



# **2011-2012 Esperanza College Course Catalog**

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](http://www.eastern.edu).

## **EASTERN UNIVERSITY IS AN EQUAL OPPORTUNITY INSTITUTION**

Eastern is committed to providing Equal Educational and Employment Opportunities to all qualified persons regardless of their economic or social status 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.

Eastern University is accredited by Middle States Commission on Higher Education 3624 Market Street, Philadelphia, PA 19104 (phone: 267.284.5000) and classified by the Carnegie Foundation for the Advancement of Teaching: Master's – larger Programs. It is approved for veterans' Education.

## **REGULATION CHANGE**

Eastern University 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 COLLEGE COUNCIL**

**David R. Black (B.S., M.S, Ph.D.),** President, Eastern University

**Elizabeth Conde-Frazier (B.A., M.Div., Ph.D.),** Dean, Esperanza College of Eastern University

**Rev. Danny Cortés (B.A., M.Div.),** Executive Vice President, Esperanza Inc

**Rev. Luis Cortés (B.A., M.S., M.Div.),** President, Esperanza Inc

**David King (B.S., M.S., Ed.D.),** Provost, Eastern University

**Walter G. Kunz (B.S., M.B.A.),** Sr. Vice President of Finance, Esperanza Inc.

## **EASTERN UNIVERSITY OFFICERS AND TRUSTEES**

**David Black (B.S., M.S, Ph.D.),** President

**Christopher Hall (B.A., M.A., Th.M., M.Phil., Ph.D.),** Chancellor

**David King (B.S., M.S., Ed.D.),** Provost

**Stacey S. Sauchuk (Ph.D.),** Chair of the Board of Trustees

(for a complete listing, go to [www.eastern.edu](http://www.eastern.edu))

# TABLE OF CONTENTS

Esperanza College Contact Information.....	5
Esperanza College Academic Calendar.....	6
Greetings from the Dean.....	7
Admission to Esperanza College of Eastern University.....	8
General Education Goals .....	11
Academic Program.....	13
Language Transition and Language Development Tracks.....	13
College Curriculum/Course Sequencing.....	15
Course Descriptions.....	23
General Academic Regulations Policy on Classroom Etiquette and Attendance...	32
Absence Chart and Penalties.....	33
Withdraw / Add / Drop Course Policy.....	33
Grade Appeal Policy.....	34
Academic Warning/Dismissal.....	35
Guidelines for Graduating.....	35
Student Portfolio.....	36
Academic Standing.....	36
The Family Educational Rights and Privacy Act (FERPA).....	36
Waiver of Privacy of Educational Records.....	39
Accommodations for Students with Disabilities.....	39
Disclosure of Disability.....	42
Address Change.....	43
Student Code of Conduct.....	43
Academic Penalties for Academic Dishonesty.....	46
Financial Assistance.....	50
Tuition.....	51
Payment and Payment Arrangement Options.....	51
Financial Aid Refunds.....	52
Policies and General Information.....	53
Emergency Instructions.....	54
Emergency Phone Numbers.....	56
Faculty of Esperanza College.....	58
	59

## ESPERANZA COLLEGE CONTACT INFORMATION

---

The Esperanza, Inc., switchboard operator is available Monday – Friday 8:00 a.m. – 5:30 p.m. The extension to Esperanza College ext. 410. When calling after 5:30 p.m., 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.

Mr. Wayne Bawell  
Admissions Counselor  
ext. 104 [wbawell@eastern.edu](mailto:wbawell@eastern.edu)

Mrs. Tara Carr-Lemke  
Community and Human Services Specialist  
ext. 455 [tcarrlem@eastern.edu](mailto:tcarrlem@eastern.edu)

Ms. Hope Clayton  
Admissions Counselor  
ext. 233 [hclayton@esperanza.us](mailto:hclayton@esperanza.us)

Dr. Elizabeth Conde-Frazier  
College Dean  
ext. 419 [econdefr@eastern.edu](mailto:econdefr@eastern.edu)

Mr. Esteban Hernandez  
Title V Activities Director  
ext. 210 [ehernan2@eastern.edu](mailto:ehernan2@eastern.edu)

Mr. Eugene Lillie  
Accounting Specialist  
ext. 132 [glillie@eastern.edu](mailto:glillie@eastern.edu)

Ms. Judy Linwood  
Librarian  
ext. 437 [jlinwood@eastern.edu](mailto:jlinwood@eastern.edu)

Mr. Roberto Luciano  
Education Specialist  
ext. 435 [rluciano@eastern.edu](mailto:rluciano@eastern.edu)

Ms. Sheri Luckey  
Director of Student Life  
ext. 413 [sluckey@eastern.edu](mailto:sluckey@eastern.edu)

Mr. Wilfredo Mejia  
Admissions Counselor  
ext. 255 [wmejia@eastern.edu](mailto:wmejia@eastern.edu)

Ms. Christina Morales  
Student Services Finance Representative & Operations  
Coordinator  
ext. 414 [cmorale2@eastern.edu](mailto:cmorale2@eastern.edu)

Front Desk Admissions Assistant  
ext. 410

Ms. Kim Oliver  
Academic Systems Administrator & Registrar Coordinator  
ext. 415 [koliver2@eastern.edu](mailto:koliver2@eastern.edu)

Mrs. Ana Ramirez  
Student Services Finance Representative  
ext. 456 [aramirez@eastern.edu](mailto:aramirez@eastern.edu)

Mr. Eric Rios  
Part-time Business Specialist  
ext. 416 [erios@eastern.edu](mailto:erios@eastern.edu)

Ms. Silvia Rojas  
Director of Enrollment and Marketing  
ext. 234 [srojas@eastern.edu](mailto:srojas@eastern.edu)

Ms. Karen Santiago  
Director of ESL and Chair of English Department  
ext. 417 [ksantiag@eastern.edu](mailto:ksantiag@eastern.edu)

Ms. Mary Santiago  
Administrative Assistant to the Dean  
ext. 418 [msantia2@eastern.edu](mailto:msantia2@eastern.edu)

Ms. Kim Spinks  
Part-time Business Specialist  
Ext 416 [kspinks@eastern.edu](mailto:kspinks@eastern.edu)

## Esperanza College Academic Calendar

---

### FALL2011

July 18	Classes begin (both DAY and EVENING students)
July 29	Last day to withdraw without financial penalty
Aug. 1 – 5	Mid-terms (EVENING students) for first 10 week block
Aug. 19	Last day to withdraw without academic penalty (EVENING students)
Sept. 5-7	No Classes (Labor Day)
Sept. 8	Classes resume
Sept. 10	Study Day
Sept. 22 – 28	Mid-Term week for DAY students. Tuesday and Thursday are finals for EVENING students completing first 10 week block
Sept. 28	Last day to withdraw without academic penalty (DAY students)
Sept. 29 – Oct. 4	EVENING students begin second 10 week block courses.
October 29	Study Day
Nov. 24 – 25	No Classes (Thanksgiving)
Dec. 3	Study Day
Dec. 5 – 9	Finals week for both DAY and EVENING students
Dec. 15	Esperanza College Graduation
Dec. 17, 2011	Eastern University Campus wide Celebration

### SPRING 2012

Jan. 3	Classes begin (Monday DAY and EVENING students will have two BlackBoard classes this semester)
Jan 13	Last day to withdraw without financial penalty
Jan 16	No Classes
Feb. 3	Last day to withdraw without academic penalty (EVENING students)
Feb. 4	Study Day
Mar. 3	Study Day
Mar. 5 – 9	DAY students have mid-terms EVENING students have finals
Mar. 9	Last day to withdraw without academic penalty (DAY students)
Mar. 12 – 15	EVENING students begin second 10 week block
Apr. 28	Study Day
May 12, 2012	Eastern University Campus wide Celebration
May 14 – 18	Finals week for both DAY and NIGHT students
May 18	Esperanza College Graduation

## Greetings from the Dean

---



Welcome to Esperanza College! We are committed to your success as a student and of 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,

A handwritten signature in black ink that reads "Elizabeth Conde-Frazier". The signature is written in a cursive, flowing style.

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

## 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. An official high school or GED transcript, showing successful completion of the program.
5. Minimum GPA of 2.0
6. One 500+ word essay explaining a major accomplishment and why they want to attend Esperanza College.

### 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. This 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 their admissions counselor to help the ASC in making a recommendation.

### 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 cultures; and 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**

Education does not equal training, although one does develop skills in the process. Education does not equal “taking classes,” although it should be a consequence of coursework. Education does not equal “job preparation,” although it should provide intellectual and individual resources that enhance one’s work potential. If education is not these things, then what is it? That question can be answered only if one understands that education is not a product, but a process; not a destination, but a journey.

Eastern University and Esperanza, Inc. are partnering 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, DVDs, 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.

## **General Education at Eastern University**

Undergraduate general education at Eastern University strives to advance the University's mission of preparing students for thoughtful and productive lives of Christian faith, leadership, and service. To accomplish this goal, the curriculum explores the liberal arts and sciences from a Christian perspective. General education shapes students who are proficient in essential, college-level skills and who are knowledgeable about the world, the humanities, the natural sciences, and the social sciences. Moreover, general education enables students to appropriate and give witness to a Christian worldview. This worldview recognizes the unity of God's truth, the importance of character formation and Christian community, the mandate to be stewards of creation and to practice justice, and the call to proclaim the whole gospel to the whole world. Through excellent instruction in a variety of disciplines, a focus on student learning and transformation, and a shared commitment to the values of faith, reason, and justice, general education is ordered toward the service of God, humanity, and creation.

Toward these ends, Eastern University is committed to developing a common approach to general education for all students in the Associate of Arts and baccalaureate programs.

## **General Education Goals for Undergraduate Students within Esperanza College of Eastern University:**

---

### **College Level Proficiency in Essential Skills:**

- a. Technological skill - able to appropriately use existing and emerging technology tools for communication, productivity, and research.
- b. Written communication skill - able to write in a coherent and persuasive manner using the standard practices of American English.
- c. Oral communication skill – able to communicate orally in clear and coherent language appropriate to purpose, occasion and audience.
- d. Critical reasoning and analysis – able to identify, classify, contextualize, evaluate, and create warranted claims.
- e. Scientific reasoning - able to make decisions and judgments by collecting and analyzing empirical data.
- f. Quantitative reasoning - able to correctly use numbers, symbols, measurements and the relationships of quantities to make decisions, judgments, and predictions.
- g. Information Literacy – able to identify, obtain, evaluate, and responsibly utilize information through online and traditional research methods.

**Biblically Informed** – able to identify essential elements of the historical, cultural, and theological content of all the major divisions of the Bible.

**Formed in Christian Thought**— able to express a reasoned understanding of the Christian faith, its doctrines, traditions, and ways of life as well as reflect critically on one's own life in light of this understanding.

**Knowledgeable about the Western Tradition**— able to demonstrate knowledge and skills necessary to appreciate the historical, theological, and cultural contexts of Western civilization based on direct engagement with representative texts of the Western intellectual tradition.

**Knowledgeable about Non-Western Tradition**— able to demonstrate knowledge and skills necessary to appreciate and to interact productively amid the cultural diversity that characterizes God's world based on sustained, direct engagement with one or more cultures beyond the Western European mainstream.

**Aesthetically Informed**— able to demonstrate knowledge of the arts as creative and transformative expressions of individuals and cultures through study grounded in combinations of history, literature, theory, and/or practice of the arts.

**Knowledgeable within the Natural Sciences**— able to demonstrate knowledge of scientific reasoning, quantitative reasoning, and laboratory methodologies as students explore the workings of God's world.

**Knowledgeable within the Social Sciences**— able to demonstrate knowledge of socio-cultural aspects of human experience through systematic, critical, and transformational engagement with one or more of the social sciences.

**Knowledgeable in Doing Justice**— able to utilize biblical, theological, and philosophical resources to evaluate specific social justice issues, particularly in North America, and to identify appropriate personal and structural responses.

## 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' view 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, and Science) 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, continuation in the program from one semester to the next semester, requires a grade of C or better in all Language Practicum courses (LAN 146, LAN 147, LAN 149, LAN 150, LAN 157, LAN 158, LAN 159, LAN 160, LAN 167, LAN 168, LAN 169, and LAN 170) and English courses (ENG 101, ENG 102, ENG 163 and ENG 220).

## **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 level 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.

## College Curriculum/Course sequencing

---

The sequence of courses for students is shown in the following tables. In the evening program courses (other than English and Biology) are taught in ten week blocks on Tuesday and Thursday evenings from 6:00 pm to 10:00 pm. English/LAN and Biology courses are taught on Monday evenings from 6:00 pm to 10:00 pm. Day classes will have the same courses each semester as offered in the evenings, but all courses will run simultaneously. The day schedule is somewhat like what you may have experienced in high school. The total amount of time in each class is the same for day and evening classes, but the pattern is different. Day classes spread all of the courses out over the twenty weeks of the semester, but have all courses at the same time. Evening students have just their Language/English classes plus two disciplinary content courses at a time, but the content courses are condensed into ten week blocks. If for some reason you cannot take a particular course or you fail it, you must talk with the Dean about ways to make up the deficiency. Please note that English and Language Practicum courses require a grade of C or better in the preceding English and Language courses.

## ASSOCIATE IN ARTS IN LIBERAL ARTS WITH A CONCENTRATION IN ACCOUNTING

		Credits
<b>SEMESTER I</b>		
<b>ENG101</b>	Introduction to Academic English and Language Practicum	4
<b>BIB100</b>	The Biblical World in Contemporary Context	3
<b>CSC110</b>	Computer Literacy	3
<b>INST150</b>	Introduction to Faith, Reason, & Justice	3
<b>MATH103</b>	Mathematical Ideas	3
<b>SEMESTER II</b>		
<b>ENG102</b>	College Writing and Language Practicum	4
<b>COM120</b>	Public Speaking	3
<b>SPA101 or SPA103 or SPA150</b>	Elementary Spanish <b>or</b> Accelerated Elementary Spanish <b>or</b> Spanish Grammar & Conversation for Natives	3
<b>THEO210</b>	Foundations of Christian Spirituality	3
<b>ACCT107</b>	Principles of Accounting I	3
<b>SEMESTER III</b>		
<b>ENG163</b>	Rhetorical Patterns in Writing and Language Practicum	4
<b>INST161</b>	Heritage of Western Thought and Civilization	3
<b>INST270 or SPA102</b>	Justice in a Pluralistic Society (for student who completed SPA 103 or SPA150 in Semester II) <b>or</b> Spanish Grammar & Conversation for Natives ( Pre-Req: SPA 101)	3
<b>ACCT108</b>	Principles of Accounting II (Prerequisite: ACCT107)	3
<b>ECON205</b>	Essentials of Economics	3
<b>SEMESTER IV</b>		
<b>ENG220</b>	Studies in the Novel and Short Fiction and Language Practicum	3
<b>BIO104</b>	Human Biology w/Lab	4
<b>ACCT309</b>	Nonprofit Accounting	3
<b>COM212</b>	Business Communication	3
<b>ACCT421</b>	Concepts in Federal Taxation (Prerequisite: ACCT108)	3
	Field Experience	1

\*\*Please note the following: All English classes must be passed with a C or higher. If the grade of C- or lower is given then it is required for the student to repeat the course.

## ASSOCIATE IN ARTS IN LIBERAL ARTS WITH A CONCENTRATION IN BUSINESS ADMINISTRATION

		Credits
<b>SEMESTER I</b>		
<b>ENG101</b>	Introduction to Academic English and Language Practicum	4
<b>BIB100</b>	The Biblical World in Contemporary Context	3
<b>CSC110</b>	Computer Literacy	3
<b>INST150</b>	Introduction to Faith, Reason, & Justice	3
<b>MATH103</b>	Mathematical Ideas	3
<b>SEMESTER II</b>		
<b>ENG102</b>	College Writing and Language Practicum	4
<b>COM120</b>	Public Speaking	3
<b>THEO210</b>	Foundations of Christian Spirituality	3
<b>SPA101 or SPA103 or SPA150</b>	Elementary Spanish <b>or</b> Accelerated Elementary Spanish <b>or</b> Spanish Grammar & Conversation for Natives	3
<b>SOC100</b>	Introduction to Sociology	3
<b>SEMESTER III</b>		
<b>ENG163</b>	Rhetorical Patterns in Writing and Language Practicum	4
<b>INST161</b>	Heritage of Western Thought and Civilization	3
<b>INST270 or SPA102</b>	Justice in a Pluralistic Society (for student who completed SPA 103 or SPA150 in Semester II) <b>or</b> Spanish Grammar & Conversation for Natives ( Pre-Req: SPA 101)	3
<b>BUSA102</b>	Business as a Profession	3
<b>COM212</b>	Business Communication	3
<b>SEMESTER IV</b>		
<b>ENG220</b>	Studies in the Novel and Short Fiction and Language Practicum	3
<b>BIO104</b>	Human Biology w/Lab	4
<b>ECON200</b>	Personal Stewardship	3
<b>BUSA202</b>	Principles of Marketing	3
<b>BUSA206</b>	Principles of Management and Leadership	3

\*\*Please note the following: All English classes must be passed with a C or higher. If the grade of C- or lower is given then it is required for the student to repeat the course.

## ASSOCIATE IN ARTS IN LIBERAL ARTS WITH A CONCENTRATION IN COMMUNITY AND HUMAN SERVICES

		Credits
<b>SEMESTER I</b>		
<b>ENG101</b>	Introduction to Academic English and Language Practicum	4
<b>BIB100</b>	The Biblical World in Contemporary Context	3
<b>CSC110</b>	Computer Literacy	3
<b>INST150</b>	Introduction to Faith, Reason, & Justice	3
<b>MATH103</b>	Mathematical Ideas	3
<b>SEMESTER II</b>		
<b>ENG102</b>	College Writing and Language Practicum	4
<b>COM120</b>	Public Speaking	3
<b>THEO210</b>	Foundations of Christian Spirituality	3
<b>SPA101 or SPA103 or SPA150</b>	Elementary Spanish <b>or</b> Accelerated Elementary Spanish <b>or</b> Spanish Grammar & Conversation for Natives	3
<b>SOC 100</b>	<b>Introduction to Sociology</b>	3
<b>SEMESTER III</b>		
<b>ENG163</b>	Rhetorical Patterns in Writing and Language Practicum	4
<b>INST161</b>	Heritage of Western Thought and Civilization	3
<b>INST270 or SPA102</b>	Justice in a Pluralistic Society (for student who completed SPA 103 or SPA150 in Semester II) <b>or</b> Spanish Grammar & Conversation for Natives ( Pre-Req: SPA 101)	3
<b>SWK105</b>	<b>Introduction to Social Work</b>	3
<b>BUSA316</b>	<b>Non-Profit Organization Development &amp; Mgmt</b>	3
<b>INST395</b>	<b>Community Services Field Experience</b>	1
<b>SEMESTER IV</b>		
<b>ENG220</b>	Studies in the Novel and Short Fiction and Language Practicum	3
<b>BIO104</b>	Human Biology w/Lab	4
<b>ECON200</b>	<b>Personal Stewardship</b>	3
<b>SWK110</b>	<b>Human Diversity and Social Interaction</b>	3
<b>INST225</b>	<b>Community Development Seminar</b>	3

\*\*Please note the following: All English classes must be passed with a C or higher. If the grade of C- or lower is given then it is required for the student to repeat the course.

## ASSOCIATE IN ARTS IN LIBERAL ARTS WITH A CONCENTRATION IN CRIMINAL JUSTICE

		Credits
<b>SEMESTER I</b>		
<b>ENG101</b>	Introduction to Academic English and Language Practicum	4
<b>BIB100</b>	The Biblical World in Contemporary Context	3
<b>CSC110</b>	Computer Literacy	3
<b>INST150</b>	Introduction to Faith, Reason, & Justice	3
<b>MATH103</b>	Mathematical Ideas	3
<b>SEMESTER II</b>		
<b>ENG102</b>	College Writing and Language Practicum	4
<b>COM120</b>	Public Speaking	3
<b>THEO210</b>	Foundations of Christian Spirituality	3
<b>SPA101 or SPA103 or SPA150</b>	Elementary Spanish <b>or</b> Accelerated Elementary Spanish <b>or</b> Spanish Grammar & Conversation for Natives	3
<b>SOC100</b>	Introduction to Sociology	3
<b>SEMESTER III</b>		
<b>ENG163</b>	Rhetorical Patterns in Writing and Language Practicum	4
<b>INST161</b>	Heritage of Western Thought and Civilization	3
<b>INST270 or SPA102</b>	Justice in a Pluralistic Society (for student who completed SPA 103 or SPA150 in Semester II) <b>or</b> Spanish Grammar & Conversation for Natives ( Pre-Req: SPA 101)	3
<b>SOC322</b>	Introduction to Criminal Justice	3
<b>SOC321</b>	Crime and Delinquency	3
<b>SEMESTER IV</b>		
<b>ENG220</b>	Studies in the Novel and Short Fiction and Language Practicum	3
<b>BIO104</b>	Human Biology w/Lab	4
	Introduction to Policing	3
	Prosecution and the Courts	3
	Internship	1

\*\*Please note the following: All English classes must be passed with a C or higher. If the grade of C- or lower is given then it is required for the student to repeat the course.

## ASSOCIATE IN ARTS IN LIBERAL ARTS WITH A CONCENTRATION IN EARLY CHILDHOOD EDUCATION

		Credits
<b>SEMESTER I</b>		
<b>ENG101</b>	Introduction to Academic English and Language Practicum	4
<b>BIB100</b>	The Biblical World in Contemporary Context	3
<b>CSC110</b>	Computer Literacy	3
<b>INST150</b>	Introduction to Faith, Reason, & Justice	3
<b>MATH103</b>	Mathematical Ideas	3
<b>SEMESTER II</b>		
<b>ENG102</b>	College Writing and Language Practicum	4
<b>COM120</b>	Public Speaking	3
<b>THEO210</b>	Foundations of Christian Spirituality	3
<b>SPA101 or SPA103 or SPA150</b>	Elementary Spanish <b>or</b> Accelerated Elementary Spanish <b>or</b> Spanish Grammar & Conversation for Natives	3
<b>EDU328</b>	Early Childhood Education: Principles and Procedures	3
<b>SEMESTER III</b>		
<b>ENG163</b>	Rhetorical Patterns in Writing and Language Practicum	4
<b>INST161</b>	Heritage of Western Thought and Civilization	3
<b>INST270 or SPA102</b>	Justice in a Pluralistic Society (for student who completed SPA 103 or SPA150 in Semester II) <b>or</b> Spanish Grammar & Conversation for Natives ( Pre-Req: SPA 101)	3
<b>EDU329</b>	Early Childhood Education: Curriculum and Assessment	3
<b>EDU205</b>	Child Development	3
<b>SEMESTER IV</b>		
<b>ENG220</b>	Studies in the Novel and Short Fiction and Language Practicum	3
<b>BIO104</b>	Human Biology w/Lab	4
<b>EDU382</b>	Methods of Classroom Management	3
<b>EDU201</b>	Introduction to Special Education	3
<b>EDU400</b>	Literacy Foundations for Primary Grades	3
<b>EDU250</b>	Early Childhood Field Experience	3

\*\*Please note the following: All English classes must be passed with a C or higher. If the grade of C- or lower is given then it is required for the student to repeat the course.

## ASSOCIATE IN ARTS IN LIBERAL ARTS WITH A CONCENTRATION IN SECONDARY EDUCATION, MATH

		Credits
<b>SEMESTER I</b>		
<b>ENG101</b>	Introduction to Academic English and Language Practicum	4
<b>BIB100</b>	The Biblical World in Contemporary Context	3
<b>CSC110</b>	Computer Literacy	3
<b>INST150</b>	Introduction to Faith, Reason, & Justice	3
<b>MATH103</b>	Mathematical Ideas	3
<b>SEMESTER II</b>		
<b>ENG102</b>	College Writing and Language Practicum	4
<b>COM120</b>	Public Speaking	3
<b>SPA101 or SPA103 or SPA150</b>	Elementary Spanish <b>or</b> Accelerated Elementary Spanish <b>or</b> Spanish Grammar & Conversation for Natives	3
<b>MATH150</b>	Pre-Calculus (Prerequisite: C or better in MATH103)	3
<b>PHYS205/6</b>	Physical Science for Educators	4
<b>SEMESTER III</b>		
<b>ENG163</b>	Rhetorical Patterns in Writing and Language Practicum	4
<b>INST161</b>	Heritage of Western Thought and Civilization	3
<b>EDU200</b>	Foundations of Modern Education	3
<b>MATH212</b>	Calculus I	3
<b>MATH220</b>	Statistics	3
<b>SEMESTER IV</b>		
<b>ENG220</b>	Studies in the Novel and Short Fiction and Language Practicum	3
<b>BIO104</b>	Human Biology w/Lab	4
<b>MATH244</b>	Linear Algebra	3
<b>EDU201</b>	Introduction to Special Education	3
<b>EDU209</b>	Early Adolescent Development	3

\*\*Please note the following: All English classes must be passed with a C or higher. If the grade of C- or lower is given then it is required for the student to repeat the course.

## ASSOCIATE IN ARTS IN LIBERAL ARTS WITH A CONCENTRATION IN SECONDARY EDUCATION, SCIENCE

		Credits
<b>SEMESTER I</b>		
<b>ENG101</b>	Introduction to Academic English and Language Practicum	4
<b>BIB100</b>	The Biblical World in Contemporary Context	3
<b>CSC110</b>	Computer Literacy	3
<b>INST150</b>	Introduction to Faith, Reason, & Justice	3
<b>MATH103</b>	Mathematical Ideas	3
<b>SEMESTER II</b>		
<b>ENG102</b>	College Writing and Language Practicum	4
<b>COM120</b>	Public Speaking	3
<b>SPA101 or SPA103 or SPA150</b>	Elementary Spanish <b>or</b> Accelerated Elementary Spanish <b>or</b> Spanish Grammar & Conversation for Natives	3
<b>CHEM111/3</b>	Applied Chemistry (Prerequisite: C or better in MATH103)	4
<b>PHYS205/6</b>	Physical Science for Educators	4
<b>SEMESTER III</b>		
<b>ENG163</b>	Rhetorical Patterns in Writing and Language Practicum	4
<b>INST161</b>	Heritage of Western Thought and Civilization	3
<b>EDU200</b>	Foundations of Modern Education	3
<b>BIO151</b>	General Biology I	4
<b>MATH220</b>	Statistics	3
<b>SEMESTER IV</b>		
<b>ENG220</b>	Studies in the Novel and Short Fiction and Language Practicum	3
<b>CHEM115</b>	Hands-on Chemistry	3
<b>BIO152</b>	General Biology II	4
<b>EDU201</b>	Introduction to Special Education	3
<b>EDU209</b>	Early Adolescent Development	3

\*\*Please note the following: All English classes must be passed with a C or higher. If the grade of C- or lower is given then it is required for the student to repeat the course.

## Course Descriptions

---

The curriculum at Esperanza College (EC) consists of the following courses:

### **ACCOUNTING 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.

### **ACCOUNTING 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

### **ACCOUNTING 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

### **ACCOUNTING 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.

### **BIBLE 100** **The Biblical World in Contemporary Context**

**3 credits**

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).

### **BIOLOGY 104** **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.

**BIOLOGY 151****General Biology I****4 credits**

Required course for the student interested in majoring or minoring in biology, or the pre-physical occupational therapy tracks in exercise science. The course surveys basic concepts of biology with an emphasis on field-oriented disciplines, including ecology, zoology, botany and macroevolution. Offered every fall; may be taken before or after BIO 152.

**BIOLOGY 152****General Biology II****4 credits**

Required course for the student interested in majoring or minoring in biology, biochemistry or biokinetics. The course surveys basic concepts of biology with an emphasis on lab-oriented disciplines, including cell biology, physiology, genetics and evolutionary mechanisms. Offered every spring; may be taken before or after BIO 151.

**BUSINESS ADMINISTRATION 102****Business as a Profession****3 credits**

This course will examine a career in business as a calling from God, and what the differences are that such a calling makes in a young Christian 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.

**BUSINESS ADMINISTRATION 202****Principles of Marketing****3 credits**

Basic principles and practices involved in the distribution of goods and services, market surveys, advertising and salesmanship. Taken by students electing the Business concentration during the fourth semester.

**BUSINESS ADMINISTRATION 206****Principles of Management and Leadership****3 credits**

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

**BUSINESS ADMINISTRATION 316****Nonprofit Organization Development & Management****3 credits**

A consideration of components necessary for starting and managing a nonprofit corporation including fundraising, tax-exempt status, leadership development and ethical issues.

**CHEMISTRY 111****Applied Chemistry: Air, Water and Energy****3 credits**

This is a one-semester introductory chemistry course for the liberal arts student, allied health, biological studies, environmental studies or elementary education major. Major concepts of modern chemistry are investigated in the context of their relevance to current environmental issues, including air pollution, ozone depletion, global warming, society's energy sources, water pollution and acid rain. Chemical topics include properties and states of matter, atomic structure and bonding, stoichiometry, spectroscopy, thermodynamics, hydrocarbons, nuclear reactions, electrochemistry, solutions, and acids and bases. CHE 113 recommended concurrently. Can be used as preparation for CHE 121.

**CHEMISTRY 113****Applied Chemistry Lab****1 credit**

Experiments illustrating principles and applications introduced in CHE 111. CHE 111 must be taken concurrently with CHE 113. Two and onehalf hours laboratory.

**CHEMISTRY 115****Hands-On Chemistry for Children****3 credits**

A skills course designed for the education major or youth worker to develop and lead hands-on chemistry activities at the elementary school level. Understanding and communicating basic and practical chemical ideas within a constructivist teaching approach is stressed. Students perform field work in under-served urban communities. Offered fall in alternate years.

**COMMUNICATION STUDIES 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.

**COMMUNICATION STUDIES 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.

**COMPUTER SCIENCE 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, spread sheets and data bases. A major component of the course also considers the impact of computers on various sectors of modern social life.

**ECONOMICS 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.

**ECONOMICS 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.

**EDUCATION 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, and current tension points in American education. Two hours of observation weekly in a school classroom are required for this course

**EDUCATION 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.

**EDUCATION 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. Taken by students electing the Early Childhood concentration during the fourth semester.

**EDUCATION 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 grades 4-8.

**EDUCATION 250****Field Experience****3 credits**

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. Taken by students electing the Early Childhood Education concentration during the fourth semester.

**EDUCATION 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, Programs for the Handicapped, etc. Two hours field work per week are required in varied preschool settings. Taken by students electing the Early Childhood Education concentration during the fourth semester.

## **EDUCATION 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. Taken by students electing the Early Childhood Education concentration during the fourth semester.

## **EDUCATION 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. Taken by students electing the Early Childhood Education concentration during the third semester.

## **EDUCATION 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. Taken by students electing the Early Childhood Education concentration during the second semester.

## **ENGLISH 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, and 167. A grade of C or better is required for continuation in the program.

## **ENGLISH 102**

### **College Writing**

**3 credits**

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, 168. Pre-requisite: A grade of C or better in Eng 101 and LAN 146, 157, and 167. A grade of C or better is required for continuation in the program.

## **ENGLISH 163**

### **Rhetorical Patterns in Writing**

**3 credits**

This course is designed to help students effectively organize thoughts into clear, and coherent essays. Understanding of different rhetorical patterns: narration, description, process analysis, cause and effect, compare and contrast, persuasion, and argument will be gained. Course content includes the writing process, rhetorical patterns, correct writing, and revising strategies. Taken concurrently with either LAN 149, 159, or 169. Pre-requisite: A grade of C or better in ENG 102 and LAN 147, 158, and 168. The previous semester a grade of C or better is required for continuation in the program.

## **ENGLISH 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. Pre-requisite: A grade of C or better in ENG 163 and LAN 149, 159, and 169 the previous semester.

## **INTERDISCIPLINARY STUDIES 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.

## **INTERDISCIPLINARY STUDIES 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.

## **INTERDISCIPLINARY STUDIES 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.

## **INTERDISCIPLINARY STUDIES 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.

## **INTERDISCIPLINARY STUDIES 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.

## **LANGUAGE 146**

### **Language Practicum**

**1 credit**

Intermediate note taking and general academic listening and speaking skills. Taken concurrently with ENG 101. Fee required.

**LANGUAGE 147, 157, 167****Language Practicum****1 credit**

High intermediate note taking and general academic listening and speaking skills. LAN 147 taken concurrently with ENG 102; LAN 157 and 167 taken concurrently with ENG 101. A grade of C or better is required for continuation in the program.

**LANGUAGE 158, 168****Language Practicum****1 credit**

Advanced note taking and general academic listening and speaking skills. Taken concurrently with ENG 102. Pre-requisite: A grade of C or higher in LAN 157, and 167 is required for continuation in the program.

**LANGUAGE 149, 159, 169****Language Practicum****1 credit**

The process of the research paper from beginning to end including Works cited, outlining, thesis statement, organization, finding resources, and writing a 12 page research paper on an immigrant group in the U.S. MLA format required. Prerequisite: a grade of C or higher in LAN 147, 158, and 168. Taken concurrently with ENG 163.

**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 150****Pre-calculus****3 credits**

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. A student who has successfully taken calculus in high school may not take this course for credit.

**MATH 212****Calculus I****3 credits**

This first semester calculus 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. Prerequisite: adequate preparation in trigonometry and analytic geometry.

**MATH 220****Statistics for the Social and 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; Man-Whitney U Test. Theory and practice application of above operations with use of computer where applicable. This course does not count toward the requirements for the major or minor in mathematics.

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

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

**SOCIAL WORK 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.

**SOCIAL WORK 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.

**SOCIOLOGY 100****Introduction to Sociology****3 credits**

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

**SOCIOLOGY 321****Crime and Delinquency****3 credits**

A critical analysis of various theories of crime and delinquency, emphasizing how well the theories explain empirical data. The implications of theory for treatment will also be examined. Prerequisite: Minimum grade of C in SOC100 or permission of the department chair.

**SOCIOLOGY 322****Criminal Justice****3 credits**

This course will attempt to convey an understanding of how the criminal law actually operates. It will deal in part with the following areas: the concept of punishment, role of the police, the role of the attorney, bail, trials, pleas, sentencing and corrections. One objective of the course is to raise questions about the purposes of criminal law and how those purposes can best be realized in modern society.

**SPANISH 101-102****Elementary Spanish****3 credits**

Basic grammar and vocabulary, written and oral exercises, and introductory readings. Both semesters must be successfully completed to receive credit.

**SPANISH 103****Accelerated Elementary Spanish****3 credits**

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

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

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. Assignment to this course is based on an admission test score.

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

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. Prerequisites: BIB 100.

## 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
Day classes	40	4	1% per absence
Day classes	20	2	2% per absence
Night classes	10	1	4% per absence
Night classes	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.

## 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 the Director of Student Life, and/or the Dean, 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 an official 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 (Evening)
- Week 9 of 18-week courses (English/Evening)
- Week 10 of 20-week courses (Day)

*(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 the Director of Student Life 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 Director of Student Life 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 necessary forms for completion. When the forms 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.

### **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.

## 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 the Director of Student Life within one week of the end of the course. Grades will 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 Director of Student Life 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 Director of Student Life 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**

---

As a Christian institution, Esperanza College 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 Esperanza College 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 Esperanza College as a Christian college and are in the best interests of students, faculty, and staff alike. You will have the opportunity to discuss life issues from the Christian perspective. It is our hope that you will give consideration to the values, ethical dimensions and approaches to your life (relationships, spiritual life, sexual intimacy, and professional ethics) in light of Christian values. If you do not embrace these completely, Esperanza College expects that you will reflect upon and define the values that will guide these aspects of your life such that they will bring positive and life giving results and influences for your life and for the lives of those around you.

Esperanza College is committed to providing a campus environment in which all students have an equal opportunity to learn, study, and grow as scholars and its citizens of the larger community. Students are expected to treat all members of the college community with dignity, respect, fairness, and civility and to behave in a responsible manner at all times both in and outside of the classroom. While fully recognizing every individual student's personal rights, including the right to free speech, the College has established a Student Code of Conduct to describe behavior that is in violation of

acceptable college standards and the disciplinary sanctions and disciplinary procedures for code violations. The Code applies to behavior on College owned property, in classes conducted on the Esperanza College campus.

## **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), and altering documents with the intent to defraud. Using a false or forged ID card of any type.
2. **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.
3. **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.
4. **Gambling and gaming for money, exchanging chips or markers for money is prohibited.** The college does not condone the participation in games for money (or other things of value) on campus, through the Internet or at Esperanza College sponsored events off campus.
5. **Tobacco products/devices** and their use are not permitted on campus or in areas adjacent to the campus.
6. **Beverages containing alcohol**, being found with alcoholic beverages, use or possession of alcoholic beverages.
7. **Coercive or unwelcome sexual behavior**, including sexual assault, rape, acquaintance rape, indecent liberties (verbal or physical) or related actions.
8. **Lewd, indecent, or obscene conduct or activities**, whether demonstrative, visual, verbal, written or electronic.
9. **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.
10. **Returning to campus drunk** or intoxicated.
11. **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.
12. **Violations of fire safety** including use of explosive devices such as fireworks

13. **Failure to possess and show the E-Card** and identify oneself immediately when requested to do so.

14. **The intentional disruption or obstruction of teaching**, research, administration, disciplinary proceedings or other university activities.

15. **Physical abuse, threats, and verbal or written intimidation of any person.**

16. **Sexual harassment, stalking and/or unwanted contact (of any kind) after verbal or written warning.** Students are encouraged to report incidents immediately to the Office of Student Life.

17. **Theft from or damage to college premises** or damage to property of a member of the college community.

18. **Failure to comply with requests or directions of college officials** acting in performance of their duties.

19. **Violations of law** on or off college premises.

20. Students participating in college-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.

21. **Students who host or participate in events off campus** where underage or excessive drinking occurs jeopardize their enrollment at the college.

22. **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 he/she has been retaliated against, that person should consult immediately with the office of Student Life.

23. **Defamation of others** through word, print, visual media, or other vehicles.

24. **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:

~ **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.

~ Submitting a paper written by another student or another person as if it were your own.

~ Submitting a paper written by you for another course or occasion without the explicit knowledge and consent of the instructor.

~ Fabricating evidence or statistics that supposedly represent your original research.

~ 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 Dean.

## **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.

### **Appeals**

A person may appeal a disciplinary decision made within the Esperanza community to the Dean, who shall be the final appeal authority.

1. A written appeal must be received within one week of notification of the previous decision.
2. An appeal must be based on perceived irregularities in the application of the policies and procedures outlined heretofore, which had the effect of rendering the disciplinary decision arbitrary or capricious, or based on new information which was not available at the time of the hearing.

## 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 on the internet at [www.fafsa.ed.gov](http://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 2010T ax Return (if filed by you)
- Your 2010 W2 Forms
- Any other documentation of income received for 2010(including SSI, Welfare, 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.

## 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 Interview for their first year only. The application is valid for 10 years.

## 2011-2012 Tuition

---

Full-Time Undergraduate (12-18 credits) \$12,900 per semester

Part-time Undergraduate (1-11 credits) \$540 per credit

Overload Credits \$540 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 of the semester 100%
- the third week of the semester 50%
- 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 Interview 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.

## 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 Life 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) 791-2305  
Security Desk----- (215) 324-0746 ext. 171

#### Hours

Monday – Thursday-- 8:30 am – 10:30 pm  
Fridays----- 8:30 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](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/](http://www.whitehouse.gov/homeland/)  
[www.whitehouse.gov/news/releases/2003/02/20030207-10.html](http://www.whitehouse.gov/news/releases/2003/02/20030207-10.html)  
[www.ready.gov](http://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](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](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) 791-2305, 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) 791-2305, 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) 791-2305 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) 791-2305
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 Life.

### 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)

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

Tara Carr-Lemke, Community and Human Services Specialist (B.A. George Washington University; M.A., Johns Hopkins University)

Mary Casey Reynolds, Adjunct Professor of English (B.A., University of Delaware; M.S., St. Joseph's 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)

Carol Ellis, Adjunct Professor of Communications (B.A., Temple University; M.B.A., Eastern University)

Chelsea Foster, Adjunct Professor of English (B.S.Ed., West Chester University; M.A. LaSalle University)

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

Matthew Lin, Adjunct Professor of Math (B.A., Princeton University; M.Div., Westminster Theological Seminary)

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

Alonzo Medley, Adjunct Professor of Bible (B.A., Geneva College; M.A., Westminster Theological Seminary)

Jaime Miranda, Adjunct Professor of Spanish (B.A., Ricardo Paloma University; M.Ed., Eastern University)

Laura Miraz, Adjunct Professor of Business (B.A., Barnard College, Columbia University; M.S. and M.P.H., Sarah Lawrence College & NY Medical College; Ph.D., Capella 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, Business Specialist (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)

Jay Scharfenberg, Adjunct Professor of Bible (B.A., University of South Carolina; M.A., Reformed Presbyterian Theological Seminary)

Kimberly Spinks, Business Specialist (B.S., Eastern University; M.B.A., Eastern University/Drexel University)

Ramon Thomas, Adjunct Professor of Math (B.S., Temple University; M.S., Temple University)

Sarah Trembath, Adjunct Professor of English (B.A., Temple University; M.A., Howard University)

Jack Weaver, Adjunct Professor of Business (B.Ch.E., Cornell University; M.Ch.E., University of Delaware; Ph.D., University of Delaware)

# INDEX

Academic Warning/Dismissal	Page 35	Grade Appeal Policy	Page 34
Address Changes	Page 43	Graduation Guidelines	Page 35
Admissions	Page 8	Incompletes	Page 34
Attendance	Page 32	Language Tracks	Page 13
Calendar	Page 6	Merit List	Page 36
Classroom Etiquette	Page 32	Payment Requirements	Page 51
Course Description	Pages 23 – 31	Plagiarism	Page 45
Dean's List	Page 36	Refunds	Page 52
Disability Services	Pages 39 – 43	Security	Page 53
Emergency Phone Numbers	Page 57	Staff Information	Page 5
Faculty information	Pages 58-59	Student Code of Conduct	Pages 43 – 45
FERPA	Pages 36 – 38	Student Portfolio	Page 36
Financial Assistance	Page 50	Tuition	Page 51
		Withdraw	Page 33