of W receive no credit. During the first week of the semester, you may elect to drop a course and it will not show up on your record. You may academically withdraw from a class (and receive a "W" in it) on the following schedule:

- Week 5 of 10-week courses
- Week 9 of 18-week courses (English/Sciences)

(Should a student withdraw after the above mentioned deadlines, then s/he will receive a grade of WF for each course. The grade WF carries the same penalty as an F and will be calculated in the grade point average.)

If you have dropped or withdrawn from a class or multiple classes, you may receive a letter informing you that you have not met the "Minimum Standard for Academic Progress" when grades are checked in May. You should file the Financial Aid Appeal Form included with the notice to let the Financial Aid Office know how you plan to make up the deficiency. If you do not make up the deficiency in the required timeframe, you may be ineligible to receive any type of financial aid for the upcoming semester(s). For more information, please read "Measurement of Academic Progress" and "Grade Point Average Requirements" in the Financial Assistance section of the university catalog.

WITHDRAW FROM THE PROGRAM

Students who withdraw from the program need to see their student advisor and/or the Dean to fill out the proper forms. Special regulations apply to the refund policy for (EC) students based on the college calendar and the modular nature of our courses. The Registrar will contact the Office of Student Accounts concerning the application of these regulations to your individual case. Return of Financial Aid: When a student withdraws from the College prior to completion of a semester, aid from federal and state governments and the College will be reduced or returned according to the stipulations of each individual program. Aid from private and other sources will be specified by the conditions of the donor(s).

REQUESTING INCOMPLETES

An Incomplete (or a grade of "I") may be forwarded to the Registrar with a positive recommendation from the Dean ONLY for illness or some unusual circumstance. It is the student's responsibility to initiate the request for an incomplete and secure the instructor's recommendation before the last day of classes. If you believe that you must apply for an incomplete, contact the Dean, who will provide you with the Request an Incomplete Form to fill out. When the form(s) have been filled out, return them for approval to the Dean, who will, if approval is granted, forward them to the Office of the Registrar at Eastern University.

All incompletes must normally be made up within two months after the last final examination date of the semester. The grade "I" automatically becomes an "F" if the student has not completed the work within the allowed time. If, however, illness or other circumstance prevents the student's making up work within the two-month period, the Dean may authorize an extension or a "W" (Withdrawal) in those courses that the student was passing at the time he/she became incapacitated. Courses carrying a grade of "W" receive no credit.

If you are granted an incomplete for a class, or multiple classes, you may receive a letter informing you that you have not met the "Minimum Standard for Academic Progress" when grades are checked in May. You should file the Financial Aid Appeal Form included with the notice to let the Financial Aid Office know the status of the incomplete class(es). If you do not make up the deficiency in the required timeframe, you may be ineligible to receive any type of aid for the upcoming semester(s). For more information, please read "Measurement of Academic Progress" and "Grade Point Average Requirements" in the Financial Assistance section of the university catalog.

Requests for a change of grade are submitted by the professor to the Registrar via the Dean ONLY when an error in the original grade has been determined. Professors are not permitted to submit a grade and then accept additional work from the student to raise the grade.

COURSE REPEAT POLICY (RETAKE)

A student may register for a course a maximum of two times. Grades of "W," "F," "WF," and "D₊," and C- count toward the maximum of two registrations. Thereafter, a student may only register for the same class after completion and approval of an appeal based upon extenuating circumstances, such as prolonged illness. The appeal is a contract written by the student prior to the term in which he or she seeks re-enrollment. The appeal must detail the extenuating circumstances as well as an action plan to deal with the same or similar situations in the forthcoming term, including, but not limited to, outside counseling, Student Disability Services, and tutoring. The appeal must be written by the student and signed by the student, Program Director, and Dean.

GRADE APPEAL POLICY

The Grade Appeal Policy applies only to questions of faculty evaluation of student performance. Since evaluation involves issues of judgment, action to revise a grade in the student's favor will not be recommended unless there is clear evidence that the original grade was based on prejudiced or capricious judgment or that it was inconsistent with official university policy.

The main concern in any grievance or appeal procedure is to bring reconciliation and growth in ways that enhance community. The first approach to any appeal should be non-adversarial and open, undertaken with careful attention to fostering understanding and problem solving. The expectation is that the majority of appeals can be resolved through a flexible process at the first or second steps outlined below. Students shall have protection against prejudiced or capricious academic evaluation through the publication of clear course objectives, grading procedures and evaluation methods. In accordance with Matthew 18:15-17, the process of appealing a grade or evaluative action that an enrolled student thinks has been unjustly awarded is as follows:

Step 1. If a conversation with the instructor has not resulted in a satisfactory explanation of the grade/evaluation, a student must initiate an appeal in writing *within sixty (60) days* from the date of the grade or action. This written appeal should be sent to the instructor responsible for the evaluation and to the Dean. The student and the faculty member shall mutually attempt to resolve the appeal within two (2) weeks of the instructor and others receiving the appeal letter.

Step 2. If an appeal is not resolved at Step 1, the student shall have the option of submitting *within five (5) days of the completion of Step 1*, a written appeal, including all necessary documentation and evidence, directly to the chairperson of the Esperanza College Educational Policies and Curriculum Committee, with a copy of the materials provided to the Dean. If the faculty member involved is a member of this committee, s/he shall not participate in the process. The Educational Policies and Curriculum Committee shall normally submit a written response to the student within two (2) weeks following the receipt of the written statement of the problem. A copy of the response also shall be provided to the instructor and the Dean.

Step 3. If no mutually satisfactory decision has been reached at Step 2, the student may submit another written appeal, with all documentation attached, to the Dean. Such an appeal shall be made *within one (1) week* following the receipt of the written response of the chairperson or the Educational Policies and Curriculum Committee. The Dean shall investigate the problem as presented in the documentation and shall notify the parties involved of his/her decision within two (2) weeks of the receipt of the appeal.

ACADEMIC WARNING/DISMISSAL

Students whose semester grade-point-average is below 2.0 will receive an academic warning. This warning is to be taken seriously, since continued low performance may result in academic dismissal. Moreover, students receiving a C- or lower in any of the Language Practicum or English courses may be dismissed from the program. If the student appeals the dismissal, the Dean will discuss the student's performance with the ENG/LAN instructor and the ESL Director before making a decision about continuation in the program.

GUIDELINES FOR GRADUATING

The following are the approved guidelines for measuring acceptable progress toward graduation for each academic classification:

1–24 credits	1.75 grade-point average
25–41 credits	1.85 grade-point average
42–54 credits	1.95 grade-point average
55+ credits	2.00 grade-point average

Students who fail to achieve the required grade-point average for their classification are placed on probation, recommended to withdraw, or academically dismissed. A student may not graduate with a GPA below 2.00. Matters related to Academic Dismissal and the Appeal Process for Academic Dismissal can be found in the University Catalog. Students graduating with an A.A. degree must have a minimum of 61 earned credits with a GPA of 2.0 or higher.

STUDENT PORTFOLIO

A student is not considered to have completed the coursework for all classes until all required materials for the student portfolio and the grading rubric for the assignment have been submitted. Your professor will inform you of all assignments requiring portfolio submission. It is required that students submit up to three items per course plus any research papers/projects for their student portfolio. These items may be papers, tests, PowerPoint presentations, or any other assignment determined by the professor. If your professor requires a research project of any kind, that must also be turned in. All submissions should be turned in to your academic advisor within one week of the end of the course. Grades can be held back if you have not turned in the required items for a course. It is this portfolio that will be assessed in order to move you toward graduation.

ACADEMIC STANDING

Dean's List: Matriculated students who are carrying a minimum of 12 hours, whose grade point average is 3.75 or above, and who are approved, will be placed on the Dean's List the succeeding semester and receive Dean's List recognition.

Merit List: Matriculated students who are carrying a minimum of 12 hours, whose grade point average for the semester is between 3.50 and 3.74, and who are approved, will be placed on the Merit List the succeeding semester.

The Family Educational Rights and Privacy Act (FERPA)

PURPOSE

Esperanza College accords all the rights under the Family Educational Rights and Privacy Act of 1974 (the Act) to its students. The College collects, maintains, secures and destroys student records for the educational welfare and advancement of the students. No one outside the College shall have access to, nor will the College disclose any information from students' education records without the written consent of the students, except to personnel within the College, to officials of other institutions in which students seek to enroll, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation functions, to persons in compliance with a judicial order, to persons in an emergency in order to protect the health or safety of students or other persons, and to individuals and agencies permitted under the Act. The Act affords current and former attending and registered students of the College the right to access their education records.

POLICY

This Policy, the accompanying Procedures, the Annual Notification(s) disseminated by the College, and additional notices required by the regulations implementing the Act serve as the Policy and guidance for the privacy of student records. School officials who have been determined by the College to have legitimate educational interests may receive personally identifiable information from a student's education records without the student's consent. Subject to the requirements of the Act, the College may provide directory information from a student's education record, unless the student has stated in writing that such information may not be disclosed.

DEFINITIONS

"Directory Information" is personally identifiable information that is generally not considered harmful or an invasion of privacy if released. It can be disclosed to outside organizations without a student's prior written consent.

"Personally Identifiable Information" includes, but is not limited to: the name of a student; the name of the student's parent or other family member; the address of the student or student's family; a personal identifier, such as the student's social security number or student number; a list of personal characteristics which would make the student's identity easily traceable; other information which would make the student's identity easily traceable, such as date of birth and mother's maiden name.

"An Education Record" is a record that:

1. Directly relates to a student of the College and is maintained by the College or by a party acting for the College.
2. Contains information, recorded in any way, including but not limited to: handwriting, print, film, microfilm, audio/videotapes, computer media, and microfiche.
3. Relates to a student attending the College and who is employed by the College. An example of this type of record is the performance rating of a student enrolled and working for the College.

Education records do not include:

1. Records of instructional, administrative, and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute for the maker of the record.

2. Records of the law enforcement unit, student health records, employment records, or alumni records. Health records, however, may be reviewed by physicians of the student's choosing.
3. Alumni records which contain information about a student after he or she is no longer in attendance at the College and which do not relate to the person as a student.
4. Records maintained by Esperanza College legal counsel.

Procedures: Within Esperanza College, school officials who have been determined by the College to have legitimate educational interests may receive personally identifiable information from the student's education records without the student's consent. These school officials may include personnel employed by the college in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted as its agent to provide service instead of using college employees or officials; or a student serving on an official committee such as a disciplinary or grievance committee. The College may provide directory information in accordance with the provisions of the Act to include:

- Student's full name
- Addresses
- Local and assigned campus electronic mail
- Telephone listing
- Date of birth
- Major field of study
- Dates of attendance/enrollment
- Degrees, honors and awards received
- Most recent previous school attended
- Enrollment status (full-time or part-time)

Students may withhold directory information by notifying the Registrar in writing within three weeks after the first day of classes for the semester in which the withholding of directory information is to take effect. Students' requests for non-disclosure will be honored until the student requests it to be removed.

The law provides students with the right to inspect and review information contained in their education records, to request amendment of the contents of their education records, to have hearings if the outcomes of the request are unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panels to be unacceptable. The law also provides students with the right to inspect and review the records of disclosure of information from their education records.

Students wishing to review their education records must make a written request to the Registrar listing the item or items of interest. Also, students cannot obtain photo copies of any documents in their records. Only records covered by the Act will be made available within forty-five days of the written request.

Students may not inspect and review the following, as outlined by the Act:

1. Financial information submitted by their parents;
2. Confidential letters and recommendations associated with admissions;
3. Recommendations for employment, job placement, or honors to which they have waived their rights for inspection and review.
4. Education records containing information about more than one student, in which case the College will permit access only to that part of the record which pertains to the inquiring student.

The College is not required to permit students to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected.

Students who believe that their education records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights must make a written request to the Registrar Office, who will in turn communicate directly with the custodians of the records in question. If the custodians of the records in question are in agreement with the student request, the appropriate records will be amended. If not, the student will be notified, in writing, within 15 business days that the records will not be amended; and will be informed by the custodians of the records in question of the right to a formal hearing with the Dean of the College. A student request for a formal hearing must be made in writing to the Dean of the College who, within 15 business days after receiving such request, will inform the student of the date, place, and time of the hearing. The student may present evidence relevant to the issues raised and may be assisted or represented at the hearing by one or more persons of his or her choice, including an attorney, at the student's expense.

The decision of the Dean will be final, will be based solely on the evidence presented at the hearing, will consist of written statements summarizing the evidence and stating the reasons for the decision, and will be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decision of the hearing panel, if the decision is in favor of the student. If the decision is unsatisfactory to the student, the student may place a statement with the education records commenting on the information in the records or setting forth any reasons for disagreeing with the records. The statement will be maintained as part of the student's records, and released whenever the records in question are disclosed. Students who believe that the adjudications of their challenges were unfair or not in keeping with the provisions of the Act, may request, in writing, assistance from the President of Eastern University. Further, students who believe that their rights have been violated, may file complaints with: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5901, concerning the alleged failures of Esperanza College to comply with the Act. In compliance with the Act, annual notification to students of their rights will be provided. Revisions and clarifications will be published as experience with the law and the College's policy warrant.

WAIVER OF PRIVACY OF EDUCATIONAL RECORDS

Students have the right to the protection of the Family Educational Rights and Privacy Act (FERPA). However, students may choose to waive this right and allow information to be shared with those that they designate by completing a waiver form. This form will be given to students as they enter the College. Students may rescind the waiver or change designated individuals at any time during their enrollment by completing another form and submitting it to the Registrar Office.

Accommodations for Students with Disabilities

**Note: This is an overview of disabilities policies and procedures. Students are urged to contact CCAS for more detailed information relevant to their specific situations.*

Eastern University will make reasonable accommodations for students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The purpose of accommodations is to provide equal access to educational opportunities to otherwise qualified students with disabilities. It is not intended that academic standards be lowered or essential elements of programs or courses be changed, and accommodations

are not intended to ensure a satisfactory or desired grade or evaluation. In determining reasonable accommodations, consideration will be given to the student's documented needs, essential elements of the involved courses or university activities, and institutional resources. Academic accommodations may include modifications in the classroom, in assignments, and in the way tests are administered. Non-academic accommodations may include modifications and assistance relating to physical accommodations in the residence halls and mobility and access to campus buildings. Accommodations are granted in response to student requests on the basis of determined need and documentation of disability. In the event that disagreements arise between students and professors or administrators of the university over issues of accommodation, a due process procedure has been developed to settle such disagreements.

ELIGIBILITY

To be eligible for accommodations for disability, a student must:

1. Have an identified disability as defined by the Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA)
2. Submit a written request for accommodations in a timely manner to CCAS (or its designee)
3. Submit appropriate and adequate documentation of disability

PROCEDURE FOR REQUESTING & USING ACCOMMODATIONS

1. Students requesting accommodations for disability must submit a written request form available from the Cushing Center for Counseling & Academic Support (CCAS). Contact CCAS at 610-341-5837. If students need assistance in completing the form, it will be provided by CCAS upon request.

All requests for accommodations, both academic and non-academic, should be submitted on this form to the Director of CCAS (unless the student is otherwise directed).

Students should submit their requests (including the request form and documentation of disability) well in advance of the semester/session they plan to attend Eastern to allow adequate time for review of the request, development of appropriate plans, and implementation of arrangements in time for the semester/session of study.

If the request involves non-academic accommodations, the CCAS Director will notify the appropriate contact person for the student's academic program and may provide him/her a copy of the request after a review of the student's documentation of disability has been determined that the student is eligible for accommodations.

If the request involves academic accommodations for a student in a program outside the College of Arts & Sciences, the CCAS Director will notify the appropriate contact person for the student's program and may provide him/her a copy of the request form after a review of the student's documentation of disability has determined that the student is eligible for accommodations.

2. Documentation of disability should accompany the request form. A decision about requests cannot be made until adequate documentation is received. Documentation must come from a professional qualified to evaluate disabilities in the areas related to the student's request, must be sufficiently thorough and recent to establish whether the condition qualifies as a disability, must indicate the extent and severity of the student's impairment, and must address the nature and projected time frame for any accommodations needed at the present time.

- a) Overview of General Documentation Requirements NOTE: This is not a comprehensive statement of documentation requirements. Specific requirements apply to specific disabilities. Students should contact CCAS for specific requirements for their condition.

Documentation must be provided by a professional qualified to evaluate disabilities in the areas related to the student's request:

~ Vague and/or short statements of diagnosis (e.g., by a physician for ADHD) are not sufficient.
~ Information provided by the student, parent, or others might be helpful supplementary information, but it does not constitute documentation of disability. Documentation must be on the professional's official letterhead with date and signature. Documentation must be recent enough to establish that the condition is still present and to reflect current impairment and needs. This would typically be no longer than 3 years old for learning disabilities and ADHD, more recent for changeable psychiatric or medical conditions (e.g., migraine headaches), and longer for permanent disabilities (e.g., blindness). Documentation of conditions submitted as part of request for disability accommodations must include the following elements:

- 1) Current diagnosis. A clear statement of diagnosis must be included. A clinical diagnosis in itself is not evidence of disability, however.
- 2) How diagnosis was determined (e.g., this would typically be a psychoeducational testing battery for learning disabilities and ADHD, neuropsychological evaluation for head injury, and medical or psychiatric evaluation for other medical or psychiatric conditions)
- 3) History of illness/condition (including how/when condition was first diagnosed and by whom, and course of illness/condition over time)
- 4) Current symptoms (including specific nature of symptoms, frequency, and severity)
- 5) Extent of functional impairment caused by symptoms/condition (specifically related to life realms for which patient is requesting accommodations, if possible to determine)
- 6) Need for accommodations at the present time (include specific recommendations if possible)
- 7) Projected time period for which accommodations might be needed

Students should be aware that having had accommodations in high school or another setting (e.g., a 504 Plan) does not necessarily qualify them for any or the same accommodations in a particular postsecondary setting. In particular, students should be aware that an IEP alone or a short statement from a physician does not constitute adequate documentation of disability.

- b) It is the student's responsibility to obtain and furnish the appropriate documentation. CCAS staff will assess presented documentation and make a decision. Additional documentation will be accepted and a reevaluation will occur as documentation is received. If requested, CCAS staff can advise the student about how to obtain adequate documentation (e.g., by explaining requirements to the documenting professional).
3. Students should make an appointment to meet with CCAS staff and/or the Dean of Students to discuss their specific requests and needs for accommodation. This can be done after the student has submitted the request form and documentation, or the student can submit the form and documentation at this meeting. In cases where an in-person meeting is extremely difficult (e.g., student at a distant campus) or not essential (straightforward request that can be handled by phone), the requirement for the meeting can be waived by the Director.
 4. After the written request (with documentation) has been received and evaluated (either in the meeting or without a meeting at the discretion of the Director); a decision will be made within a reasonable period of time. This time

period will vary depending on the extent of the requested accommodations and the time of year. In any case, students should expect that a minimum of 14 working days will be needed to evaluate requests. In some cases, an interim plan addressing the student's needs may be put into effect (e.g., a visually impaired student may be provided with a reader while a request for a specific type of text enlarger is under consideration). An interim plan would be appropriate only in cases where the student's disability is apparent or indisputable (e.g., obvious physical impairments).

5. After the determination of eligibility (i.e., documentation shows the student has a disability), reasonable accommodations for the disability will be determined. In making the determination, CCAS staff will consult the documentation, the student, and relevant university officials (e.g., professor, Dean of Students, etc.). Essential components of courses or programs will not be changed or eliminated, but modifications in the way the student can meet these essential requirements will be made when possible. Essential components of courses and programs are listed in their respective descriptions in the Eastern University catalogs. CCAS will consult with faculty, staff, and outside professionals when needed to determine essential elements and reasonable accommodations. Examples of essential components that will not be modified include, but are not limited to: requiring that the student make oral presentations in a public speaking class, competence in dance skills in a dance class, competence in playing a musical instrument for a music performance class, and class attendance in a group dynamics class.
6. In implementing the accommodations approved by the university, CCAS and/or the Dean of Students will provide written notification of the accommodations to the appropriate faculty member, administrator, or staff member. In addition, the student will be responsible to meet with all involved parties to discuss his/her needs for accommodations and to clarify how these will be implemented.
7. Students who have been granted academic accommodations for a particular semester/session must update their request with CCAS prior to each successive semester/session. This will not be done automatically. This typically involves providing a list of their current classes and reviewing with a CCAS staff member whether the accommodations requested previously are still appropriate. An in-person meeting may be required by CCAS or requested by the student.
8. Students who have been granted non-academic accommodations may be required to update their request every semester/session if the nature of their condition or need is likely to change. CCAS staff will advise the student of whether this will be needed at the time the initial request (or update) is approved.
9. Students whose needs for accommodations change after the initial requests for accommodations have been implemented should submit additional information. For new or different accommodations for the same disability (already verified with documentation), they should submit an Updated Request for Accommodations form. For a new/additional disability, they should submit another copy of the initial Request for Accommodations for Disabilities with supportive documentation. In this latter case, the review process outlined above will recommence.
10. Students are responsible to inform CCAS promptly if they encounter problems with the implementation of their accommodations (e.g., if a student approved for extended testing time reports the professor would not permit him/her to take the test with extra time). CCAS cannot adjust grades or course requirements after the fact in a case where a student reports he/she suffered academically because he/she did not receive an accommodation that was approved and did not report the problem to CCAS in a timely manner that allowed correction of the problem.
11. Accommodations cannot be approved retroactively. For example, a student who reports a learning disability after

taking an exam, and has not previously requested and been approved for accommodations, would not be entitled to retake the exam with special accommodations. Similarly, a student cannot be excused for absences due to a disabling medical condition reported after the fact.

Students are urged to make their requests as early as possible to allow time for review of the request and planning.

DISCLOSURE OF DISABILITY

Disclosure of a disability is voluntary. Students are not required to disclose or request accommodations for a disability. They are not eligible for any protection under the law if they fail to disclose disability and request accommodations.

CONFIDENTIALITY

Disability-related material at Eastern University is considered covered by the Family Educational Rights & Privacy Act. Disability information will not be disclosed or released except as needed to University agents with a legitimate educational interest, and/or as otherwise required or permitted by law, and/or as otherwise requested by the student.

PROCEDURES FOR SETTLING DISAGREEMENTS REGARDING ACCOMMODATIONS

In the event of a disagreement between student and faculty or other agent of the university over an issue of disability accommodation, the following plan for settling disagreements will be used, affording the student due process:

1. The student shall discuss his/her disagreement with the Director of CCAS or the faculty member or other involved agent of the university and try to resolve the disagreement.
2. If the problem is not resolved, the student should continue to reach resolution through the lines of authority at the university: a) professor (or directly involved staff member or administrator), b) department chair (or relevant supervisor of party involved in Step A), c) division head (or relevant supervisor of party involved in Step B), d) academic dean (or relevant supervisor of party involved in Step C), e) provost (or relevant supervisor of party involved in Step D), f) Accommodations Committee whose decision will be final. Attempts should be made to settle the dispute at the lowest level of authority possible. If agreement is not reached after a reasonable period of discussion and negotiation, appeal to the next highest level of authority can be made. The student should keep CCAS informed at all levels of the dispute. (NOTE: If the student believes this chain of appeal is not appropriate given the nature of the disagreement, he/she should contact the Director of CCAS regarding this.)
3. In the case of a disagreement regarding a non-academic modification (e.g., regarding building access, residence hall modifications, etc.), requests for resolution of the dispute can be made to the Dean of Students who will contact the relevant university staff member(s) in an attempt to resolve the dispute. If resolution of the disagreement is not reached by the Dean of Students, the matter can be appealed to the Vice President for Student Development, who will be the final appeal.
4. A Disability Accommodations Committee will assist in creating, reviewing, and revising policy regarding accommodations for students with disabilities. The committee will be convened when needed to review policy and to assist in resolving disagreements regarding accommodations for students with disabilities and is the final appeal for academic accommodations disputes. The Disability Accommodations Committee will meet within ten (10) class days after receiving a written request from the student to consider the issue of accommodations that

needs to be resolved when all other steps have been exhausted. The committee will provide a written decision within 10 class days after its meeting. If, after its initial meeting, the committee decides that more information is needed (e.g., an additional evaluation on the student, additional information on standards of practice in the field, etc.), the time the committee has to provide a written decision can be extended another 10 class days. The decision rendered by the Disability Accommodations Committee will be the university's final decision on appeals for academic accommodations.

ADDRESS CHANGE

It is important to notify the Registrar Coordinator if you have a change of address or telephone number. The Registrar Coordinator will then make sure that your college files and all of the University offices that need to be able to reach you have the up-dated information.

Student Code of Conduct

BEHAVIORAL STANDARDS AND EXPECTATIONS

As a Christian university, Eastern is an academic community that strives to be characterized by Christian principles in all facets of its common life. While we recognize that there is great diversity among us in terms of commitment and belief as members of the community, we nonetheless submit ourselves to the example of Christ Jesus in our dealings with one another. His example of love, gentleness, meekness, and goodness shall be the standard that we seek in all of our inter-personal relationships. Individuals who choose to become part of the Eastern University community are asked to adhere to policies that represent high standards of ethical and moral behavior, both on and off the campus. These behavioral expectations serve the aims and purposes of Eastern University as a Christian university and are in the best interests of students, faculty, and staff alike.

VIOLATIONS

The following are specific violations of college policy for which students should expect to be held responsible and which will result in disciplinary proceedings:

1. All forms of dishonesty including but not limited to: cheating, plagiarism, theft, furnishing false information on or off campus, publication of false information anywhere (including in online communities), altering documents with the intent to defraud. Using a false or forged ID card of any type.
2. As a Christian community, Eastern University expects a sexual lifestyle that is consistent with our understanding of biblical teaching. For our community, inappropriate displays of affection are not acceptable and sexual intimacy is prohibited outside of marriage between a man and a woman.
3. The use, sale, distribution and/or possession of all illegal drugs on or off campus. Evidence of drug use/possession such as odors, items used to mask odors, paraphernalia, and storage containers will be seen as a violation of policy.
4. The use of racial or ethnocentric invectives, epithets, slurs, utterances, or physical acts or threats (written or spoken) used to attack or injure another individual rather than express an idea, ideology, or philosophy. Racial and ethnic intimidation and harassment is illegal in the state of Pennsylvania. Students are encouraged to report incidents relating to racial and ethnic intimidation and harassment to the local police and to the Dean of Students.
5. Gambling and gaming for money, exchanging chips or markers for money is prohibited. The University does not condone the participation in games for money (or other things of value) on campus, through the Internet

- or at Eastern University sponsored events off campus. Clubs and organization leaders, planning fundraising activities should consult with the Student Activities Office; review the University's position as well state and federal law. University organizations and groups may conduct fundraising events that includes raffles, auctions and such, provided the event is approved by the Student Activities Office well in advance of the advertising of the event. Students are encouraged to seek assistance for gambling related concerns early.
6. Tobacco products/devices and their use are not permitted on campus or in areas adjacent to the campus.
 7. Beverages containing alcohol, being found with alcoholic beverages, use or possession of alcoholic beverages or the presence of "empties" in the residence halls or areas adjacent to the residence halls.
 8. Coercive or unwelcome sexual behavior, including sexual assault, rape, acquaintance rape, indecent liberties (verbal or physical) or related actions.
 9. Lewd, indecent, or obscene conduct or activities, whether demonstrative, visual, verbal, written or electronic.
 10. Verbal threats or abuse, harassment, intimidation, threatened or actual physical assault, disregard for the rights and welfare of others, activities that cause or threaten emotional, mental, or physical harm or suffering; actions or words that demean the dignity of an individual, actions that interfere with or cause interference with another student's academic performance and/or process.
 11. Returning to campus drunk or intoxicated.
 12. Possession or use of firearms or weapons, including air rifles, air pistols, knives, potato guns or blowgun, ammunition or explosives (fireworks) in or upon university-owned, supervised or adjacent property.
 13. Violations of fire safety including use of explosive devices such as fireworks, any open flame, candles, hotplates, incense, space heaters, halogen bulbs, heat lamps and other items that pose a fire hazard of any kind. The use of these items will result in no less than a \$50.00 fine for the first offense. No warnings will be given.
 14. Failure to possess and show the E-Card and identify oneself immediately when requested to do so.
 15. The intentional disruption or obstruction of teaching, research, administration, disciplinary proceedings or other university activities.
 16. Theft from or damage to university premises or damage to property of a member of the university community.
 17. Failure to comply with requests or directions of university officials acting in performance of their duties.
 18. Violations of law on or off university premises.
 19. Students participating in university-sponsored, off-campus class trips or activities, social, academic or sports related are expected to observe on-campus behavioral expectations for the duration of the off-campus activity.
 20. Students who host or participate in events off campus where underage or excessive drinking occurs jeopardize their enrollment at the university.
 21. Retaliation, intimidation, or coercion directed against any member of the community, anyone who intends to register a complaint or anyone who has done so. Any member of the community who, after appropriate investigation, is determined to have retaliated against a complainant or one who expresses the intent to complain (or against any other party involved) will be subject to disciplinary action. If any member of the Esperanza College community believes s/he has been retaliated against, that person should consult immediately with a Student Development professional.
 22. Defamation of others through word, print, visual media, or other vehicles.
 23. Academic Dishonesty: The student is responsible to become familiar with acceptable standards for research

and documentation and to abide by them. Academic dishonesty includes but is not limited to:

- a. Plagiarism or presenting words, pictures, ideas, or artwork that are not your own as if they were your own in spoken, written or visual form. In written work, three or more words taken directly from another author must be enclosed in quotation marks and footnoted. The source of distinctive ideas must also be acknowledged in a footnote. The words or ideas of another are not made your own work simply by paraphrasing. A paraphrase, even if acknowledged in a footnote, is unacceptable unless specifically permitted by the instructor.
- b. Submitting a paper written by another student or another person as if it were your own.
- c. Submitting a paper written by you for another course or occasion without the explicit knowledge and consent of the instructor.
- d. Fabricating evidence or statistics that supposedly represent your original research.
- e. Cheating of any sort on tests, papers, projects, reports, and so forth. Each faculty member is required to send a record, together with all evidence of all cases of academic dishonesty, to the Academic Dean, who will forward the information to the Dean of Students.

REPORTING ACADEMIC DISHONESTY

If you believe that someone is engaging in inappropriate academic behavior, the approach used should be consistent with what is described in Matthew 18:15-17. This means that you should go to the person and explain your concern. If he or she changes behavior, you will have made a valuable contribution to that person's academic and spiritual life. If he or she refuses to change, ask your instructor to be more vigilant and alert because you have reason to believe that academic dishonesty is occurring. Depending upon the nature of the behavior, you may or may not wish to name names at this point. If this general request does not work, explain to the faculty member in more detail what you believe to be happening, including the name(s) of those involved and specific examples of the inappropriate behavior. It then becomes the responsibility of the faculty member to deal with the situation. If there is no apparent change after this step, take your complaint to the (EC) Dean.

ACADEMIC PENALTIES FOR ACADEMIC DISHONESTY

When academic honesty is violated, according to the definition adopted by the faculty and whatever additional definition the instructor has published to his/her students, the instructor may choose one of the following penalties according to his/her assessment of the severity of the infraction and any extenuating circumstances:

- ~ Assign a grade of F or zero on the paper, project or examination but allow resubmission, resulting in a maximum grade of C.
- ~ Assign a grade of F or zero on the paper, project or examination without the opportunity for re-submission.
- ~ Assign a grade of F in the course.

In all cases the instructor will forward in writing evidence of the academic dishonesty and the academic penalty to the academic dean of the program.

DISCIPLINARY PENALTIES FOR ACADEMIC DISHONESTY

All cases of academic dishonesty will be referred to the Dean. If disciplinary action is warranted, the case will be reviewed by the Dean and/or the Judiciary Board. The following disciplinary actions may occur in addition to the academic penalty:

- First Offense: Warning or Suspension with Disciplinary Probation.
- Second Offense: Suspension for a minimum of one full semester, usually longer OR Disciplinary Probation. If the student is found to have committed academic dishonesty is a graduating senior at the end of the semester of the offense, participation in graduation will not be permitted.
- Third Offense: Indefinite suspension (no less than two semesters), and/or possible expulsion. It is unlikely that a person found to be in violation of the academic integrity policies of the College more than twice would obtain a degree from the College.

ACCOUNTABILITY

The principle of accountability is basic to providing a climate in which students are encouraged to take responsibility for their actions. Students who violate university expectations and standards are held accountable for their behavior. Students can expect to be confronted, counseled, advised, and, when warranted, disciplined. As a Christian institution, Esperanza College reserves the right to dismiss at any time a student whose conduct is inconsistent with the aims and objectives of a Christian educational community. Esperanza seeks to provide a climate of trust and trustworthiness and therefore is committed to a process that will ensure essential fairness for its students. Practices in disciplinary cases may vary in formality with the gravity of the offense and the sanctions that are applied. The disciplinary authority of the college is vested in the Dean, and in various disciplinary bodies of the college. The Judiciary Board and all other disciplinary bodies are recommending bodies to the Dean.

RIGHTS OF THE ACCUSED

An individual accused of misconduct shall be granted the following prerogatives. These standards represent the minimal procedural protection to be accorded to students charged with most disciplinary violations:

1. To know the nature of the charges.
2. To request the counsel of his/her academic advisor.
3. To receive a reasonable time to prepare for a hearing.*
4. To remain silent when his/her response might be self-incriminating.
5. To receive the decision in writing.
6. To appeal the decision.

* A hearing is defined as a meeting with College Personnel to answer to the charges. According to court decisions, universities are not expected to develop regulations that are written with the scope or precision of a criminal code. Rare occasions may arise when conduct is so inherently and patently dangerous to the individual or to others that extraordinary action not specifically authorized in this policy may be taken including immediate suspension or expulsion.

DISCIPLINARY PROCEDURES

A. Initial Information

1. Any member of the Esperanza community may report information regarding an alleged incident of misconduct to any member of the Student Development staff.
2. The identity of the informant shall remain confidential insofar as possible.
3. When an incident occurs, it is the responsibility of the Dean to determine whether to:
 - ~ Dismiss the matter without disciplinary action; or

- ~ Invoke disciplinary sanctions in those instances wherein the best interest of the individual and the community are best served by private proceedings; or
- ~ Refer the matter to the Judiciary Board for review and recommendation.

B. Investigation

1. The Dean (or designee) shall assume responsibility for the preliminary investigation of the alleged incident.
2. All pertinent sources of information shall be consulted in order to determine the validity of the initial information. Those sources might include the student's professor, academic advisor, and witnesses.
3. The matter shall be discussed with the accused.
4. The student shall have the right to request the counsel of his/her academic advisor during the investigation. This request is at the initiative of the student.
5. The Dean shall have the power to suspend a student pending final adjudication of any case where a student is disruptive to the learning and/or living community, and is a danger to self or others or for other reasons deemed necessary.
6. The College is not obligated to defer disciplinary investigations, hearings or decisions awaiting the outcome of criminal charges pending in various courts.

C. Hearing Procedures

These procedures shall be in effect whether the matter is being considered by the Dean or by the Judiciary Board.

1. The focus of inquiry in disciplinary proceedings is to determine whether the student has violated the College's policies and should therefore be held accountable. Formal rules of evidence shall not be applicable, nor shall deviations from prescribed procedures necessarily invalidate a decision or proceedings, unless significant prejudice to the accused or the university may result.
2. The hearing shall be open only to those individuals having a direct, and personal interest in the proceedings, at the discretion of the Dean. Hearings are not open to lawyers engaged by the student.
3. The accused must notify the Dean prior to the scheduled time of the hearing if he or she cannot be present. Failure to appear at the scheduled time without prior notification may result in adjudication of the matter in the student's absence.
4. On occasions in which the incident of alleged misconduct involves more than one student, the Dean or Judiciary Board reserves the right to consider the cases separately or jointly.
5. The Dean or Judiciary Board shall raise questions pertinent to the alleged incident, to the attitude of the accused, and to his/her previous behavior.
6. All parties, including the accused, shall be excused from the room when the questions are concluded.
7. A judgment as to whether the student has violated university policy will be made. The disciplinary action, if any, shall be determined by the Dean, or, if the matter is before the Judiciary Board, disciplinary action shall be recommended to the Dean by the Board.
8. The decision shall be reported to the accused by the Dean as soon as possible. The notification shall include information pertinent to the decision.
 - ~ This may be done verbally when possible.
 - ~ This will be reported in writing even if reported verbally.

D. Judiciary Board Members

The Judiciary Board is made up of voluntary faculty, staff, and students and is convened by the Dean on a case-

by-case basis as deemed necessary.

DISCIPLINARY SANCTIONS

The following sanctions are ones that may be involved when disciplinary action is taken:

1. **Growth Initiative:** A Growth Initiative is a policy that grants the possibility of immunity from punitive discipline if a student initiates an appointment with the Dean or other Student Development staff member, prior to the knowledge of inappropriate behavior coming to the attention of university officials.
2. **Censure:** The action implies that the student's behavior was inappropriate and not to be condoned. Conditions of the censure may be given in writing to the student.
3. **Warning**
4. **Disciplinary Probation:** Such probation implies that the offense was of a more serious nature. The probation becomes part of the record on file with the Dean's Office. The length of the probationary period will be defined for each case. When on disciplinary probation, one may or may not be eligible to participate in co-curricular activities in which the student would represent the university to individuals and groups outside of the university. Violations during the probationary period will usually result in a more punitive response.
5. **Restitution:** The offender is required to make reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages or fines. Restitution may be combined with another of the possible disciplinary sanctions.
6. **Work Assignment:** The requirement to perform certain duties as restitution for inappropriate behaviors and actions or in some cases in lieu of fines.
7. **Fines:** Under certain circumstances, a monetary fine may be assessed. It will be posted to the student's account along with notation as to the nature of the fine.
8. **Leave of Absence:** When a student's behavior and/or attitude seems inconsistent with university expectations, it may be determined that the student should take a leave of absence to evaluate himself/herself and his/her relationship to Eastern.
9. **Suspension from the College:** Participation in the university as a student is suspended. The suspension may be from a classroom or completely from the College. The suspension will normally be followed by a period of disciplinary probation. Students are subject to academic penalties for work missed as a result of disciplinary action. Faculty members are not obligated to permit make-up of missed assignments and examinations in such cases. The student does not receive refund on tuition.
10. **Expulsion:** One's status as a student is terminated for an indefinite period with little, if any, likelihood of re-admission. The student does not receive refund on tuition.

Encouraging consistency in behaviors across departments is essential in character development. Students tend to compartmentalize and often do not think about how their choices and actions can affect themselves, others, and the College they represent. It is important to help students learn that their behavior/choices and affiliations have implications for them outside of the isolation of an "event", especially if they are representing the University in a significant way. This approach encourages congruence as to who they are in all aspects of their lives, which is important for moral development and spiritual formation.

ACADEMIC APPEALS AND GRIEVANCES

An appeal is defined as a request to a higher authority to change a decision that was made, typically a decision that

the student believes adversely affects her/his academic career. A grievance is a complaint or concern of a student regarding a faculty or staff member at the university. For any academic appeal or grievance, if a student is enrolled in class(es) while the case is being heard, the student is responsible for the policies and procedures associated with the class(es).

Students wishing to appeal a course grade should follow the process listed under “Grade Appeal Process.” The process for redress of grievances is found in the Student Handbook, under “Student Rights, Freedoms, and Responsibilities.”

If a student wishes to appeal an academic decision other than a grade/evaluative action, the student shall make written appeal to Dean of the College in which the student is enrolled. The letter of appeal should include the date of the letter, the student's full name, the Eastern University student identification number, the action requested, and detailed reasons for the request, including all supporting documentation. The appeal should be complete, since once submitted, the student will not be able to submit further evidence or request reconsideration by the Dean. The Dean may, at his/her discretion, limit his/her review to the written record provided, seek a meeting (in person or telephonically) with the student, and/or draw on a faculty group to review and advise. Within fifteen (15) business days of receipt during the academic year, the Dean will notify the student in writing of the Dean's decision with respect to the student's appeal.

Academic Petitions (Request for Exception to Policy)

If a student wishes to petition for an exception to an academic policy, the student shall petition the Dean of the College in writing. For requests to change the time of final exams, the student should consult the information under “Final Examinations” in this catalog. For other petitions, the letter of petition should include the date of the petition, the student's full name, the Eastern University student identification number, the request (petition) for an exception, and detailed reasons for the request, including all supporting documentation. The petition should be complete, since once submitted, the student will not be able to submit further evidence or request reconsideration by the Dean. The Dean may, at his/her discretion, limit his/her review to the written items provided, seek a meeting (in person or telephonically) with the student, and/or draw on a faculty group to review and advise. Within fifteen (15) business days of receipt during the academic year, the Dean will notify the student in writing of the Dean's decision with respect to the student's petition.

Procedure for Student Appeals to the Provost

To appeal a decision by an academic dean (including a decision on an academic petition) the student may appeal to the Provost of the University. Within 7 days of the Dean's transmittal electronically or by mail of his/her decision to the student, the student may appeal the Dean's decision by sending a letter by certified mail or overnight courier or e-mail with a return receipt requested to the Provost, with a copy to the Dean. In this letter or e-mail of appeal, the student shall state in detail why the decision by the Dean lacks substantial evidence or was capricious or discriminatory. The student shall include the student's full name, the Eastern University student identification number, the College the student is enrolled in, and an explanation of the grievance and supporting documents.

The Provost may, at his/her discretion, limit his/her review to the written record provided, seek a meeting (in person

or telephonically) with the student, and/or draw on a faculty group to review and advise. The Provost shall affirm the decision of the Dean unless the Provost determines that the Dean's decision is arbitrary and capricious or otherwise lacks substantial evidence, in which case the Provost may remand the matter to the Dean with instructions. The decision of the Provost shall be final.

Esperanza College Dress code

Proper attire is defined as follows:

Acceptable	Not Acceptable
Jeans (without holes)	Shorts higher than 2" above the knee
Shorts (no shorter than 2" above the knee)	Skirts higher than 2" above the knee
Skirts (no shorter than 2" above the knee)	Low-cut, see-through, or tight clothing
Capri pants	Tops that expose the midriff area
Sweats	Halter tops
Dresses	Extremely tight clothing
Dress pants	Any jeans/shorts with holes
Suits	

FINANCIAL ASSISTANCE

Esperanza College is committed to support the functions of student financial services. EC works in concert with the EU staff person(s) to provide an education to qualified students regardless of financial means. The Financial Aid program offers assistance to students in need through scholarships, grants, loans, and employment. The university, in conjunction with Esperanza College, views financial assistance to students as a cooperative investment in a student’s education. It is the responsibility of the student and his/her family to meet all educational expenses.

ANNUAL APPLICATIONS PROCEDURES AND DEADLINES

All Esperanza College Students are awarded the Esperanza Grant. This grant is awarded each year as long as the FAFSA is complete and full-time status is maintained. All students applying for Esperanza College of Eastern University and are interested in receiving need-based financial assistance, (Institutional, State, or Federal) must complete the Free Application for Federal Student Aid (FAFSA) after January 1st of each year. Once the FAFSA is completed and submitted, the Federal Processing Center will generate a Student Aid Report (SAR). The SAR is a processed copy of the submitted FAFSA. It indicates whether or not the student must submit additional paperwork to the Financial Aid Office at Eastern. For example, the student may be required to submit copies of a Social Security Card, a birth certificate, or Federal Tax Return information. The SAR is sent to both the student and the school that the student has indicated they would be attending during that academic year. Eligibility for Federal Aid programs is dependent upon the student meeting ALL of the following criteria:

Students must enter their applications on the internet at *www.fafsa.ed.gov*.

Both the student and parent must use a Personal Identification Number (PIN) to act as their “electronic signature” when filing the FAFSA electronically. In order to qualify for the PA State Grant (PHEAA) the student must submit the FAFSA by

May 1st of every year. Students are urged to file the FAFSA as early as January 1st. Students who file late may find that they are not eligible for state grant consideration. Students receiving a PA state grant in a previous academic semester must meet the State's Satisfactory Academic Progress (SAP) requirements before they may receive additional PA State Grant assistance. Students must appeal directly to the State if they did not meet the SAP requirements and want to be reconsidered for the grant. Be sure to include Eastern University (School code: 003259) in the school section of the FAFSA to ensure that Eastern receives your Student Aid Report (SAR). As a First-Year student you may be subject to verification of your FAFSA information. This will allow the Student Aid Office at Eastern University to process a financial aid award letter. In order to comply with this process you will need to complete and submit two worksheets, these will be provided once you are accepted. You will also need copies of the following documents:

- Your IRS Tax Transcripts
- Your W2 Forms
- Any other documentation of income received such as SSI, Public Assistance, Unemployment Compensation, etc.
- If you had to include your parent(s) information in the FAFSA you will need to provide the above information for your parent(s) as well.

Failure to meet this standard may result in a loss of aid. Additional information can be found in the Eastern University Catalog and in the Financial Aid Award Information and Procedures Booklet.

SATISFACTORY ACADEMIC PROGRESS (SAP)

The United States Department of Education requires every postsecondary institution receiving federal funds (Title IV) to have an academic progress policy that is used to determine a student's continued eligibility for financial aid funding. The Satisfactory Academic Progress (SAP) Policy at Eastern University has two components:

- Completion of a Specified Percentage of All Credits Attempted
- Specified Cumulative Grade Point Average (GPA)

PLEASE NOTE: For the purpose of satisfactory academic progress, financial aid includes all federal, state, and Eastern University funded scholarships, grants, discounts, work, and loans.

Completion Percentage

The maximum timeframe for undergraduate students completing degree requirements is 150 percent of the published program length. For example, a student in a 2-year program may not receive financial aid for more than three years.

Eastern University funded aid (scholarships, grants, and discounts) is not available for more than eight (8) semesters - four (4) full-time years of study. PHEAA State Grants are only available for eight (8) full-time semesters and sixteen (16) part-time semesters. Therefore, to maintain aid eligibility, students must complete 67% of all credits attempted at the current academic level of enrollment (undergraduate, graduate or professional), which is calculated by dividing cumulative credits earned by cumulative credits attempted.

The following grades count as attempted, but not as completed/earned credits:

Incomplete (I)

Withdrawn (W)

Failing (F)

Grade Point Average Requirements

Students must maintain the cumulative GPA based on the earned credit levels listed below. When progress is reviewed, these requirements must be met by both full-time and part-time students. If this level has not been maintained, the student MAY NOT RECEIVE ANY FINANCIAL AID OF ANY KIND until that progress level is achieved.

Less than 25 credits	1.75 grade-point average
25 - 41.99 credits	1.85 grade-point average
42 - 54.99 credits	1.95 grade-point average
55+ credits	2.00 grade-point average

Measurement of Academic Progress

Academic Progress measurement includes the fall and spring semesters and will be measured in May of each year. Students beginning their program in the spring semester will be evaluated based on their academic performance during their first spring semester, and at the end of each subsequent spring semester. Failures and withdrawals are courses attempted, not completed. Incompletes are not counted toward credits completed until after the course work is successfully completed and posted by the Registrar. Repeat courses will not count toward credits completed for Satisfactory Academic Progress since the credits were already counted toward the standards the first time the course was completed and the student already received aid for these courses.

CREATING A FINANCIAL AID PACKAGE

1. If the student IS NOT required to submit any further information to Eastern, then the Student Aid Office may begin to create a financial aid package.
2. If the student IS required to submit information to Eastern, then the Financial Aid Office will send a Status Letter to the student directly, indicating what information is “missing.” Once all the missing information is received by the Financial Aid Office, then the FAO may begin to create a financial aid package.
 - a. The award letter, once created, is sent to the student at the student’s home address on file at Eastern.
 - b. The student must sign and return the award letter only if they are making changes to the aid awarded.
 - c. If the student is awarded a Federal Stafford Loan, then he/she will be required to submit a Master Promissory Note (MPN) and Entrance Counseling Session for their first year only on the internet at www.studentloans.gov. The application is valid for 10 years.

2014–2015 Tuition

- Full-Time Undergraduate (12–18 credits) \$14,720 per semester
- Part-time Undergraduate (1–11 credits) \$640 per credit
- Overload Credits \$640 per credit

Payment Plan Fees

Eastern University has partnered with Sallie Mae to provide payment plan options to our students. A student may go to: <https://tuitionpay.salliemae.com/tuitionpay/tpphome.aspx?eastern>, to obtain additional information pertaining to

the Sallie Mae Payment Plans available. The Student Accounts Office does not provide payment plans directly to students. (Sallie Mae does not offer payment plans for summer sessions.)

APPLYING FINANCIAL AID TO STUDENT'S ACCOUNTS

1. For those students who have applied for financial aid for the entire academic year (fall and spring):
 - a. Each student is packaged in the order in which their paperwork is complete. Therefore students may not all be awarded financial aid and/or student loans at the same time. Refunds will be generated as soon as each student's account is paid in full (if the student is eligible to receive a refund).
 - b. Since the student has already been packaged for the year, his or her aid for the spring semester should arrive in January if and only if the student has officially registered and been billed.
2. For students who have applied for financial aid for ONE semester only:
 - a. Each student is packaged in the order in which their paperwork is complete. Therefore students may not all be awarded financial aid and/or student loans at the same time. Refunds will be generated as soon as each student's account is paid in full (if the student is eligible to receive a refund).

Financial Aid Refunds

- Depending on what the student's award package includes, their entire Federal Stafford Loan may go toward their tuition costs for that semester.
- If the total aid awarded exceeds their tuition costs for that semester, the student will be eligible for a refund. Refunds are generated and distributed by the Student Accounts Office. Generally, (EC) students' checks are hand delivered to a (EC) staff member, who brings them to the (EC) campus for distribution.

REFUNDS DUE TO A WITHDRAWAL

Students approved to withdraw from all courses are eligible for a tuition refund based on the following schedule:

- the first two weeks 100% of tuition
- the third week 50% of tuition
- after three weeks 0%

RETURN OF FEDERAL TITLE IV FUNDS (FEDERAL AID)

The student aid office recalculates Federal Title IV financial aid for all students receiving federal assistance who withdraw, drop out, are dismissed or take a leave of absence from all courses. Recalculation is the determination of the percent of federal aid that the student is eligible to receive. The calculation takes into consideration the amount of aid awarded, the length of the semester or combined academic sessions and the number of days the student attended prior to his/her removal from classes. When federal aid is returned, the student may owe a balance to the University. Students owing a balance should contact the student accounts office to make payment arrangements by calling (610) 341-5831.

Federal Title IV aid includes federal grants as well as Stafford Loans awarded. The withdrawal date is defined as the actual date that the student begins the withdrawal process or expresses the desire to withdraw from the University. The withdrawal date will be the student's last date of recorded attendance or the midpoint of the semester for a student who leaves without notifying the University.

REMINDERS

1. All students must file a FAFSA each academic year in order to receive financial aid.
2. All students who wish to borrow a student loan must also complete an MPN and Entrance Counseling Session before loan funds can be approved and applied to their account (first year borrowers only).
3. All students are awarded financial aid on an individual basis based on the information reported on their FAFSA/SAR.
4. All returning students will have Satisfactory Academic Progress checked at the end of each academic year to determine their eligibility to receive aid in the next academic year.

Student Rights Freedoms and Responsibilities

Eastern University exists to provide liberal arts, graduate, pre-college, professional, and pre-professional programs that are rooted in a unifying Christian worldview. The university views its mission as the pursuit of truth, the transmission of knowledge, and the development of students for a life of service to the church and to society. Foundational to a Christian academic community is both the freedom to teach and the freedom to learn. Both faculty and students should exercise these freedoms with responsibility. The freedom to learn depends on appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. The responsibility to honor and respect conditions conducive to this freedom is shared by all members of the academic community. The purpose of this statement is to enumerate the essential provisions for students to learn.

- A. Students are responsible for learning the content of any course of study for which they are enrolled, but they shall be free to take reasoned exception to the data or views offered in any course and to reserve judgment about matters of opinion.
- B. Students shall have protection against prejudiced or capricious academic evaluation through the publication of clear course objectives and evaluation policies and methods.
- C. The process of redress of grievances is:
 - a. The student should first consult the faculty member involved.
 - b. If the student remains unsatisfied, he/she may approach the department chairperson, who will set up a hearing between the faculty member and the student.
 - c. If still unsatisfied, the student may approach the division chair, when applicable.
 - d. If the problem remains, the student should consult the Academic Dean for the program.

STUDENT RECORDS

Eastern University is in compliance with the Family Rights and Privacy Act of 1974 and amendments.

The following offices maintain student records.

- Registrar's Office - grades, GPA, graduation requirements, academic status, class standing, admission credentials, and other academic records
- Student Development Office - student's evaluations, leadership and activities records, disciplinary related information, references, absence documentation, medical documentation.
- Admissions Office - prospective student files
- Academic Advisors - academic and advising materials for advisees

INSPECTION REQUEST

A student may, upon reasonable notice, request in writing to see any of the applicable files listed above. The signed, written request will be retained in the student's file. Each office will designate a person to give the student a confirmation of his/her request and make an appointment with the student (within 45 class days) to review and explain the records.

RECORDS CHALLENGE

After reviewing the records, a student has the right to challenge the content and accuracy of the information. To challenge a record, the student should first make a written request to solve the problem. If no agreement is reached, a student may request a hearing of a committee convened by the Dean of Students and comprised of

one student, one administrator and one faculty member. Within 30 working 33 days after such a meeting, a decision will be rendered in writing to the student. If the decision is NOT to amend the record, the student has the right to include a written statement in the record

SEXUAL ASSAULT POLICY

As a Christian academic community, Esperanza College of Eastern University expects a sexual lifestyle that is consistent with biblical teaching. For our community, sexual intimacy is not acceptable apart from marriage. Sexual assault is a violation of Title VII of the Federal Civil Rights Act of 1964, Title IX of the 1972 Education Amendments, the Pennsylvania Human Relations Act, and the standards which Eastern University expects of its students. Sexual assault is a crime that involves power as the motive, sex as the weapon, and aggression as the method. Anyone can become a victim of sexual assault regardless of age, gender, race, appearance, or economic status. A person has the right to say “no” at any stage of an encounter. However, a person does not have to say "no" for the attack to be considered a sexual assault. A person does not attract sexual assault by acting or dressing in a provocative manner. There is no evidence to support a link between physical attractiveness and sexual assault.

DEFINITIONS

Sexual Assault is the commission of a sex offense. It is a more general term which includes but is not limited to rape and sexual abuse. If a person is unable to give consent, the behavior of the perpetrator is considered sexual assault. Persons are considered unable to consent if:

1. they are temporarily incapable of appraising their conduct due to
 - a. the influence of alcohol or drugs or
 - b. physical helplessness because they are unconscious or otherwise physically unable to communicate consent;
2. they are impaired because they are suffering from a mental illness which renders them incapable of appraising the nature of their conduct; or
3. they are under the age of 18.

Having a sexual encounter with a person under such circumstances is considered sexual assault, even if the assailant is under the influence of alcohol or drugs. Rape is forcing someone to have sexual intercourse, either vaginal, oral, or anal. The act may be perpetrated by a person who is either a stranger or an acquaintance of the victim. The force necessary can be any threat or physical force that places the victim in fear of anything, including but not limited to loss of job, lowered grades, injury, or death. The perpetrator does not need to use a weapon or to injure the victim in order or make the victim fearful. Date Rape, also known as "acquaintance rape," "social rape," or "silent rape," is rape by someone the person knows—friend, roommate, classmate, date, neighbor, professor, employer, co-worker, fiancé, lover or exlover, or casual acquaintance. Sexual Abuse is forcing a person to engage in any sexual contact other than sexual intercourse. Sexual abuse means any touching of the sexual or intimate parts of another person, whether directly or through clothing, which is offensive to the victim and which could reasonably be understood as offensive.

If you are sexually assaulted:

1. Immediately tell a trusted friend, a member of the Student Development staff, or CCAS counselor. You will need

support throughout the process.

2. Seek medical attention immediately. Call your doctor or go to the hospital emergency room for treatment of any injuries and for collection of evidence for legal prosecution, even if you are not sure that you want to prosecute. You can decide later to prosecute, but the exam cannot wait.
3. Report the sexual assault to the police. They will inform you of your legal rights and help you collect evidence. You can decide whether or not to prosecute later.
3. Make a written report of all the events that led up to the sexual assault, the sexual assault event, and your behavior after the sexual assault. Include dates, times, and witnesses.
5. Seek counseling. Your Resident Assistant, Residence Hall Director, or a member of the Student Development Office staff can help you contact the Eastern University Counseling Center. A counselor can give confidential support, help in decision-making, and help the victim to move through the emotional and psychological processes from victim to survivor.
6. Report the sexual assault to any member of the Student Development staff. See below for the procedure.
7. DO NOT:
 - a. clean up, wipe or wash with tissue, douche, bathe, shower, or change your clothes before you go to the hospital.
 - b. be afraid to tell others and report this crime to the police.
 - c. blame yourself.

SEX DISCRIMINATION POLICY

I. Statement of Policy

Eastern University is committed to complying with all State and Federal laws prohibiting discrimination, including Title IX of the Education Amendments of 1972 and its implementing regulations, which prohibit discrimination on the basis of sex.

II. Prohibited Acts. Title IX of the Educational Amendments of 1972 states:

No person in the United States shall, on the basis of sex, be excluded from participation in, or be denied the benefits of, or be subjected to discrimination under any education program or any activity receiving Federal financial assistance. Title IX, as it pertains to the Eastern University community, applies to but is not limited to, fair practices regarding: recruitment, admissions, housing, athletic, and extracurricular activities, rules and regulations, discipline, class enrollment, access to programs, courses, and internships, distribution of financial assistance, distribution of institutional resources, hiring practices, employment, promotion, and policies, among other things.

Policies and General Information

SECURITY AT ESPERANZA COLLEGE

Esperanza College of Eastern University is part of a dynamic partnership with Esperanza, a Christian community organization serving Latino and other members of our North Philadelphia community. At Esperanza College, we believe that your security should be a team effort that involves the cooperation of all concerned: students, faculty, and staff. Esperanza College is a community of approximately 200 students and more than 40 faculty and staff. Because Esperanza College is a small community each member plays an important role in the protection of the

campus. All members of the community are asked to report any suspicious person, activity, or security concern directly and immediately to a security officer. Recognizing (1) that the integrity of the classroom experience is critical to the educational process, (2) the legal requirements and liability in providing child care, and (3) the inherent liability in any classroom site/location, the University and Esperanza, Inc. do not permit students to have a child or dependent accompany them to a scheduled class. In addition, prior permission is to be obtained from the Dean or the Director of Student Development and then from the Instructor when a student desires an adult visitor to accompany him/her to class. Moreover, children/dependents/guests are not permitted to stay on the campus during class time.

SECURITY SERVICES

The College employs 4 unarmed security guards of Strikeforce Security Company. These security guards are responsible for securing campus buildings both at night and day, assist in opening locked vehicles, and providing escorts upon request for safety reasons. Guards regularly request Physical Plant to repair burned-out lights, damaged property, broken door locks, and other items that may cause injury or risk to students, faculty, or staff. Security patrols the campus on foot from 8:30 am until closing. During late evening hours, the security on duty checks the building and other places where students congregate. The security guards report directly to our Facilities Manager. The department of security maintains an excellent working partnership with the Philadelphia Police 25th District. Together they provide security services to the campus 24 hours a day, 7 days a week.

Crime in the area is monitored by sharing information with the police.

SECURITY STAFF

Supervisor..... (215) 360-7196

Security Desk (215) 324-0746 ext. 171

Hours

Monday–Thursday..... 8:30 am–10:30 pm

Fridays8:30 am–5:30 pm

THE STUDENT/EMPLOYEE RESPONSIBILITY

The cooperation of all members of the community is absolutely essential to ensure the success of campus safety. Individuals must assume responsibility for their own personal safety and the security of their personal property by taking the following precautions:

- Exterior doors to the building should never be propped open.
- Room doors should be locked whenever the individual is away from the room.
- Keys should not be lent to others
- Cars should be locked at all times. Valuables should be concealed. Steering wheel locking devices are recommended.
- Suspicious-looking individuals should be reported to Security or the Switchboard immediately.
- Do not walk alone in the surrounding neighborhood at night.
- Report any damaged lights or doors.

DRUG AND ALCOHOL POLICY

Esperanza College complies with federal, state and local laws including those which regulate the possession, use,

and sale of alcoholic beverages and controlled substances. The following represents the drug and alcohol policies at Esperanza College: The following are prohibited:

- The use of illegal drugs
- The abuse of other drugs (i.e. legal medications)
- The use of alcohol on campus or public areas of campus
- The abuse of alcohol in any context on campus

The College's objective is to take positive corrective actions to prevent any incidents of substance abuse. Students involved with substance abuse are usually required to go through evaluation and counseling programs. Disciplinary procedures for anyone who violates these policies are outlined within the Student Code of Conduct. Drug and alcohol counseling may be obtained from qualified professionals in the local area. A few resources are listed below:

Alcoholics Anonymous (215) 923-7900
Addiction Referral & Intervention..... (215) 235-5200
Narcotics Anonymous..... (215) 440-8400

REPORTING A CRIME

Individuals who witness or become the victim of a crime on or near campus are expected to contact Esperanza College's Security Manager immediately by dialing (215) 791-2305, or by using one of the campus phones and dialing extension 236. The Security Manager will respond and summon police if necessary. The Security Manager will file a written report on all crime incidents. All incident reports filed are recorded and maintained in the office of the Security Manger.

University policies on sexual assaults, sexual harassment, drug and alcohol use, and counseling services are enumerated in detail in the online Student Handbook. Information about any registered sex offenders is available on the Pennsylvania State Police Website. To view the most updated report of Esperanza College campus crime go to:

http://www.eastern.edu/campus/university_wide_services/security/pdf/Esperanza09.pdf

In addition to providing this information to students and employees, each institution of higher education is required to annually report crime statistics and rates to the State Police for publication in the Pennsylvania Uniform Crime Report, "Crime in Pennsylvania." The Federal Student Right-to-Know and Campus Security Act of 1990 and the Federal Higher Education Amendments of 1992 also mandate, along with other requirements, that universities publish statistics regarding campus crime.

This information is provided in compliance with House Bill #1900 (Clery Legislation) Terrorism Readiness and Response Information.

There is no way to fully prepare for every eventuality concerning unknown and unpredictable events that might occur in our area or in another nearby area. In the case of an event, we ask that each community member use his or her own best judgment as to how to behave safely. In the event of an unsafe condition at Esperanza College, the staff will provide specific guidance to the students and faculty. We also recommend that each member of this community take the time to educate himself/herself and his or her families and friends, using the general information that is available.

Here are some websites that you may find helpful. Remember, as always whenever looking for information on the web, especially about a topic like "Homeland Security," read everything with all of your best critical thinking tools fully operational!

www.whitehouse.gov/homeland/

www.whitehouse.gov/news/releases/2003/02/20030207-10.html

www.ready.gov

Below are some pointers concerning preparedness that will work with many applications. You should know and practice these during this time of uncertainty as well as in general.

- Carry identification with you at all times. Esperanza, Inc. requires that you carry your Eastern University ID with you at all times that you are at the (EC) campus.
- Make up a personal emergency contact card and carry it with your license.
- Set up a contact plan with your relatives and friends. Ask someone who lives well outside of your area to be the contact clearing house for you and your relatives. Carry that phone number and address with you on your emergency contact card.
- In the event of an incident that occurs out of doors and if the building you are in is not affected, stay inside that building and seek further information before exiting.
- If the building you are in is affected, leave and go inside another place of safety.
- Keep extra prescription medications with you.
- If you wear contact lenses, carry glasses with you at all times.
- Keep a supply of water on hand.

TIMELY WARNING

In the event that a situation arises, either on or off campus, that, in the judgment of the Director of Safety and Security for the university, constitutes an ongoing or continuing threat, a campus wide “timely warning” will be issued. The warning will be issued through the “E2Campus” emergency alert system. This system allows information to be distributed via cell phone text message and email. Students, Faculty and Staff are urged to subscribe to this service. Details and subscription information can be found at

http://www.eastern.edu/campus/university_wide_services/security/e2campus_info.html

Be sure to select the “Esperanza College at 4261 N. 5th St.” option to receive information about this site.

In addition, information will be posted at the Department of Security website at

http://www.eastern.edu/campus/university_wide_services/security/emergencies.html

Emergency Instructions if Something Occurs at Esperanza College

FIRE

If you discover a fire or smoke:

1. Sound the building alarm.
2. Call 911, Building Manager at (215) 360-7196, and an EC staff member.*

All other individuals should:

1. Close windows and leave doors opened and unlocked.
2. Evacuate the building in accordance with the emergency evacuation plan for the area in which you are located at the time of the alarm.
3. Proceed to primary staging area—Main Parking Lot on side of building

(Bristol Street).**

4. Standby for further instructions.

BOMB THREAT

If you receive a bomb threat:

1. Record information (on FBI Data card if available; otherwise on a note paper).
2. Call 911, Building Manager at (215) 360-7196, and an EC staff member.*

All other individuals should:

1. If directed—search immediate area for suspicious object (voluntary basis only). If package is found, DO NOT TOUCH. Call Bomb Squad 9-1-1. Evacuate area.
2. If evacuation of the building is required, follow the evacuation plan.
3. Proceed to primary staging area at Main Parking Lot.
4. Standby for further instructions.

CHEMICAL OR BIOLOGICAL THREAT

If you receive a suspicious package/item containing a powdery substance, has strange odors, stains, or leaks:

1. Do not handle.
2. Isolate the package and cordon off the area closing all doors leading to the area.
3. If you handled the item, wash exposed skin areas for at least three minutes with soap and water and rinse for one minute.
4. Notify Building Manager at (215) 360-7196 and an EC staff member.
5. Avoid all other individuals.
6. Wait for Hazmat team for possible decontamination procedure.

All other individuals should:

1. Stay away from the suspected area and from anyone potentially exposed.
2. If an evacuation is ordered, follow normal evacuation procedures.

MEDICAL EMERGENCY

If you have, or see someone with a medical emergency:

1. Call 911.*
2. Administer first aid or request assistance.
3. Call an EC staff member.

EARTHQUAKE

All individuals should:

1. Take cover under table, desk, or in doorway.
2. DO NOT run outdoors.

SEVERE WEATHER

All individuals should:

1. Prepare to move to a place of safety.
2. Stay away from large windows.
3. Standby for further instructions.

*If you are calling from an Esperanza, Inc. phone, you must dial “9” for an outside line.

**

In case of evacuation, no beverages, food, or bulky items are to be carried into the stairwells. Under no circumstances should you use the elevator. First Aid Kits are located in the Front Desk of Esperanza College and the kitchen of Esperanza, Inc.

EMERGENCY PHONE NUMBERS

EMERGENCY 9-1-1
 Building Manager (215) 360-7196
 National Response Ctr. (Report Chemical/Biological Terrorism)(800) 424-8802
 Poison Control (215) 386-2100
 Poison Control Centers Hotline (800) 222-1222

INCLEMENT WEATHER CLOSING

In case of bad weather that could potentially result in cancellation of classes, look at the Eastern University Web page and open the EU Quick Links menu in the upper right corner. Click on “School Closing Info” to see whether the college is closed. If you are unable to access a computer, listen to radio station KYW (1060 AM) for number 1045 (Philadelphia sites of the Campolo Graduate and Professional School of Eastern University). If CGPS-Philadelphia closes, (EC) will close. If Esperanza, Inc. closes, the fact will be posted on the Esperanza, Inc. phone message at (215) 324-0746.

BULLETIN BOARDS

Bulletin boards have been placed in convenient locations within the building. In order for bulletin boards to be a viable communications source, it is critical that notices be current and placed on the appropriate designated bulletin boards and approved by the appropriate office. If you wish to post an item on the bulletin boards, please see the Director of Student Development.

STUDENT I.D. CARDS

At the beginning of the student’s first semester, students will receive a student identification card. This card provides convenient access to College facilities and activities and enables students to check out materials at the library. It is also intended as a safeguard against abuses by individuals who are not members of the College community. Once students receive their I.D. cards, they must have them in their possession at all times when they are on the College campus. I.D. Cards can be obtained from the Registrar Coordinator.

Faculty of Esperanza College

Leslie Acosta, Adjunct Professor of Interdisciplinary Studies (B.S., Philadelphia Biblical University; M.B.A., University of Phoenix)

Ryan Babich, Adjunct Professor of English and Education (B.A., St. Joseph College; M.S., College of Staten Island; M.S. Baruch College)

Julia Brooks, Adjunct Professor of Business (B.F.A. Virginia Commonwealth University; M.A., Antioch University; Ph.D., LaSalle University)

Tara Carr-Lemke, Adjunct Professor of Community Development (B.A. George Washington University; M.A., Johns Hopkins University)

Marla Colondres, Adjunct Professor of English (B.A., University of Puerto Rico; M.Ed., Eastern University)

Armstead Edwards, Adjunct Professor of English (B.S., Cheyney University; M.S., Temple University; Ph.D., University of Phoenix)

Justo Gallardo, Adjunct Professor of Spanish (B.A. LaSalle University; M.A. Temple University)

Nilsa Graciani, Director of Middle Level Education Science and Math (B.S., University of Puerto Rico; Ph.D., Texas A&M University)

Esteban Hernandez, Director of General Education (B.A. Baylor University; M.Div. /Th.M. Columbia Theological seminary/Princeton Theological Seminary)

Andria Kallarakal, Director of Criminal Justice (B.A. and M.A., Madurai Kamaraj University; Ph.D., University of Kerala, India)

Lila Jones, Adjunct Professor of Business (B.S., Southern Illinois University; M.S., Eastern University)

Roberto Luciano, Director of Early Childhood Education (B.A., Interamerican University of Puerto Rico; M.S., Nova South Eastern University)

Valerie Quackenbush, Adjunct Professor of English and Education (B.A., University of Hartford; M.Ed., Lesley College; A.B.D., Nova Southeastern University)

Eric Rios, Adjunct Professor of Business (B.A., Eastern University; M.B.A., Eastern University)

Melissa Sanchez, Adjunct Professor of Education (B.A., Moody Bible Institute; M.A., Eastern University)

Karen Santiago, Director of English as a Second Language (B.A., Juniata College; M.A., New York University)

Kimberly Spinks, Adjunct Professor of Business (B.S. Eastern University; MBA Eastern University)

Jessica Way, Director of Medical Assisting (BSN University of Pennsylvania)

Emmanuel Zayas, Adjunct Professor of Computers and Education (B.S. Pontifical Catholic University; M.S.Ed. Saint Joseph's University)