



**Esperanza College  
Student Handbook  
2020-2021**



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

## **2020-2021 STUDENT HANDBOOK**

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*.

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

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

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.

### **ESPERANZA INC. IS AN EQUAL OPPORTUNITY INSTITUTION**

Esperanza, Inc. (Esperanza) is committed to Equal Employment Opportunity and Affirmative Action (EEO/AA). The organization bases its employment decisions on the principle of equal employment opportunity. Esperanza will not discriminate against any employee or applicant for employment because of race, color, religion, sex, sexual orientation, national origin, age, marital status, disability, veteran status, or any other category protected by law.

### **REGULATION CHANGE**

Eastern University, Esperanza Inc., 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**

**Rev. Danny Cortés, Chair**, Executive Vice President and Chief of Staff, Esperanza Inc.,  
Philadelphia, PA

**Rev. Luis Cortés, Jr.**, President, Esperanza Inc., Philadelphia, PA

**Mr. J. Pernell Jones**, Vice President for Finance and Operations, Eastern University, St. Davids,  
PA

**Dr. Ronald A. Matthews**, President, Eastern University, St. Davids, PA

**Dr. Kenton Sparks**, Provost, Eastern University, St. Davids, PA

**EASTERN UNIVERSITY  
OFFICERS AND TRUSTEES**

**Dr. Ronald A. Matthews**, President, Eastern University, St. Davids, PA

**Dr. Kenton Sparks**, Provost, Eastern University, St. Davids, PA

**Mr. Steve Clemens**, '91 Chair of the Board of Trustees

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

## TABLE OF CONTENTS

| <b>Description</b>  | <b>Page</b> |
|---|-------------|
| Absence Chart and Penalties   | 52          |
| Academic Penalties for Academic Dishonesty                            | 67          |
| Academic Programs   | 16          |
| Academic Warning/Dismissal  | 55          |
| Accommodations for Students with Disabilities                         | 59          |
| Address Change  | 64          |
| Admission to Esperanza College of Eastern University                  | 12          |
| College Curriculum/Course Sequencing                                  | 20          |
| Course Descriptions   | 29          |
| Dean/Merit List Qualifications  | 56          |
| Disclosure of Disability  | 63          |
| Emergency Instructions  | 84          |
| Emergency Phone Numbers   | 86          |
| Esperanza College Academic Calendar                                   | 6           |
| Faculty of Esperanza College  | 87          |
| Financial Aid Refunds   | 77          |
| Financial Assistance  | 73          |
| General Academic Regulations Policy on Classroom Etiquette/Attendance | 51          |
| General Education   | 17          |
| Grade Appeal Policy   | 54          |
| Guidelines for Graduating   | 55          |
| Language Transition and Language Development Tracks                   | 16          |
| Payment and Payment Arrangement Options                               | 76          |
| Policies and General Information                                      | 81          |
| Request for an Incomplete   | 53          |
| Staff Directory   | 5           |
| STEM Requirements   | 56          |
| Student Code of Conduct   | 65          |
| Student Rights and Responsibilities                                   | 78          |
| The Family Educational Rights and Privacy Act (FERPA)                 | 58          |
| Tuition   | 76          |
| Withdraw/Add/Drop Course Policy                                       | 52          |

## ESPERANZA COLLEGE CONTACT INFORMATION

The Esperanza Inc., switchboard operator is available at (215) 324-0746 on Monday through Friday, 8:30 am–5:30 pm. The extension to Esperanza College is ext. 410. When calling after 5:30 pm, the after-hour message will begin, and you may simply dial ext. 410 to be directed to the college where you will be able to leave a message.

|  |          |  |
|--|----------|--|
| <b>College Reception Desk</b>  | ext. 410 |  |
| <b>Mr. Albert Brown</b><br>Director of Admissions and Marketing                    | ext. 437 | <a href="mailto:albert.brown@eastern.edu">albert.brown@eastern.edu</a>                 |
| <b>Dr. Stephanie Brown</b><br>Director of Student Success                          | ext. 416 | <a href="mailto:stephanie.brown@eastern.edu">stephanie.brown@eastern.edu</a>           |
| <b>Ms. Amber Davis</b><br>Title V Administrative Assistant                         | ext. 412 | <a href="mailto:adavis@esperanza.us">adavis@esperanza.us</a>                           |
| <b>Mrs. Brenda Diaz</b><br>Registrar Coordinator                                   | ext. 415 | <a href="mailto:Brenda.diaz@eastern.edu">Brenda.diaz@eastern.edu</a>                   |
| <b>Mr. Michael Gaskins</b><br>Admissions Recruiter                                 | ext. 413 | <a href="mailto:michael.gaskins@eastern.edu">michael.gaskins@eastern.edu</a>           |
| <b>Dr. Nilsa Graciani</b><br>Director of STEM and Medical Assisting                | ext. 466 | <a href="mailto:ngracian@eastern.edu">ngracian@eastern.edu</a>                         |
| <b>Dr. David Hurtado</b><br>Director of Communication, Media, and Technology       | ext. 419 | <a href="mailto:drhurtado@eastern.edu">drhurtado@eastern.edu</a>                       |
| <b>Ms. Colleen Ingram</b><br>Clinical Assistant for Medical Assisting              | ext. 465 | <a href="mailto:cingram1@eastern.edu">cingram1@eastern.edu</a>                         |
| <b>Dr. Andria Kallarakal</b><br>Director of Public and Social Services             | ext. 468 | <a href="mailto:akallara@eastern.edu">akallara@eastern.edu</a>                         |
| <b>Ms. Karly Kiefer</b><br>Title V Project Director                                | ext. 455 | <a href="mailto:kkiefer@esperanza.us">kkiefer@esperanza.us</a>                         |
| <b>Mrs. Marilyn Marsh</b><br>Executive Dean  | ext. 417 | <a href="mailto:mmarsh@eastern.edu">mmarsh@eastern.edu</a>                             |
| <b>Rev. Rubén Ortiz</b><br>Director of Christian Ministry                          | ext. 244 | <a href="mailto:ruben.ortiz@eastern.edu">ruben.ortiz@eastern.edu</a>                   |
| <b>Dr. Gladys Ramirez-Wrease</b><br>Associate Dean of Academic and Student Success | ext. 418 | <a href="mailto:gladys.ramirez-wreas@eastern.edu">gladys.ramirez-wreas@eastern.edu</a> |
| <b>Mr. Elliot Roman</b><br>Admissions Recruiter                                    | ext.104  | <a href="mailto:elliott.roman@eastern.edu">elliott.roman@eastern.edu</a>               |
| <b>Mr. Joseph Valentin</b><br>Student Accounts/Financial Aid Representative        | ext.469  | <a href="mailto:Jvalen3@eastern.edu">Jvalen3@eastern.edu</a>                           |

## Academic Calendar

### Fall 2020

|                               |   |
|-------------------------------|---|
| July 27 - 29, 2020            | New Student Orientation                       |
| July 30, 2020                 | Major Specific Orientation                    |
| August 3, 2020                | First day of school                           |
| August 14, 2020               | Last day to add/drop                          |
| September 7, 2020             | Labor Day Holiday (School Closed)             |
| September 17, 2020            | Chapel  |
| October 2, 2020               | Mid-Semester Warning                          |
| October 9, 2020               | Last day to withdraw without academic penalty |
| November 24, 2020             | Thanksgiving Chapel                           |
| November 25- 27, 2020         | Thanksgiving Holiday (school closed)          |
| November 22- December 3, 2020 | Finals Week                                   |
| December 4, 2020              | Esperanza College Graduation Ceremony         |

### Spring 2021

|                     |  |
|---------------------|--|
| January 4 - 6, 2021 | New Student Orientation                        |
| January 7, 2021     | Major Specific Orientation                     |
| January 11, 2021    | First day of school                            |
| January 18, 2021    | Martin Luther King Jr. Holiday (school closed) |
| January 22, 2021    | Last day to add/drop                           |
| February 2, 2021    | Chapel   |
| March 12, 2021      | Mid-Semester Warning                           |
| March 19, 2021      | Last day to withdraw without academic penalty  |
| March 30, 2021      | Easter Chapel                                  |
| April 1-2, 2021     | Easter Holiday (no school)                     |
| May 8, 2021         | Eastern University Graduation Ceremony         |
| May 2 - 13, 2021    | Finals Week                                    |
| May 21, 2021        | Esperanza College Graduation Ceremony          |

### Summer 2021

|               |   |
|---------------|---|
| May 24, 2021  | First day of Summer 1 Intensive               |
| May 24, 2021  | Last day to add/drop                          |
| May 28, 2021  | Last day to withdraw without academic penalty |
| June 9, 2021  | End of Summer 1 Intensive                     |
| June 14, 2021 | First day of Summer 2 Intensive               |
| June 14, 2021 | Last day to add/drop                          |
| June 18, 2021 | Last day to withdraw without academic penalty |
| June 29, 2021 | Last day of Summer 2                          |

## GREETINGS FROM THE PRESIDENT OF ESPERANZA, INC.



Dear Esperanza College Student,

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

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

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

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

The Reverend Luis Cortés Jr.  
President, Esperanza

## GREETINGS FROM THE PRESIDENT OF EASTERN UNIVERSITY



Dear Student,

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

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

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

The world needs you. The world needs Eastern University!

Dr. Ronald A. Matthews  
President of Eastern University



## GREETINGS FROM THE EXECUTIVE DEAN OF ESPERANZA COLLEGE



Congratulations! Your decision to attend college is life changing and will lead to a future with great possibility and opportunity! We are so grateful that you have chosen Esperanza College of Eastern University (ECEU) as part of your important academic journey. You are now a part of a family that recognizes your gifts and supports your ambitions.

Now that you have taken this important step, remain committed and continue to press forward. Be sure to celebrate both the large and small successes and victories along the way. There will also be difficult days and obstacles to overcome too. They are an important part of your learning process as you stretch to meet the challenges and discover ways to conquer them. The strength, skills, and abilities you develop to continue to grow your faith and set your goals will carry over toward a life of limitless potential.

We are here to support you, please surround yourself with positive people and utilize all the resources available to you. You have our commitment to guide, encourage and prepare you along the way. Review the information outlined in this handbook so that you can get the best possible experience while you are a student at ECEU. The information in the handbook and working with your instructors and staff will help you to understand what is expected of you, we are all invested in your success!

We celebrate the beginning of this important new chapter in your life and look forward to rejoicing with you as an Esperanza College of Eastern University graduate! Know that the Lord declares He has “*plans to give you hope and a future*”. (Jeremiah 29:11b)

Marilyn Marsh, MSOD, MTS  
*Executive Dean of Esperanza College of Eastern University*

## **HISTORY OF ESPERANZA COLLEGE**

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

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

NECHE continued to grow and has since transitioned into Esperanza College, a fully accredited branch campus of Eastern University and a federally recognized Hispanic Serving Institution (HSI). Today, Esperanza College serves approximately 425 students through its English Institute, CDA program, and through its ten different academic programs, including Accounting, Business Administration, Community and Human Services, Criminal Justice, Digital Communication, Early Childhood Education, Health Sciences, Media and Technology, Medical Assisting, Natural Science. In addition to providing a contextualized urban program with built-in support systems, such as a bridge program, a Spanish language transition track, and a Student Success Center, Esperanza College offers courses that transfer to any university or transition seamlessly into Eastern University’s four-year Bachelor degree programs and as a result many students choose to continue their studies at Eastern University’s main campus or its different branch campuses.

One of the things that is unique about Esperanza College is that it is part of the Esperanza family of services. These services include k-12 educational academies, the Esperanza Barrio Youth Initiative, housing counseling, neighborhood revitalization, immigration legal services, the AMLA music school, Teatro Esperanza, and the North Philadelphia CareerLink among other things.

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

## **GUIDING INSTITUTIONAL PRINCIPLES**

### **MISSION STATEMENT**

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

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

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

### **VISION STATEMENT**

Esperanza College seeks to provide members of the Hispanic and other local underserved 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 worldview 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 first committed 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.

## **ADMISSION TO ESPERANZA COLLEGE**

Esperanza College seeks to provide a holistic and affordable education to all applicants and is committed to providing an opportunity to the whole community. Esperanza College will consider students for admission based on the following criteria:

1. A completed Esperanza College application
2. Official high school or college transcript, GED, or HiSET Scores
  - a. The final high school transcript must be official, show the date of graduation, and be issued by a school district or private school approved by the Pennsylvania Department of Education or another state's/country's educational authority
  - b. The GED or HiSET scores will be accepted in place of a high school transcript if the official test score report and diploma are issued by the Pennsylvania Department of Education or another state's educational authority
3. One academic/professional letter of recommendation

## **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 Admissions and Marketing, the student's application may be sent for further review to the Admission Selection Committee (ASC). The ASC serves as an advising committee

to the Admissions Office. The applicant may be required to provide more information to his or her admissions counselor to help the ASC in making a final recommendation.

### **ADMISSION VIA THE 30 COLLEGE CREDIT OPTION**

A student is eligible to apply to the school without a high school diploma if they choose the 30-credit option.

- A student may take up to 30 college credits and pass them with a grade of C or better. During this time, the student is *not eligible* for financial aid. (PDE policy).
- Upon completion of the 30 credits, the student then requests the Pennsylvania Department of Education (PDE) for a diploma. When the student receives it, he/she then becomes eligible for financial aid to finish the degree. The 30 college credits already completed are applied to the college degree.

Esperanza College parameters for entrance under the 30-credit rule:

- The student must demonstrate and be able to articulate clear college and professional goals.
- The student will take and pass the college placement test (Accuplacer) with a minimum of a five in English and 250 in Math.
- The student will go through the Admission Selection Committee process and interview and be strongly recommended by the ASC. The committee will assess the student's motivation for academic and professional progress and ensure that there is a support system in place.
- Upon satisfactory completion of the 30 college credits, the student, and not the college, is responsible for contacting the Pennsylvania Department of Education and following the process for obtaining their diploma and becoming eligible for financial aid. (This is PDE policy on the matter).

### **TRANSFER OF CREDITS**

Esperanza College will honor course-equivalent credits from regionally accredited institutions following Eastern University guidelines. Students must provide official transcripts of completed college work and, in questions for eligibility especially from non-regional or alternative programs, should seek syllabi for courses to determine eligibility for a transferred credit. Courses with grades of C- or below will not be considered. Likewise, students with AP exam scores (3 or above), CLEP exam scores, or SAT and ACT scores should submit them to Admissions staff and make an effort to inquire for eligibility to have credits accounted according to Eastern University guidelines with the Registrar before completing the enrollment process.

### **COLLEGE CREDIT FOR HIGH SCHOOL STUDENTS (DUAL ENROLLMENT PROGRAM)**

Esperanza College of Eastern University encourages high school students who are at least 16 years old to take college courses in fields not available in the high school curriculum and in other fields at a more advanced level. The student earns full college credit for each course. Each applicant is individually considered for admission to this program. Acceptance into this program

does not guarantee the applicant admission to the College as a degree candidate.

### **NON-DEGREE SEEKING APPLICANTS**

To enroll as a non-degree seeking learner at Esperanza College, the prospective student will be asked to submit a Non-Degree Seeking Application. Students that have not previously attended Esperanza College will also need to submit an official high school (or GED, HiSET score) or college transcript along with one professional or academic reference. Students enrolled in non-degree programs are not eligible to receive Title IV Aid (Federal Pell Grants, Federal SEOG Grants, Federal Work-Study, Federal Direct Loans, or Federal Direct PLUS Loans).

**Auditing Applicants** • Any interested person may audit a course with the permission of the Registrar and the instructor. (Note: Auditing students attend class but do not take exams. They do not receive academic credit or a grade for the course.) Auditors are required to submit a brief application and to meet with the Registrar to discuss the course to be audited. Students auditing courses are not eligible to receive Title IV Aid (Federal Pell Grants, Federal SEOG Grants, Federal Work-Study, Federal Direct Loans, or Federal Direct PLUS Loans) or Esperanza College funded scholarships or grants.

**Transient Applicant:** An undergraduate student enrolled at another college or university may apply to take courses for the purpose of transferring them to the home institution. S/he must submit a brief application and a letter from the academic dean indicating that he/she is in good academic standing and has the approval of the home institution to take courses at Esperanza College.

### **READMISSION POLICIES AND PROCESS**

#### **Readmission after an absence of less than five years**

Students who withdrew from Esperanza College and plan to resume their studies within the five-year period following the exit date must apply for readmission through the Registrar's Office. The Application for Readmission form with instructions is provided by Esperanza College's Registrar Coordinator and can be found on the Registrar's Web page. A completed application form must be submitted to the Registrar's Office at least four weeks prior to the beginning of the readmission session. All official transcripts from other schools attended during the period of absence must be sent to the Registrar's Office for evaluation. Academic credit for courses and grades earned at other academic institutions may be granted up to the maximum permitted by the specific Esperanza College program. Qualified applicants are accepted in good standing or on once they have paid all past due balances to Eastern University. Notification of the readmission decision is communicated to the applicant by the Registrar Coordinator to the applicant by electronic mail.

#### **Readmission after an absence of more than five years or a request to change programs of study**

Students who have not returned to Esperanza College within the period of five years must apply

through the Admissions Office. The online application is provided on Esperanza College's web site [www.esperanza.eastern.edu](http://www.esperanza.eastern.edu). The applicant must have paid all past due balances to Eastern University and other schools attended since leaving Eastern and complete all steps in the current admissions process. Official transcripts from other schools attended during the period of absence must be sent to the Admissions Office for evaluation. (Credentials received for past periods of enrollment do not need to be submitted again.) Academic credit for courses completed at other academic institutions may be granted up to the maximum permitted by Eastern University policy. The accepted student must fulfill all graduation requirements in effect at the time of admission to the new degree or major.

### **RESCINDING ADMISSION**

Esperanza College of Eastern University reserves the right to rescind an offer of admission to a candidate if new information comes to light after the candidate has been admitted, such as a decline in academic performance, which would have negatively impacted the original admissions decision.

## **ACADEMIC PROGRAMS**

All academic programs at Esperanza College of Eastern University consist of a minimum of 61 credit hours. During their first two semesters, students take core courses designed to fulfill the basic educational mission of Eastern University, specifically those providing a biblical foundation upon which all learning and action can be based, those insuring the acquisition of certain basic skills, and those that broaden the students' views of the world. Students take additional courses in their field of study starting their second semester. Graduates typically end with more than 61 credits, as outlined by each academic program. Upon completing each 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.

### **THE LANGUAGE TRANSITION TRACK**

The Language Transition Track (LTT) 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 complete academic work in English.

Students placed in the 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 assessments are in English, although students may find Spanish help from full-time advisors. By the fourth semester, all lectures and course work must be in English.

### **USE OF SPANISH/ENGLISH ON CAMPUS**

Esperanza College structures its program so that non-native English speakers are expected to use English more and more throughout the four semesters to ease the development and mastering of the language. The increased use of English and decreased 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. 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.
- Courses during the first two semesters in the Language Transition Track are taught in Spanish with the exception of Health Science, Natural Science and Medical Assisting, 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 when a qualified person to explain the material is available.
- In all courses taught the fourth semester, all teaching and conversation in the classroom are to be in English.
- Students are strongly encouraged to practice their English before and after class and during the break period.

## **GENERAL EDUCATION AT ESPERANZA COLLEGE**

General Education (GE) provides a solid skill foundation for the pursuit of an undergraduate degree. Many of the basic abilities a student will need to succeed in any area of study (and in life!) are acquired and refined as the GE Core curriculum is completed.

At Esperanza College of Eastern University, 32 credits of the 64-72 credit associate degree support the GE experience. These include 26 credits of dedicated GE course work and another 6 credits of study within the academic major.

### **Faith: Spiritual Development - 3 Credits**

#### **Understanding and Loving God**

#### **Spirituality (3 Credits)**

Spirituality sets humanity apart from the rest of the natural world. We are more than just biological beings vying for survival; we are social beings who, on our best days, cultivate care and compassion for our neighbors, even our enemies. Inspired by the revolutionary life of Jesus, the study of belief allows us to reflect upon our complex questions about God, the holy scriptures, and our service to others in light of God's love and compassion.

Students take one of the following courses:

- BIBL 100 Biblical Literature in Contemporary Context  
or
- THEO 210 Foundations of Christian Spirituality

### **Reason: Intellectual Development - 12-13 credits**

#### **Understanding and Loving the World**

#### **Human Behavior, Cultural Perspective, or Western Tradition (3 Credits)**

Students take one course from **either** category: Human Behavior, Cultural Perspective, or Western Tradition

**Human Behavior:** Our ever-changing cultural landscapes make it crucial to understand the social forces that shape our ways of knowing within the human community. The study of cognition and behavior helps us break down walls and increase empathy for the other, reminding us that we are never alone.

- PSYC 100 General Psychology

- SOCI 100 Introduction to Sociology
- ECON 205 Essentials of Economics
- ECON 200 Personal Stewardship
- SOWK 105 Introduction to Social Work

Cultural Perspective: In the increasingly diverse and interdependent world in which we live, it is crucial to understand the non-Western cultural perspectives that shape our ways of knowing within the human community. These traditions deepen our understanding of our complex, intersectional identities within the context of migration and globalization.

- SPAN 101A Elementary Spanish or higher

Western Tradition: Because of Western thought's profound influence on the intellectual, social, and political ideologies of our world, including upon the Christian faith, we seek to engage in thoughtful and critical dialogue with this tradition.

- INST 161 Heritage of Western Thought and Civilization

### **Mathematics (6 credits)**

The study of mathematics points to the intricate order of the universe. Numbers are everywhere, and in our data-rich world, they help us both make sense of our existing reality and change that reality for the greater good.

Students take the following courses

- MATH 103 Mathematical Ideas or higher (107, 108, 140, 150 or 160)
- CSCI 110 Computer Literacy

### **Natural Sciences (3-4 credits)**

Science helps us to investigate everything in the universe, from distant stars, to the biosphere, to the inner workings of our own physical bodies. Our awareness of environmental degradation and subsequent care for the natural world have the potential to affect generations to come. Through evidence-based research, Eastern students will be ready to assess and apply scientific methods as responsible world citizens.

Students take one of the following courses

- BIOL 104 Human Biology or Higher
- CRMJ 115 Introduction to Forensic Science

### **Justice: Character Development - 17 Credits**

#### **Understanding and loving yourself and others**

#### **Character (3 Credits)**

Individuals are much more than emotionless machines. We believe in purpose and possibility. To that end, we desire to understand what it means to be human and to explore the ways that faith, reason, and justice help us create lasting change in ourselves and in our world.

Students take the following course

- INST 150 Introduction to Faith, Reason and Justice

#### **Social Justice (3 Credits)**

At Esperanza College of Eastern University, we believe that God acts through individuals and the institutions they create to bring about reconciliation. This kind of transformational movement

requires awareness, creativity, and clarity of vision in speaking truth to power and transforming our society for the greater good.

Students take one of the following courses

- BUSA 311 Business Ethics and Leadership
- CRMJ 220 Restorative Justice
- EDUC 235 Urban Education
- INST 270 Justice in a Pluralistic Society
- MEDA 204 Medical Law and Ethics
- TRAN 251 Media Law, Ethics & Leadership

### **Communication (3 Credits)**

In our often-polarized society, we are exposed to a lot of noise. Sometimes, it is difficult to discern what is true and good within the cacophony. At Eastern, we believe in becoming intentional listeners, writers, and speakers in order to build bridges instead of walls between one another. Moreover, we are energized by the ways that emerging technologies open up new opportunities for transformative communication.

Students take the following course

- COMM 120 Public Speaking

### **English Writing (8 Credits)**

Social change often begins with the written word: a missive, the draft of a speech, a policy proposal. Through compelling and coherent writing, our perspectives are made manifest and real, that we might participate in the great conversations of our age.

Students take the following courses

- ENGL 101/LANG 157 Introduction to Academic English and Language Practicum
- ENGL 102/LANG 158 College Writing and Language Practicum

## **COLLEGE CURRICULUM AND COURSE SEQUENCING**

The degree and major-specific sequence of courses for students is shown in the tables on the following pages. Most courses are taught in an 18-week semester meeting alternate weeks. If for some reason the student cannot take a particular course in this order, or fails to complete a course with the needed grade to proceed, he/she must talk with their academic advisor about ways to make up the deficiency through openings in the degree plan or through summer sessions offered, or else risk delaying graduation until all requirements are met.

Please note that specific requirements and prerequisites are listed under course descriptions starting on page 20

### Associate of Science in Business Administration

The Business Administration program is focused on providing the business skills necessary to prepare the student for careers in the field. It does this by giving students a solid foundation and a Christian perspective in accounting, communications, economics, finance, leadership, marketing, personal finance, strategic decision making, and entrepreneurship. It provides insight on how to start and manage a small business and the importance of doing research in the marketplace. The goal is to expose students to real-life scenarios using cutting-edge technology and business practices to give them marked advantage in the marketplace.

| <b>Business Administration Curriculum Plan</b> |  |           |
|--|--|-----------|
| Code   | Name or Description  | Credits   |
| <b>Semester 1</b>                              |  |           |
| ENGL 101/LANG 157                              | Introduction to Academic English and Language Practicum  | 4         |
| INST 150                                       | Introduction to Faith, Reason and Justice  | 3         |
| CSCI 110                                       | Computer Literacy  | 3         |
| COMM 120                                       | Public Speaking  | 3         |
| MATH 103                                       | Mathematical Ideas*  | 3         |
| <b>Semester 2</b>                              |  |           |
| ENGL 102/LANG 158                              | College Writing and Language Practicum   | 4         |
| SPAN 101A                                      | Elementary Spanish I*  | 3         |
| BIBL 100                                       | The Biblical World in Contemporary Context   | 3         |
| THEO 210                                       | Foundations of Christian Spirituality  | 3         |
| ACCT 107                                       | Principles of Accounting I   | 3         |
| <b>Semester 3</b>                              |  |           |
| INST 270                                       | Justice in a Pluralistic Society   | 3         |
| BIOL 104                                       | Human Biology*   | 4         |
| MATH 220                                       | Statistics   | 3         |
| ECON 205                                       | Essentials of Economics  | 3         |
| Choose one Business Elective**                 | ACCT 108 Principles of Accounting II<br>BUSA 121 Mortgage Lending I<br>ENTR 205 Essentials of Entrepreneurship | 3         |
| <b>Semester 4</b>                              |  |           |
| INST 161                                       | Heritage of Western Thought and Civilization   | 3         |
| BUSA 350                                       | Business Law   | 3         |
| Choose one Business Elective**                 | SOCI 100 Introduction to Sociology<br>BUSA 122 Mortgage Lending II<br>ENTR 320 Social Entrepreneurship         | 3         |
| BUSA 202                                       | Principles of Marketing  | 3         |
| BUSA 206                                       | Principles of Management and Leadership  | 3         |
| BUSA 395                                       | Field Experience in Business   | 1         |
| <b>Total Credits</b>                           |  | <b>64</b> |

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

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

### Associate of Arts in Community and Human Services

The Community and Human Services program provides academic preparation for students who plan further study and careers in human services, nonprofit administration, social work, and community development. It focuses on building student understanding of helping skills, such as assessment and problem-solving, which are used in services ranging from case management to community development. The Program fosters an interdisciplinary approach to empowering communities and developing the knowledge and skills necessary for the provision of social services.

| <b>Community and Human Services Curriculum Map</b> |   |           |
|--|---|-----------|
| Code   | Name or Description                                     | Credits   |
| <b>Semester 1</b>                                  |   |           |
| ENGL 101/LANG 157                                  | Introduction to Academic English and Language Practicum | 4         |
| INST 150   | Introduction to Faith, Reason and Justice               | 3         |
| CSCI 110   | Computer Literacy                                       | 3         |
| COMM 120   | Public Speaking   | 3         |
| MATH 103   | Mathematical Ideas*                                     | 3         |
| <b>Semester 2</b>                                  |   |           |
| ENGL 102   | College Writing and Language Practicum                  | 4         |
| SPAN 101A  | Elementary Spanish I*                                   | 3         |
| BIBL 100   | The Biblical World in Contemporary Context              | 3         |
| THEO 210   | Foundations of Christian Spirituality                   | 3         |
| SOCI 100   | Introduction to Sociology                               | 3         |
| <b>Semester 3</b>                                  |   |           |
| BIOL 104   | Human Biology*  | 4         |
| ENGL 220   | Studies in the Novel and Short Fiction                  | 3         |
| SPAN 102   | SPA102 (or Course Elective**)                           | 3         |
| PSYC 100   | General Psychology                                      | 3         |
| SOWK 105   | Introduction to Social Work                             | 3         |
| INST 395   | Community Services Field Experience                     | 1         |
| <b>Semester 4</b>                                  |   |           |
| ELECTIVE   | Course Elective**                                       | 3         |
| INST 161   | Heritage of Western Thought and Civilization            | 3         |
| ECON 200   | Personal Stewardship                                    | 3         |
| SOWK 110   | Human Diversity and Social Interaction                  | 3         |
| INST 225   | Community Development Seminar                           | 3         |
| <b>Total Credits</b>                               |   | <b>64</b> |

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

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

### Associate of Arts in Criminal Justice

The Criminal Justice Program provides students with a unique curriculum that endows them with the ability to connect theory and practice of criminal justice, with a special emphasis on the Christian ethical perspective. The program provides students with general education and interdisciplinary course work that facilitates an easy transition to undergraduate programs in criminal justice, law, and sociology. It prepares students for careers in police departments at the local and state levels and also in the courts, corrections, probation/parole, juvenile justice, Department of Homeland Security, and many other public law enforcement agencies.

| <b>Criminal Justice Curriculum Map</b> |   |           |
|--|---|-----------|
| Code                                   | Name or Description                                     | Credits   |
| <b>Semester 1</b>                      |   |           |
| ENGL 101/LANG157                       | Introduction to Academic English and Language Practicum | 4         |
| INST 150                               | Introduction to Faith, Reason and Justice               | 3         |
| CSCI 110                               | Computer Literacy                                       | 3         |
| COMM 120                               | Public Speaking   | 3         |
| MATH 103                               | Mathematical Ideas*                                     | 3         |
| <b>Semester 2</b>                      |   |           |
| ENGL 102/LANG 158                      | College Writing and Language Practicum                  | 4         |
| SPAN 101A                              | Elementary Spanish I*                                   | 3         |
| BIBL 100                               | The Biblical World in Contemporary Context              | 3         |
| THEO 210                               | Foundations of Christian Spirituality                   | 3         |
| SOCI 100                               | Introduction to Sociology                               | 3         |
| <b>Semester 3</b>                      |   |           |
| CRMJ 115                               | Introduction to Forensic Science                        | 3         |
| ENGL 220                               | Studies in the Novel and Short Fiction                  | 3         |
| CRMJ 105                               | Introduction to Criminal Justice                        | 3         |
| CRMJ 110                               | Criminal Investigation                                  | 3         |
| CRMJ 310                               | Correctional Systems                                    | 3         |
| CRMJ 395                               | Criminal Justice Field Experience                       | 1         |
| <b>Semester 4</b>                      |   |           |
| CRMJ 215                               | Victimology   | 3         |
| INST 161                               | Heritage of Western Thought and Civilization            | 3         |
| INST 220                               | Restorative Justice                                     | 3         |
| CRMJ 205                               | Introduction to Policing                                | 3         |
| CRMJ 210                               | Prosecution and the Courts                              | 3         |
| <b>Total Credits</b>                   |   | <b>63</b> |

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

### Associate of Arts in Digital Communication

The Digital Communication major prepares students to be skilled in the practice of communication that leads to positive spiritual, social, and economic transformation especially in the urban context and among immigrant communities. The degree enables you to follow careers in a variety of industries working with digital and emerging media in strategic communication. The degree provides a foundation for students who wish to pursue a 4-year degree in Communication. It also prepares students to work as digital producers, digital content specialists, social media specialists, strategic communication specialists, bloggers, and more in a variety of fields.

| <b>Digital Communication Curriculum Map</b> |   |           |
|---|---|-----------|
| Code  | Name or Description                                     | Credits   |
| <b>Semester 1</b>                           |   |           |
| ENGL 101/LANG 157                           | Introduction to Academic English and Language Practicum | 4         |
| INST 150                                    | Introduction to Faith, Reason and Justice               | 3         |
| CSCI 110                                    | Computer Literacy                                       | 3         |
| COMM 120                                    | Public Speaking   | 3         |
| COMM 105                                    | Introduction to Mass Media                              | 3         |
| <b>Semester 2</b>                           |   |           |
| ENGL 102/LANG 158                           | College Writing and Language Practicum                  | 4         |
| SPAN 101A                                   | Elementary Spanish I*                                   | 3         |
| BIBL 100                                    | The Biblical World in Contemporary Context              | 3         |
| COMM 215                                    | Writing for Media                                       | 3         |
| MATH 103                                    | Mathematical Ideas*                                     | 3         |
| <b>Semester 3</b>                           |   |           |
| THEO 210                                    | Foundations of Christian Spirituality                   | 3         |
| ENGL 220                                    | Studies in the Novel and Short Fiction                  | 3         |
| COMM 240                                    | Rhetoric & Persuasion                                   | 3         |
| COMM 331                                    | Social Media in Organizations                           | 3         |
| COMM 351                                    | Digital Storytelling (Digital Media Track)              | 3         |
| COMM 290                                    | Production Practicum (taken concurrently with COMM 351) | 1         |
| <b>Semester 4</b>                           |   |           |
| ELECTIVE                                    | Social Science Elective**                               | 3         |
| INST 161                                    | Heritage of Western Thought and Civilization            | 3         |
| BIOL 104                                    | Human Biology   | 4         |
| INST 270                                    | Justice in a Pluralistic Society                        | 3         |
| COMM 361                                    | Digital Media Production (Digital Media Track)          | 3         |
| COMM 295                                    | Field Practicum (taken concurrently with COMM 361)      | 1         |
| <b>Total Credits</b>                        |   | <b>65</b> |

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

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

### Associate of Arts in Early Childhood Education

The Early Childhood Education program provides academic preparation for students who plan to further their study in the field of education. It focuses on the development of teaching skills, such as assessment, lesson planning, and classroom management, which are used in early childhood education settings. The program fosters an interdisciplinary approach to empowering students and developing the knowledge and skills necessary for the provision of quality education.

| <b>Early Childhood Education Curriculum Plan</b> |   |           |
|--|---|-----------|
| Code   | Name or Description                                     | Credits   |
| <b>Semester 1</b>                                |   |           |
| ENGL 101/LANG 157                                | Introduction to Academic English and Language Practicum | 4         |
| INST 150   | Introduction to Faith, Reason and Justice               | 3         |
| CSCI 110   | Computer Literacy                                       | 3         |
| COMM 120   | Public Speaking   | 3         |
| MATH 107   | Mathematical Perspectives for Educators                 | 3         |
| <b>Semester 2</b>                                |   |           |
| ENGL 102/LANG 158                                | College Writing and Language Practicum                  | 4         |
| SPAN 101A  | Elementary Spanish I*                                   | 3         |
| BIBL 100   | The Biblical World in Contemporary Context              | 3         |
| EDUC328  | Early Childhood Education: Principles and Procedures    | 3         |
| EDUC 329   | Early Childhood Education: Curriculum and Assessment    | 3         |
| <b>Semester 3</b>                                |   |           |
| BIOL 104   | Human Biology*  | 4         |
| ENGL 220   | Studies in the Novel and Short Fiction                  | 3         |
| EDUC 235   | Urban Education   | 3         |
| EDUC 102/103                                     | Test Preparation – Math and Reading/Writing             | 3         |
| EDUC 234   | Child and Adolescent Development                        | 3         |
| <b>Semester 4</b>                                |   |           |
| EDUC 338   | Nonprofit Management for Early Childhood Centers        | 3         |
| INST 161   | Heritage of Western Thought and Civilization            | 3         |
| EDUC 201   | Introduction to Special Education                       | 3         |
| EDUC 382   | Methods of Classroom Management                         | 3         |
| EDUC 400   | Literary Foundations for Primary Grades                 | 3         |
| EDUC 250   | Early Childhood Education Field Experience              | 3         |
| <b>Total Credits</b>                             |   | <b>66</b> |

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

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



### Associate of Science in Health Science

The Associate of Science in Health Sciences provides the students with a solid foundation in the sciences while providing the flexibility needed for them to choose classes based on their future goals. The program serves as a gateway for students to continue to a bachelor's degree or even an advanced degree in the health field. Students may choose to pursue degrees in nursing, radiological science, biomedical science, physical therapy, occupational therapy, pharmacy, physician's assistant, medicine, and dentistry, among others.

| <b>Health Science Curriculum Map</b> |  |              |
|--------------------------------------|--|--------------|
| Code                                 | Name or Description  | Credits      |
| <b>Summer 1</b>                      |  |              |
|                                      | Orientation in the Sciences  |              |
| MATH 108                             | Mathematical Perspectives for the Sciences   | 3            |
| <b>Semester 1</b>                    |  |              |
| ENGL 101/LANG 157                    | Introduction to Academic English and Language Practicum  | 4            |
| INST 150                             | Introduction to Faith, Reason and Justice  | 3            |
| CSCI 110                             | Computer Literacy  | 3            |
| COMM 120                             | Public Speaking  | 3            |
| MATH 140*                            | College Algebra  | 3            |
| <b>Semester 2</b>                    |  |              |
| ENGL 102/LANG 158                    | College Writing and Language Practicum   | 4            |
| SOCI 100                             | Introduction to Sociology  | 3            |
| HSCI 101                             | Foundation of Science  | 1            |
| CHEM 121/3                           | General Chemistry I/Laboratory I   | 4            |
| BIOL 233                             | Anatomy and Physiology I   | 4            |
| <b>Summer 2</b>                      |  |              |
| HSCI 210                             | Engagement in the Sciences   | 3            |
| ENGL 220                             | Studies in the Novel and Short Fiction   | 3            |
| <b>Semester 3</b>                    |  |              |
| BIBL 100                             | The Biblical World in Contemporary Context   | 3            |
| MATH 220                             | Statistics for the Social and Behavioral Sciences  | 3            |
| PSYC 100                             | General Psychology   | 3            |
| CHEM 122/4                           | General Chemistry II/ Laboratory II  | 4            |
| BIOL 234                             | Anatomy and Physiology II  | 4            |
| <b>Semester 4</b>                    |  |              |
| INST 161                             | Heritage of Western Thought and Civilization   | 3            |
| INST 270 or<br>MEDA 204              | Justice in a Pluralistic Society or<br>Medical Law and Ethics  | 3            |
| FOCUS ELECTIVES:<br>(THREE)**        | MEDA150 Medical Terminology<br>EXSC 220 Basic Nutrition Science<br>PSYC 207 Lifespan Human Development<br>BIOL 151 General Biology I<br>BIOL 152 General Biology II<br>BIOL 216 Introduction to Microbiology | 9-11         |
| <b>Total Credits</b>                 |  | <b>70-72</b> |

\*Based on Accuplacer placement. If needed the student must take MATH 108 (Mathematical Perspectives for the Sciences) before taking MATH 140;

\*\* Based on advisement for health science specialization.

### **Associate of Applied Science in Media and Technology**

The A.A.S. in Media & Technology prepares students to be skilled in the practice of communication and the use, design, production, and distribution of digital media and technology that leads to positive spiritual, social, and economic transformation especially in the urban context and among immigrant communities. This provides a critical gateway to higher education for Latinos and other underserved communities living in Philadelphia’s urban core. The degree enables students to follow careers in a variety of industries working with digital media communication, emerging transmedia, production, and technology. The degree builds a solid foundation for students who wish to start their careers or pursue a 4-year degree.

| <b>Media and Technology Curriculum Map</b> |  |           |
|--|--|-----------|
| Code                                       | Name or Description  | Credits   |
| <b>Semester 1</b>                          |  |           |
| ENGL 101/LANG 157                          | Introduction to Academic English and Language Practicum                  | 4         |
| INST 150                                   | Introduction to Faith, Reason and Justice                                | 3         |
| CSCI 110                                   | Computer Literacy  | 3         |
| COMM 120                                   | Public Speaking  | 3         |
| COMM 105                                   | Introduction to Mass Media   | 3         |
| <b>Semester 2</b>                          |  |           |
| ENGL 102                                   | College Writing and Language Practicum                                   | 4         |
| MATH 103                                   | Mathematical Ideals  | 3         |
| DCOM 101                                   | Storytelling and Social Media  | 3         |
| MPRO 101                                   | Principles of Design & Production  | 3         |
| MTEC 101                                   | New Media Networks & Technologies  | 3         |
| <b>Semester 3</b>                          |  |           |
| BIBL 100                                   | The Biblical World in Contemporary Context                               | 3         |
| SPAN 101, 103, or 150                      | Elementary Spanish I, Accelerated Spanish or Spanish for Native Speakers | 3         |
| COMM 331                                   | Social Media in Organizations  | 3         |
| MTEC 201                                   | Web & Mobile Technologies I  | 3         |
| MTEC 290                                   | Technology Practicum (taken concurrently with MTEC 201)                  | 1         |
| MPRO 201                                   | Media Production I   | 3         |
| MPRO 290                                   | Production Practicum (taken concurrently with MPRO 201) *                | 1         |
| <b>Semester 4</b>                          |  |           |
| Elective                                   | Social Science Elective (e.g. ECON205, PSYC 100, SOCI 100)               | 3         |
| BIOL 104                                   | Human Biology  | 4         |
| MTEC 251                                   | Web & Mobile Technologies II   | 3         |
| MTEC 295                                   | Technology Field Practicum (taken concurrently with MTEC 251) *          | 1         |
| DCOM 251                                   | Media Law, Ethic, & Leadership   | 3         |
| MPRO 251                                   | Media Production II  | 3         |
| MPRO 295                                   | Media Field Practicum (taken concurrently with MPRO 251) *               | 1         |
| <b>Total Credits</b>                       |  | <b>67</b> |

\*Practicum courses take a competency/badging approach

### **Associate of Applied Science in Medical Assisting**

The Medical Assisting program prepares students to be skilled medical professionals, compassionate caregivers and adaptable thinkers who can respond to a rapidly changing healthcare system. Students will learn to view their patients holistically and respond to them with empathy and sensitivity. The program seeks to graduate men and women who act as catalysts for social change and justice in a complex healthcare system and who strive to make improvements to the health of their community and city at large.

| <b>Associate of Applied Science in<br/>Medical Assisting</b> |   |           |
|--|---|-----------|
| Code   | Name or Description                                     | Credits   |
| <b>Semester 1</b>  |   |           |
| ENGL 101/LANG 157  | Introduction to Academic English and Language Practicum | 4         |
| INST 150   | Introduction to Faith, Reason and Justice               | 3         |
| CSCI 110   | Computer Literacy                                       | 3         |
| COMM 120   | Public Speaking   | 3         |
| MATH 103   | Mathematical Ideas*                                     | 3         |
| <b>Semester 2</b>  |   |           |
| ENGL 102/LANG 158  | College Writing and Language Practicum                  | 4         |
| SPAN 101A  | Elementary Spanish I*                                   | 3         |
| CHEM 121/3   | General Chemistry I/General Chemistry Laboratory I      | 4         |
| MEDA 101   | Introduction to Medical Assisting                       | 3         |
| MEDA 150   | Medical Terminology                                     | 3         |
| <b>Semester 3</b>  |   |           |
| PSYC 100   | General Psychology                                      | 3         |
| BIOL 233   | Human Physiology and Anatomy I                          | 4         |
| MEDA 160   | Clinical Procedures and Diagnostics                     | 3         |
| MEDA 168   | Medical Billing and Records                             | 3         |
| MEDA 260   | Phlebotomy  | 4         |
| <b>Semester 4</b>  |   |           |
| PSYC 207   | Lifespan Human Development                              | 3         |
| BIOL 234   | Human Physiology and Anatomy II                         | 4         |
| MEDA 204   | Medical Law and Ethics                                  | 3         |
| MEDA 224   | Principles of Pharmacology                              | 3         |
| MEDA 300   | Externship**  | 4         |
| <b>Total Credits</b>   |   | <b>67</b> |

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

\*\*Registration for Externship will take place only in the last semester of studies and after the student has met all the requirements for externship as listed under STEM requirements (refer to index).

### Associate of Science in Natural Sciences

The Natural Science major focuses on providing students with a solid academic foundation, including such hands-on experience as lab work and field activities, to continue to a four-year science degree. The program offers rigorous courses in life and physical sciences, including biology, chemistry, and physics. Students learn about cells, atoms, and molecules to understand larger concepts and laws, such as the biological hierarchy and how macromolecules work or the laws of thermodynamics. They also develop a scientific understanding of present issues, including global warming and becoming better citizens.

| <b>Associate of Science in<br/>Natural Sciences</b> |   |              |
|---|---|--------------|
| Code  | Name or Description   | Credits      |
| <b>Semester 1</b>                                   |   |              |
| ENGL 101/LANG 157                                   | Introduction to Academic English and Language Practicum                       | 4            |
| INST 150  | Introduction to Faith, Reason and Justice                                     | 3            |
| CSCI 110  | Computer Literacy   | 3            |
| COMM 120  | Public Speaking   | 3            |
| MATH 140  | College Algebra*  | 3            |
| <b>Semester 2</b>                                   |   |              |
| ENGL 102/LANG 158                                   | College Writing and Language Practicum  | 4            |
| SPAN 101A   | Elementary Spanish I*   | 3            |
| BIOL 151 or BIOL 152                                | General Biology I w/lab or General Biology II w/lab                           | 4            |
| CHEM 121  | General Chemistry I   | 3            |
| CHEM 123  | General Chemistry I lab   | 1            |
| <b>Semester 3</b>                                   |   |              |
| INST 270  | Justice in a Pluralistic Society  | 3            |
| BIBL 100  | The Biblical World in Contemporary Context                                    | 3            |
| MATH 220,<br>150 or 160                             | Statistics for the Social and Behavioral Science, Pre-calculus, or Calculus I | 3            |
| BIOL 152 or BIOL 151                                | General Biology I w/lab or General Biology II w/lab                           | 4            |
| CHEM 122  | General Chemistry II (Prerequisite: C or better in CHEM121)                   | 3            |
| CHEM 124  | General Chemistry II lab  | 1            |
| <b>Semester 4</b>                                   |   |              |
| PSYC 100 or SOCI 100                                | Introduction to General Psychology or Introduction to Sociology               | 3            |
| INST 161  | Heritage of Western Thought and Civilization                                  | 3            |
| THEO 210  | Foundations of Christian Spirituality   | 3            |
| PHYS 101  | Introduction to Physics (Prerequisite: C or better in Math 160)               | 3            |
| Elective  | Math or Science Elective**  | 3 or 4       |
| <b>Total Credits</b>                                |   | <b>63-64</b> |

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

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

## **COURSE DESCRIPTIONS**

Esperanza College offers the following courses within its curriculum:

### **ACCT 107**

#### **Accounting Principles I**

**3 credits**

Prerequisite: Fulfillment of MATH entrance requirement

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

### **ACCT 108**

#### **Accounting Principles II**

**3 credits**

Prerequisite: Minimum grade of C or better in ACCT 107

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.

### **BIBL 100**

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

**3 credits**

No prerequisites, but passing grade in INST150 advised

This course provides a general introduction to the story and significance of the Bible, the foundational book of the Christian faith and one of the world's greatest works of literature. Students will examine the Bible's nature, purpose, and authority, its historical narrative, cultural background, literary structure, and main theological concepts. Major emphasis is placed on understanding the overall storyline of the Bible as one grand narrative of redemption. It is intended as a foundation level course, suitable for those who have no previous knowledge of the Bible or Christian thought.

### **BIOL 104/BIOL 104L**

#### **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.

### **BIOL 151/BIOL 151L**

#### **General Biology I**

**4 credits**

High School background in Biology advised

This course surveys basic concepts of biology with an emphasis on field-oriented disciplines, including ecology, zoology, botany, and macroevolution. Course includes both lecture and laboratory content.

**BIOL 152/BIOL 152L****General Biology II****4 credits**No prerequisites, but High School background in Biology advised

This course surveys basic concepts of biology with an emphasis on lab-oriented disciplines, including cell biology, physiology, genetics, and evolutionary mechanisms. Course includes both lectures and laboratory content.

**BIOL 216/BIOL 216L****Introduction to Microbiology****4 Credits**Prerequisite: Minimum grade of C in BIOL 151, 152 or 233

A study of the classification and biology of microbes and application of microbiological techniques. Course includes both lecture and laboratory content.

**BIOL 233/BIOL 233L****Human Physiology and Anatomy I****4 credits**No prerequisites, but a High School background in Biology is advised

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

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

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

**BUSA 121****Mortgage Lending I****3 credits**

This course will specialize in the production and origination of residential & commercial mortgages, commercial and consumer loans. Emphasis will be placed on fair lending laws, ethical issues and behavior, fraud detection and proper due diligence.

**BUSA 122****Mortgage Lending II****3 credits**Prerequisite: Minimum grade of C or better in BUSA121

This course will cover career-related activities encountered in the student's area of specialization regarding the originating and processing of mortgage loans. Emphasis will be placed on how to properly put a loan together to meet federal compliance under the supervision of a senior

certified/licensed mortgage banker. This course is designed to develop a working knowledge of the steps of both loan originating and processing using actual mortgage documents in preparation for gainful full-time employment in the mortgage industry.

## **BUSA 202**

### **Principles of Marketing**

#### **3 credits**

This course is an introduction to the broad field of marketing and activity that aims to develop goods and services to satisfy the needs and desires of customers. Marketing decision-making in for-profit and not-for-profit organizations emphasizes the analysis of customer needs and desires; segmenting the markets; developing product, promotion, price, and distribution strategies; and the relationship among consumers, business, government.

## **BUSA 206**

### **Principles of Management and Leadership**

#### **3 credits**

This course examines business principles and the theory and history of management. Students will learn about planning, organizing, directing, coordinating, and controlling the activities of the administrative unit as well as the evolution of management thinking.

## **BUSA 350**

### **Business Law**

#### **3 credits**

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

## **BUSA 395**

### **Field Experience in Business**

#### **1 credit**

Students will be matched with an agency/organization within the community for practical exposure to the field of business and how those entities service participants (target population) in their external environment.

## **CHEM 121**

### **General Chemistry I**

#### **3 credits**

Prerequisite: Minimum grade of C in Math 140

Co-requisite: CHEM 123

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

**CHEM 122****General Chemistry II****3 credits**Prerequisite: Minimum grade of C or better in CHEM 121Co-requisite: CHEM 124

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

**CHEM 123****General Chemistry Laboratory I****1 credit**Co-requisite: CHEM 121

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

**CHEM 124****Chemistry Laboratory II****1 credit**Prerequisite: Minimum grade of C or better in CHEM 123 and CHEM 121Co-requisite: CHEM 122

Experiments are designed to integrate with and enhance the theory presented in CHEM 122. Laboratory skills such as pipetting, titration, dilution, measurement, and spectroscopy are further developed. CHEM 122 must be taken concurrently. This course includes a scientific writing workshop with emphasis on analyzing results, drawing conclusions, and communicating observations through formal discussion writing.

**COMM 105****Introduction to Mass Media****3 credits**

Introduces students to the study of contemporary forms of mass mediated communication. The course surveys the main topics in the field of media studies and introduces students to a variety of analytical perspectives. Issues include the economic, political, and social contexts of media production; the roles that media products and industries play in the lives of individuals and societies; and the global significance of new media technologies.

**COMM 120****Public Speaking****3 credits**

This course introduces students to the theory and practice of public speaking. Students are encouraged to think critically about situation and audience analysis, methods of speech organization, the uses of different types of supporting material, and the effective use of visual aids. Students will learn how to write and deliver effective, informative, persuasive, and ceremonial speeches



**COMM 215**  
**Writing for Media**  
**3 credits**

This course is an introduction to writing for various forms of media – print and online, radio and television, public relations and advertising – focusing not only on the written word but also on the use of sound (music, video clips, sound bites, and interview snippets) and vivid images to enhance a multimedia story. We will concentrate on appropriate writing style, basic writing formats, and writing terminology for print, online, and broadcast media, as well as on creative development of feature stories and broadcast programming. This class also considers the importance of critical thinking about the audience.

**COMM 240**  
**Rhetoric and Persuasion**  
**3 credits**

Since the times of the ancient Greeks, persuasion has been studied and practiced in light of the art of rhetoric. In modern times, social scientists have examined the psychology of influence. This course introduces ancient and contemporary theories and strategies of persuasion found in a wide variety of public discourse. The objective is to increase skill in critically analyzing and evaluating persuasive messages.

**COMM 290**  
**Production Practicum**  
**1 credit**

Prerequisites: COMM 105, COMM 215. Taken Concurrently with COMM 221 or COMM 351  
Real life application happens here! In conjunction with Digital Storytelling and Public Relations classes, students will be involved in the development and execution of a digital transmedia strategy to address a social issue within the community. The student's role will vary depending on the class in which they are enrolled.

**COMM 295**  
**Field Practicum**  
**1 credit**

Prerequisites: COMM 105, COMM 215, COMM 240, COMM 290, COMM 331, COMM 351  
Co-requisites: COMM 321 or COMM 361

A field practicum is a privilege. It provides you with an opportunity to apply what you have learned. It also provides you with an opportunity to assess potential careers and determine your preferences. In addition, the field practicum gives you the opportunity to experience the various lifestyles and personalities that tend to come with specific careers. Students will either participate in a major in-house project which involves industry professionals or be matched with an agency/organization within the community for exposure to the field of digital communication in the areas of digital media or strategic communication and be involved on how the agencies/organizations service participants in their external environment

## **COMM 331**

### **Social Media in Organizations**

**3 credits**

Prerequisite: COMM 105

This course explores relationships between social media use and organizational communication in four main areas: 1) How organizations use social media to communication with external stakeholders, 2) How organizations use social media to facilitate internal communications processes, 3) Challenges organizations face in using social media tools to accomplish their goals, and 4) How social media may shift traditional conceptions of organizations and organizing. Readings and discussions examine issues of privacy, power, knowledge management, and innovation in organizations' social media practices. Through course assignments, students engage with the latest social media tools and explore their use in developing social media campaigns.

## **COMM 351**

### **Digital Storytelling**

**3 credits**

Prerequisite: COMM 105, COMM 215

Narratives are fundamental to human culture and experience. We tell stories to impart knowledge, entertain, sell products or services, convey important values, transform society, etc. Digital storytelling is the practice of using computer-based tools to tell stories through some combination of images, text, audio narration, video, sound effects and/or music. The course introduces you to fundamentals of effective digital storytelling. Through practice-based assignments, students apply this knowledge to construct digital stories that strategically connect with target audiences.

## **COMM 361**

### **Digital Media Production**

**3 credits**

Prerequisite: COMM 351

This course introduces students to the basic principles of photography, design, and film/video production techniques. This will include principles of design, basics of cameras, lenses, exposure, microphones, location sound, editing, and other post-production techniques. Students learn proper care and maintenance of equipment, use of editing and sound programs, and current digital production techniques.

## **CSCI 110**

### **Computer Literacy**

**3 credits**

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

## **CRMJ 105**

### **Introduction to Criminal Justice**

#### **3 credits**

Co-requisite: CRMJ395 (recommend a C or higher in INST150)

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

## **CRMJ 110**

### **Criminal Investigation**

#### **3 credits**

Prerequisite: CRMJ 105

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

## **CRMJ 115**

### **Introduction to Forensic Science**

#### **3 credits**

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

## **CRMJ 205**

### **Introduction to Policing**

#### **3 credits**

Prerequisite: CRMJ 105

The Introduction to Policing course provides a comprehensive view into the foundations of policing in the United States today. The course is designed to offer students a balanced and up-to-date overview of who the police are and what they do, the problems they face, and the many

reforms and innovations that have taken place in policing. It will cover the critical role of the beat cop, the fundamental problems in policing, the career path of police officers, and a level-by-level overview of police organizations. An additional goal is to present a comprehensive and contemporary overview of what it means to be a police officer.

### **CRMJ 210**

#### **Prosecution and the Courts**

##### **3 credits**

Prerequisite: CRMJ 105 (recommend a C or higher in ENGL 102)

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

### **CRMJ 215**

#### **Victimology**

##### **3 Credits**

This course is designed to aid in investigating the relationship between crime and its impact on victims' lives. This course will facilitate victimization study, including the relationship between victims and offenders, the interactions between victims and the criminal justice system, and the connections between victims and other societal groups and institutions. Finally, this course investigates the ways in which each of us, as citizens in a global community, can aid in the healing and restoration of those whose lives have been impacted by crime. Emerging issues such as victim impact statements, victim assistance programs, victim directed sentencing and victim offender reconciliation will be addressed.

### **CRMJ 220**

#### **Restorative Justice**

##### **3 Credits**

Prerequisite: CRMJ 105

Restorative Justice is an approach within criminal justice that examines the dynamics, philosophy, and historical evolution of a biblical model of justice and how it can be applied to the current criminal justice system, restoring victims, communities, and offenders from harms caused by crime. This introductory course examines the responsibilities of each of the principals in the restorative process and includes a biblical perspective. The role of the Christian community in implementing and monitoring changes is explored.

### **CRMJ 310**

#### **Correctional Systems**

##### **3 Credits**

Prerequisite: CRMJ 105

Correctional Systems examines the evolution of and debates concerning community and non-community based correctional programs; relationships between correcting, reforming, rehabilitating, and punishing; tensions between protection of public safety and rights of the accused; evaluation of incarceration, probation, parole, diversion, alternate, and restorative

justice programs; issues in “proactive” and “reactive” debate.

### **CRMJ 395**

#### **Criminal Justice Field Experience**

##### **1 credit**

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

### **DCOM 101**

#### **Storytelling and Social Change**

##### **3 Credits**

Multi-screen consumption of stories is changing the process of storytelling. You will learn how to structure and tell powerful interactive transmedia stories through the use of Celtx studio and other similar software. The best storytellers shape culture and through the use of entertainment-education you are able to have a positive influence by telling purposeful stories that entertain, educate, and bring about change. You will also be introduced to how to evaluate the effects of your stories.

### **DCOM 251**

#### **Media Law, Ethics, & Leadership**

##### **3 Credits**

Learn and examine laws that regulate and control traditional and new media. You will be introduced to ethical principles and apply them in your media & technology production decision making. You will examine cases of how ethics and law are applied to real world persuasive communication situations. You will learn historical and theoretical perspectives and apply them to current issues of law and privacy. Learn leadership principles and develop your leadership and teamwork skills to maximize the success of your media productions.

### **ECON 200**

#### **Personal Stewardship**

##### **3 credits**

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

### **ECON 205**

#### **Essentials of Economics**

##### **3 credits**

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

**EDUC 102****Test Prep Math (PAPA/ETS Core Prep)****1.5 Credits**

Co-Requisite: EDUC 103

This course is to prepare prospective elementary, middle level, and secondary education teachers with the skills necessary to pass the mathematical section of the PAPA or CORE Exam. Focus is upon mathematical skills from basic math through trigonometry to algebra. Test taking strategies are examined and practiced. A practice test will be administered and reviewed so the instructor can help students determine areas of strength and weakness

**EDUC 103****Test Prep Reading and Writing (PAPA/ETS Core Prep)****1.5 Credits**

Co-requisite: EDUC 102

This course is to prepare prospective elementary, middle level, and secondary education teachers with the skills necessary to pass the reading/writing section of the PAPA or CORE Exam. Focus is upon reading/writing skills from identifying main ideas through writing argumentative essays. Test taking strategies are examined and practiced. A practice test will be administered and reviewed so the instructor can help students determine areas of strength and weakness

**EDUC 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.

**EDUC 234****Child and Adolescent Development****3 Credits**

This course will review the current research in child and adolescent development. It is a study of the developmental changes that occur from conception to young adulthood. Special emphasis is given to significant developmental milestones that impact biological, neurological, cognitive, emotional, social, and behavioral functioning. The interaction of racial, ethnic, cultural and gender dynamics will be explored. There are five observation hours required in this course.

**EDUC 235****Urban Education****3 Credits**

This course examines major issues in urban education from historical, political, economic, and social perspectives. Students will be exposed to the enduring concerns affecting urban communities and schools, explore contemporary challenges to educational equity, and discuss

the special needs of urban educators and students.

### **EDUC 250**

#### **Field Experience**

#### **3 credits**

Prerequisite: EDUC 205

Co-requisite: EDUC 382

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.

### **EDUC 328**

#### **Early Childhood Education: Principles and Procedures**

#### **3 credits**

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

### **EDUC 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.

### **EDUC 338**

#### **Nonprofit Management for Early Childhood Centers**

#### **3 credits**

This course provides a study in ethical theories and decision-making as a foundation for focusing on issues specific to the nonprofit childcare sector. Focus is given to marketing, management of financial resources, IRS compliance, legal & ethical issues, licensing, fundraising, data management, and employee relations.

### **EDUC 382**

#### **Methods of Classroom Management**

#### **3 credits**

Co-requisite: EDUC 250

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.

**EDUC 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.

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

Co-requisite: LANG157

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.

**ENGL 102****College Writing****3 credits**

Prerequisite: A grade of C or better in ENGL 101 and LANG 157

Co-requisite: LANG 158

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.

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

Prerequisite: A grade of C or better in ENGL 102 and LANG158

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

**ENTR 205****Essentials of Entrepreneurship****3 credits**

This course provides an introduction and overview of the fundamentals of entrepreneurship. As an introductory course, students gain a solid foundation in entrepreneurship and the vital role played by entrepreneurs in the 21st century global economy. Students will assess the entrepreneurial process, explore, and critique entrepreneurship as an attitude, behavior, and mindset that can be applied within an organizational setting.



**ENTR 320****Social Entrepreneurship****3 credits**

This course provides students with an introduction to the theory and practice of social entrepreneurship. This course is designed to provide future nonprofit, for-profit, and government managers and leaders with practical knowledge about how to identify potential opportunities; develop skills for developing social entrepreneurship ideas and examining ways of measuring the success of the activity.

**EXSC 220****Basic Nutrition Science****3 credits**

Topics include the basic functions of nutrients, how they affect health and disease, and how much our body needs.

**HSCI 101****Foundation of Science****1 credit**

This course is designed to complement the first semester of chemistry and biology classes. The students will have an opportunity to further explore the basic concepts of chemistry and biology through interactive lessons, problem solving and hands-on experiments.

**HSCI 210****Engagement in the Sciences****3 credits**

In this course students will be able to conduct research and connect to workers in their field of interest.

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

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

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

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

**INST 225****Community Development Seminar****3 credits**(Recommended a C or higher in ENGL102)

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

**INST 270****Justice in a Pluralistic Society****3 credits**Prerequisite: A grade of C or higher in ENGL 102 (recommend INST150)

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

**INST 395****Community Services Field Experience****1 credit**Co-requisite: SOWK105

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

**LANG 157****Introduction to Academic English Language Practicum****1 Credit**Co-requisite: ENGL 101

This course introduces the student to reading, writing and reflection skills needed to be successful in the college context. It emphasizes the use of Standard English, including spelling, punctuation and grammar, academic organization in writing and the demonstration of critical thinking skills in analyzing a passage or in developing an argument. The culmination of the course evaluates the student's knowledge of how to investigate and accurately document scholarly material into an in-depth research project.

## **LANG 158**

### **College Writing Language Practicum**

Prerequisite: A grade of C or better in ENGL 101 and LANG 157

Co-requisite: ENGL 102

This course introduces the student to reading, writing and reflection skills needed to be successful in the college context. It emphasizes the use of Standard English, including spelling, punctuation and grammar, academic organization in writing and the demonstration of critical thinking skills in analyzing a passage or in developing an argument. The culmination of the course evaluates the student's knowledge of how to investigate and accurately document scholarly material into an in-depth research project.

## **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 103L**

### **Mathematical Ideas Lab**

**1 credit**

Co-requisite: MATH 103

The course reviews and reinforces concepts covered in MATH 103. This one-credit course provides students with tutoring and study skills support to facilitate success as they develop an appreciation for mathematics and methods of reasoning used by mathematicians. It is intended for students that did not score 250 points in the Math Accuplacer after participating in the Esperanza College Bridge Program.

## **MATH 107**

### **Mathematical Perspectives for Educators**

**3 Credits**

This course will explore the fundamental concepts of geometry and algebra along with their historical development. This course is appropriate for any student who intends to teach at the elementary or middle school level.

## **MATH 108**

### **Mathematical Perspectives for the Sciences**

**3 credits**

This course prepares students for Math 140, College Algebra with an emphasis and practical focus on the ways of scientific inquiry. This course will introduce the student to basic algebra in order to take College Algebra (MATH 140) and other science classes such as Chemistry.

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

Prerequisite: Minimum grade of C in MATH 108 or qualify via entrance exam

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

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

Prerequisite: Minimum grade of C in MATH 140 or qualify via entrance exam

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

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

Prerequisite: Minimum grade of C in MATH 150 or qualify via entrance exam

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

**MATH 161**  
**Calculus II**  
**3 credits**

Prerequisite: Minimum grade of C in MATH 160

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

**MATH 214**  
**Calculus III**  
**3 credits**

Prerequisite: Minimum grade of C in MATH 161

Third semester of Calculus. Topics include concepts of three-dimensional space and calculus of several variables, including partial differentiation and multiple integrals.

**MATH 220**  
**Statistics for the Behavioral Sciences**  
**3 credits**

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

**MATH 244****Linear Algebra****3 credits**Prerequisite: Minimum grade of C in MATH 160

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

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

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

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

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

**MEDA 160****Clinical Procedures and Diagnostics****3 credits**Prerequisite: Minimum grade of C in MEDA 101

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

**MEDA 168****Medical Billing and Records****3 credits**Prerequisite: Minimum grade of C in MEDA150 is required

This course provides a broad overview of health insurance and third-party reimbursement while providing a hands-on approach to using computer systems to generate income in a primary care setting. Students will actively practice using ICD-10 and CPT codes to complete all required paperwork for billing including practice with the CMS-1500.

**MEDA 204****Medical Law and Ethics****3 credits**

The purpose of this course is to familiarize the students with the social and ethical issues which underpin the practice of medicine. In addition, this course also examines legal terminology, liability and responsibility, licensing, and the patient/medical assistant relationship.

**MEDA 224****Principles of Pharmacology****3 credits**Prerequisite: C or better in BIOL 233

The purpose of this course is to give students a foundational understanding of pharmacology and its use in treating a wide variety of pathologies. The course will cover the mechanism of action of all major classes of pharmaceuticals focusing on the justification for why these specific drugs are being prescribed. In addition, the course will address the role of medical assistants in dosage calculation, drug administration and patient education.

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

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

**MEDA 300****Externship****4 credits**

Prerequisite: C or better in MEDA 150, 160, 168, and 260. Students must also meet all the requirements for externship listed under STEM requirements (refer to index)

Students are expected to complete 160 hours of clinical experience at an appointed site. 8-hour shifts are scheduled Monday through Friday in the daytime. Clinical tasks include vital signs, venipuncture, capillary puncture, pulmonary function testing, electrocardiography, patient screening, administration of oral and parenteral medications, and assisting physicians with patient care, among others. Office skills include data management of electronic health records, inventory, insurance forms and coding. As part of the course students must take the Certification for Clinical Medical Assistant test offered by the NHA towards the end of the semester. A review will be provided prior to the test. Course must be taken in the student's last semester.

**MPRO 101****Principles of Design and Production****3 Credits**

Overview of best practices in visual communication design including web pages, mobile app design and development, print and online media, and more. Learn the basics of how to use field equipment and an overview of the production process from concept to post-production and distribution.

**MPRO 201**  
**Media Production I**  
**3 Credits**

Co-requisite: MPRO 290

Develop, understand, apply, and analyze storytelling through field production skills and practices as you create media with field production cameras, smart phones, and related tools. Learn techniques and expand your abilities in pre-production, videography/cinematography, lighting, sound, post-production, and distribution. Apply your production skills producing media projects and evaluating its effects. Production is a team effort so you will work on your own projects and collaborate on your classmate's projects.

**MPRO 251**  
**Media Production II**  
**3 Credits**

Co-requisite: MPRO 295

Develop and expand your storytelling skills and techniques through the pre-production, production/creation, and distribution of multi-camera studio productions. Advance your field production skills and techniques in pre-production, videography/cinematography, lighting, sound, post-production, and distribution. Apply your production skills producing media projects with a positive influence that combine field production elements with live and pre-recorded studio productions. Analyze the effects of your productions.

**MPRO 290**  
**Media Production Practicum**  
**1 Credit**

Co-requisite: MPRO 201

Practice/apply your field media production skills in collaborative pro-social media projects that include students mentored by professionals. Projects enable you to develop showcase content and network with industry professionals.

**MPRO 295**  
**Media Field Practicum**  
**1 Credit**

Co-requisite: 251

Practice/apply your production skills in a professional setting through your internship. Learn how the industry works, gain experience, be mentored by professionals, and showcase your skills.

**MTEC 101**  
**New Media Networks and Technologies**  
**3 Credits**

Introduces and provides an overview of new media networks and technologies while exploring the role of mobile communication and new technologies and networks in public and private life. Explores issues of cyber security and privacy. Provides a foundation for coding. Introduces the tools for web design, mobile app development, and other new technologies through the use of software such as Adobe Creative Cloud.

**MTEC 201****Web & Mobile Technologies I****3 Credits**Co-requisite: MTEC 290

Build upon your knowledge of how to use the Adobe creative cloud suite to design and develop websites and mobile apps. Learn how to build websites using Dreamweaver and other software, using CMS platforms such as WordPress and Drupal or through coding. Learn how to develop mobile apps through the use of software and coding. Learn how to submit your mobile apps to android, iOS, and more. Learn how to develop podcasts, blogs/vlogs, YouTube channels, and more.

**MTEC 251****Web & Mobile Technologies II****3 Credits**Co-requisite: MTEC 295

Take your web design, mobile app development, coding, and podcast production skills to a more advanced level working on more complex and elaborate projects. Advance your understanding of and explore augmented and virtual reality productions and technologies. Submit your productions to distribution channels.

**MTEC 290****Technology Practicum****1 Credit**Co-requisite: MTEC 201

Practice your design, development, and technology skills in collaborative pro-social media projects that include students mentored by professionals. Projects enable you to develop showcase content and network with industry professionals.

**MTEC 295****Technology Field Practicum****1 Credit**Co-requisite: MTEC 251

Practice your web design, mobile app development, and additional technology skills in a professional setting through your internship. Learn how the industry works, gain experience, be mentored by professionals, and showcase your skills.

**PHYS 101****Introduction to Physics - First Semester****4 credits**Prerequisite: C or better in MATH 160 or equivalent, or advisement

Topics include classical mechanics.

**PSYC 100****General Psychology****3 credits**

A summary and overview of the field of psychology as the scientific study of human behavior



including research issues, theoretical approaches, and selected areas of study.

### **PSYC 207**

#### **Lifespan Human Development**

**3 credits**

Prerequisites: C or better in PSY100

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

### **SOWK 105**

#### **Introduction to Social Work**

**3 credits**

Co-requisite: INST395 (recommend a C or better in ENGL 102)

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.

### **SOWK 110**

#### **Human Diversity and Social Interaction**

**3 credits**

(Recommend a C or higher in ENGL102)

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 worldview. Material for thought and discussion will be provided by reading assignments, videos, students' life experiences, field observation and classroom lectures.

### **SOCI 100**

#### **Introduction to Sociology**

**3 credits**

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

### **SPAN 101A**

**3 credits**

#### **Elementary Spanish Part I**

Basic grammar and vocabulary, written and oral exercises, introductory readings. Emphasis on

developing communication skills at a fundamental level in a one semester course. This course should be taken by students with almost no Spanish language knowledge.

### **SPAN 102**

**3 credits**

#### **Elementary Spanish Part II**

Prerequisites: SPA 101A or advisement-based placement

Grammar and vocabulary, written and oral exercises, and readings, continuing the SPAN101A course content. This course should only be taken by students that have either taken SPAN101A or received a similar college credit. A cultural study component fulfills the Knowledgeable about a Tradition Beyond the West General Education component.

### **SPAN 103**

**3 credits**

#### **Accelerated Elementary Spanish**

Prerequisites: Spanish Placement exam score above 45% or advisement-based placement.

Grammar and vocabulary, written and oral exercises, and readings for students with exposure to the spoken language who wish to improve writing skills for professional purposes. This course should be taken by students that have significant ability to speak and understand spoken Spanish but wish to develop grammatical and written abilities. A cultural study component fulfills the Knowledgeable about a Tradition Beyond the West General Education component.

### **SPAN 150**

#### **Spanish Grammar and Conversation for Native Speakers**

**3 credits**

Prerequisite: Spanish Placement exam score above 70% or advisement-based placement.

The purpose of this course is to help Spanish-dominant students improve their oral, grammatical, and written Spanish. The course will review grammatical structures and rules of spelling and accents to improve literary skills. Students will use these structures in both written and oral presentations. This course should only be taken by fluent speakers who wish to further Spanish literary abilities and cultural knowledge.

### **THEO 210**

#### **Foundations of Christian Spirituality**

**3 credits**

Recommended: BIBL100 and INST150

This course will examine several main traditional approaches to Christian Spirituality and will focus on distancing itself from popular, secularized understandings of “spirituality” that reduce the latter term to personal “relaxation” or “self-knowledge.” Guided by contemporary as well as classical voices within the Christian tradition, this course will set about enabling students to discern through tradition and critical issues to enrich their own spiritual lives within their own spiritual communities. An attempt will be made to place a historical and theological context to these traditions and to contrast and appeal to the student’s own context.

## **GENERAL ACADEMIC REGULATIONS**

### **POLICY ON CLASSROOM ETIQUETTE AND ATTENDANCE**

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

In cases where extenuating circumstances such as illness exist, the student should notify the professor by phone if possible, and/or by sending an e-mail to the professor. Otherwise, a student 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.

The student is 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 anticipates 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 Esperanza students to be able to do the following daily:

- 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 a student arrives late or in need of leaving early, should 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. Students that have accrued two absences are required to meet with their academic advisor. Students with three absences must meet with the Associate Dean for Academics and Student Success.

| <b>Class Time</b>                                 | <b>Required Classes</b> | <b>Allowed Absences (no penalty)</b> | <b>Final Grade Penalty</b> |
|---|-------------------------|--------------------------------------|----------------------------|
| Eighteen-Week course with alternate meeting weeks | 9                       | 1                                    | 4% per additional absence  |
| Eighteen-week lab courses                         | 18                      | 2                                    | 2% per additional absence  |

### **ONLINE ATTENDANCE**

Login into the class is **not enough** by itself to demonstrate academic attendance. Class attendance for online courses is defined as an online presence demonstrated by active participation in all threaded discussions and virtual chats as required by the instructor. Failure to fulfill requirements within the parameters of each session will result in the student being marked absent

### **COURSE ENROLLMENT**

A student is responsible for all courses for which s/he is registered. If a student fails to attend a course for which s/he is registered, without officially withdrawing from the course, the student will receive an F for the course.

### **WITHDRAW / ADD / DROP COURSE POLICY**

The process of dropping or withdrawing from a course always begins with the student discussing the matter with the professor to determine whether there are other options. To drop or withdraw from a course officially, the student must discuss the reasons with the academic advisor, who will advise the student of the consequences for further progress in the program. If it is agreed that the student should drop/withdraw from a course, the student will fill out a drop/add form or an

Exception to Policy 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, the student may elect to drop a course and it will not show up on his/her record. The student may academically withdraw from a class (and receive a "W" in it) on the following schedule:

- Weeks 10 of 18-week courses

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

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

#### **WITHDRAW FROM THE PROGRAM**

Students who withdraw from the program need to see their Academic advisor and/or the Associate Dean for Academics and Student Success to fill out the proper forms. Special regulations apply to the refund policy for (EC) students based on the college calendar and the modular nature of our courses. The Registrar will contact the Office of Student Accounts concerning the application of these regulations to your individual case. **Return of Financial Aid: When a student withdraws from the College prior to completion of a semester, aid from federal and state governments and the College will be reduced or returned according to the stipulations of each individual program. The result of this may be that you now owe money to the university. It is your responsibility as a student to inform yourself of these financial implications as you make your decision.** 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 Coordinator with a positive recommendation from the Professor 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 Program Director and Registrar Coordinator, who will provide you with the Request an Incomplete Form to fill out. When the form(s) have been filled out, return them for approval to the Professor who will, if approval is granted, forward the form to the Program Director and Esperanza College's Registrar Coordinator.

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 Coordinator via the Associate Dean of Academics and Student Success ONLY when an error in the original grade has been determined.** Professors are not permitted to submit a grade and then accept additional work from the student to raise the grade.

### **COURSE REPEAT POLICY (RETAKES)**

A student may register for a course a maximum of two times. Grades of “W,” “F,” “WF,” and “D<sub>±</sub>,” and C- count toward the maximum of two registrations. Thereafter, a student may only register for the same class after completion and approval of an appeal based upon extenuating circumstances, such as prolonged illness. The appeal is a contract written by the student prior to the term in which he or she seeks re-enrollment. The appeal must detail the extenuating circumstances as well as an action plan to deal with the same or similar situations in the forthcoming term, including, but not limited to, outside counseling, Student Disability Services, and tutoring. The appeal must be written by the student and signed by the student, Program Director, and Associate Dean for Academics and Student Success. After giving consideration to the reasons for the student’s failure to successfully complete the course, in consultation with the student advisor, the academic dean may approve the student for a third and final retake.

### **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 the Program Director. 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 (Associate Dean for Academic and Student Success). 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 Executive 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 Executive 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 Executive 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 Associate Dean for Academics and Student Success will discuss the student's performance with the ENGL/LANG instructor, the Academic Director of the program in which the student is enrolled, and the Director of Student Success before making a decision about continuation in the program.

## **GUIDELINES FOR GRADUATING**

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

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

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

### ACADEMIC STANDING

**Merit List:** Matriculated students who are carrying a minimum of 12 credit 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.

**Dean’s List:** Matriculated students who are carrying a minimum of 12 credit 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.

### STEM SPECIFIC POLICIES

#### Policies specific to Science, Math and Medical Assisting Students

1. Students interested in the Sciences (Natural and Health), or Math programs must complete MATH 140 (College Algebra) before taking any other concentration classes. Tutoring will be available to students needing help.
  - a. A student not meeting the required entrance scores may choose to take MATH 103 or MATH 108 first and then move into MATH 140 with the understanding that it will take longer to complete their degree.

#### Requirements for Natural Sciences and Health Sciences Program

- Participation and successful completion of English and/or Math Bridge is mandatory if the student needs it. Completion of MATH 108 is mandatory if the student needs it.
- Students must attend all scheduled laboratory time.
- Tutoring/special help: For classes where tutoring or additional sessions are offered, students must attend those help sessions if their grade is currently a C or less. Other students are encouraged to attend.
- Community Service: Students are expected to complete 8 hours of community service. Reasons include giving back to the community, professional development and a competitive edge when applying for jobs and scholarships.



Requirements for Medical Assisting Program (In addition to the requirements above)

- Dress code: Student will need to order a set of scrubs from Flynn O’Hara uniforms. Only official Esperanza College uniform scrubs will be acceptable for clinical work (starting in their second semester) and externship. It is expected that when students are wearing an Esperanza scrub, they show pride and respect as they are representing our school.
- In order to secure an externship, the student needs to fulfill the following before registering for MEDA 300 (Externship):

Medical Requirements

- Physical examination form signed and stamped by healthcare provider.
- Current vaccine record on file including: Measles, mumps, and rubella (MMR), Varicella, Tetanus-diphtheria and Hepatitis B series. Hepatitis B vaccine is a series of 3 shots that are given over a period of 6 months. All 3 shots MUST be given prior to externship. Student also needs a recent flu shot.
- Student must get a two-step PPD. Facilities require two PPD tests done within a one-month period. This needs to be done early enough to deal with any positive results.
- Urine drug screening.

Clearances:

- A criminal background check.
- A child abuse clearance.
- FBI fingerprint.

Other Requirements:

- CPR certification.
- Health insurance.
- Medical assisting program requirements- student must have exhibited the desired characteristics listed in the document signed by the student at the New Student Orientation.

During the externship, the students:

- are required to wear their Esperanza scrubs to externship, along with clean, solid white or black shoes. Students are required to bring a 2SE Littman stethoscope.
- are not permitted facial piercings, visible tattoos, excessive jewelry, nail polish, acrylic and press-on nails.
- are required to conduct themselves in a professional manner at all times.
- should take a proactive role, be involved and helpful.
- must direct any questions or concerns in relation to the externship site to the Clinical Assistant.
- are required to arrive at their externship site 10 minutes prior to their scheduled start time.
- are required to turn off cell phones while in the facility.
- should report any absences to the school and to the externship site before their scheduled arrival time. Failure to notify the externship site may result in the student being removed from the externship. Successful completion of an internship is a requirement for graduation.
- should report immediately to the Clinical Assistant any injuries that occur at externship.
- will follow the schedule created by the Externship Site and/or Clinical Assistant.

- must have approved site staff verify and initial completed tasks in the task list and time sheet.

To become a Health Science Scholar, students will:

- Have an inquisitive spirit and a desire to learn more about health science
- Be interested in doing research
- Qualify to go into College Algebra (MATH 140) or successfully complete Mathematical Perspectives for the Sciences (MATH 108)
- Successfully complete the Orientation in the Science class

## **THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

The Family Educational Rights and Privacy Acts affords students the right to review their education records within 45 days of the university’s receipt of the request, request an amendment of the education records that are believed to be inaccurate; and consent to disclosures of personally identifiable information contained in education records, except to the extent that FERPA authorizes disclosure without consent. A student may file a complaint with the U.S. Department of Education concerning alleged failures to comply with the requirements by writing to Family Policy Compliance Office, U.S. Department of education, 600 Independence Avenue. SW, Washington, D. C. 20202-4605.

Esperanza College regards students as adults in their responsibilities and their rights. Students have direct access through the secure Web portal MyEastern to their own grade reports, academic records, academic warnings, progress toward graduation requirements and notification of academic honors.

Esperanza College through Eastern University participates in the National Student Clearinghouse for enrollment and graduation verifications. [www.studentclearinghouse.org](http://www.studentclearinghouse.org)

Personally identifiable “directory information” from the education records of the student in attendance at the university may be disclosed without the necessity of prior consent of the student concerned as provided by FERPA.

### **Directory information includes:**

- Student’s name
- Dates of enrolled (beginning and ending)
- Enrollment status (part-time and full-time)
- Classification (First-Year, Sophomore, Junior, Senior, Graduate Student)
- Intended date of graduation
- Date of graduation
- Degree earned
- Concentration
- Honors and recognitions
- Prior educational agency or institution attended
- Participation on officially recognized activities

- Photographic and electronic images on university student identification card
- University sponsored email address.
- Confirmation of birth date, legal name, and address of record
- Confirmation of eligibility to re-register

**Esperanza College discloses personally identifiable education records with the prior written consent of the student. However, the college may disclose information without the prior written consent of the student in the following circumstances:**

- To school officials with a legitimate educational interest in the records
- To officials of another school, at the request of those officials, in which a student seeks or intends to enroll
- To certain officials of the U.S. Department of Education, the U.S. Comptroller General, and state and local educational authorities, in connection with certain state or federally supported education programs
- In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid
- If disclosure is required by certain state laws relating to the juvenile justice system
- To organizations approved to conduct certain studies for or on behalf of the university
- To accrediting organizations to carry out their functions
- To either of two parents when at least one parent has claimed the student as a dependent for income tax purposes (a certified copy of the parents' most recent Federal Income Tax Form may be required to verify dependency)
- To comply with a valid court order or subpoena or to comply with federal law
- To appropriate parties in a health or safety emergency
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, the final results of a disciplinary proceeding conducted by the university with respect to that alleged crime or offense (disclose the final results of the disciplinary proceeding, regardless of whether it concluded a violation was committed)
- To parents of students under the age of 21 when laws or university policies regarding alcohol or drugs are violated
- To a court or administrative agency in the event of legal action between the college and a student

### **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.

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. If you have any documented special educational needs, please meet with Dr. Stephanie Brown, the liaison at Esperanza College, to discuss your needs. She will link you with the Cushing Center for Counseling and Academic Support (CCAS, 3<sup>rd</sup> floor Walton) to complete the necessary request form. CCAS then will notify your instructors regarding accommodations that can be made for you. Please consult the student handbook for more information, including a listing of possible accommodations. **\*\* Dr. Stephanie Brown contact information Email: stephanie.brown@eastern.edu; Phone 215-324-0746 ext. 416**
  4. After the written request (with documentation) has been received and evaluated (either in the meeting or without a meeting at the discretion of the Director), a decision will be made within a reasonable period of time. This time period will vary depending on the extent of the requested accommodations and the time of year. In any case, students should expect that a minimum of 14 working days will be needed to evaluate requests. In some cases, an interim plan addressing the student's needs may be put into effect (e.g., a visually impaired student may be provided with a reader while a request for a specific type of text enlarger is under consideration). An interim plan would be appropriate only in cases where the student's disability is apparent or indisputable (e.g., obvious physical impairments).
  5. After the determination of eligibility (i.e., documentation shows the student has a disability), reasonable accommodations for the disability will be determined. In making the determination, CCAS staff will consult the documentation, the student, and relevant university officials (e.g., professor, Dean of Students, etc.). Essential components of courses or programs will not be changed or eliminated, but modifications in the way the student can meet these essential requirements will be made when possible. Essential components of courses and programs are listed in their respective descriptions in the Eastern University catalogs. CCAS will consult with faculty, staff, and outside professionals when needed to determine essential elements and reasonable accommodations. Examples of essential components that will not be modified include but are not limited to: requiring that the student make oral presentations in a public speaking class, competence in dance skills in a dance class, competence in playing a musical instrument for a music performance class, and class attendance in a group dynamics class.
  6. In implementing the accommodations approved by the university, CCAS and/or the Dean of Students will provide written notification of the accommodations to the appropriate faculty member, administrator, or staff member. In addition, the student will be responsible to meet with all involved parties to discuss his/her needs for accommodations and to clarify how these will be implemented.
  7. Students who have been granted academic accommodations for a particular semester/session must update their request with CCAS prior to each successive semester/session. This will not

be done automatically. This typically involves providing a list of their current classes and reviewing with a CCAS staff member whether the accommodations requested previously are still appropriate. An in-person meeting may be required by CCAS or requested by the student.

8. Students who have been granted non-academic accommodations may be required to update their request every semester/session if the nature of their condition or need is likely to change. CCAS staff will advise the student of whether this will be needed at the time the initial request (or update) is approved.
9. Students whose needs for accommodations change after the initial requests for accommodations have been implemented should submit additional information. For new or different accommodations for the same disability (already verified with documentation), they should submit an Updated Request for Accommodations form. For a new/additional disability, they should submit another copy of the initial Request for Accommodations for Disabilities with supportive documentation. In this latter case, the review process outlined above will recommence.
10. Students are responsible to inform CCAS promptly if they encounter problems with the implementation of their accommodations (e.g., if a student approved for extended testing time reports the professor would not permit him/her to take the test with extra time). CCAS cannot adjust grades or course requirements after the fact in a case where a student reports he/she suffered academically because he/she did not receive an accommodation that was approved and did not report the problem to CCAS in a timely manner that allowed correction of the problem.
11. Accommodations cannot be approved retroactively. For example, a student who reports a learning disability after taking an exam and has not previously requested and been approved for accommodations, would not be entitled to retake the exam with special accommodations. Similarly, a student cannot be excused for absences due to a disabling medical condition reported after the fact.

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

### **DISCLOSURE OF DISABILITY**

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

### **CONFIDENTIALITY**

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

## **PROCEDURES FOR SETTLING DISAGREEMENTS REGARDING ACCOMMODATIONS**

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

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

## **ADDRESS CHANGE**

It is important to notify the Registrar Coordinator if you have a change of address or telephone number. The Registrar Coordinator will then make sure that your college files and all of the



University offices that need to be able to reach you have the up-dated information.

## **STUDENT CODE OF CONDUCT**

### **BEHAVIORAL STANDARDS AND EXPECTATIONS**

As a Christian institution, Esperanza College of Eastern University 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 interpersonal relationships. Individuals who choose to become part of the Esperanza College of Eastern University community are asked to adhere to policies that represent high standards of ethical and moral behavior, both on and off the campus. These behavioral expectations serve the aims and purposes of the college as a Christian institution and are in the best interests of students, faculty, and staff alike.

### **VIOLATIONS**

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

1. All forms of dishonesty including but not limited to cheating, plagiarism, theft, furnishing false information on or off campus, publication of false information anywhere (including in online communities), altering documents with the intent to defraud. Using a false or forged ID card of any type.
2. As a Christian community, Esperanza College of Eastern University expects a sexual lifestyle that is consistent with our understanding of biblical teaching. For our community, inappropriate displays of affection are not acceptable and sexual intimacy is prohibited outside of marriage between a man and a woman.
3. The use, sale, distribution and/or possession of all illegal drugs on or off campus. Evidence of drug use/possession such as odors, items used to mask odors, paraphernalia, and storage containers will be seen as a violation of policy.
4. The use of racial or ethnocentric invectives, epithets, slurs, utterances, or physical acts or threats (written or spoken) used to attack or injure another individual rather than express an idea, ideology, or philosophy. Racial and ethnic intimidation and harassment is illegal in the state of Pennsylvania. Students are encouraged to report incidents relating to racial and ethnic intimidation and harassment to the local police and to the Deans.
5. 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 ECEU sponsored events off campus. Clubs and organization leaders planning fundraising activities should consult with the Associate Dean for Academic and Student Success; review the college's position as well as state and federal law. College organizations and groups may conduct fundraising events that include raffles, auctions, and such, provided the event is approved by the office of Academic and Student Success well in advance of the advertising of the event. Students are encouraged to seek assistance for gambling related concerns early.

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

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

### **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 Associate Dean for Academic and Student Success.

## **DISCIPLINARY PENALTIES FOR ACADEMIC DISHONESTY**

All cases of academic dishonesty will be referred to the Associate Dean for Academics and Student Success. If disciplinary action is warranted, the case will be reviewed by the Dean. 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 Executive 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 Academic and Student Success 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

### 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 Executive Dean.

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 college 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 Executive Dean. Hearings are not open to lawyers engaged by the student.
3. The accused must notify the Executive 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 Executive Dean reserves the right to consider the cases separately or jointly.
5. The Dean 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 Executive Dean.
8. The decision shall be reported to the accused by the Executive 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 academic staff, administrative staff, and students and is convened by the Executive 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 their Program Director, 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 Associate Dean for Academics and Student Success'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 a refund on tuition.
10. **Expulsion:** One's status as a student is terminated for an indefinite period with little, if any, likelihood of readmission. The student does not receive a refund on tuition.

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

## **ACADEMIC APPEALS AND GRIEVANCES**

An appeal is defined as a request to a higher authority to change a decision that was made, typically a decision that the student believes adversely affects her/his academic career. A grievance is a complaint or concern of a student regarding a faculty or staff member at the university. For any academic appeal or grievance, if a student is enrolled in class(es) while the case is being heard, the student is responsible for the policies and procedures associated with the class(es).

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

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

## **ACADEMIC PETITIONS (REQUEST FOR EXCEPTION TO POLICY)**

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

## **PROCEDURE FOR STUDENT APPEALS TO ECEU EXECUTIVE DEAN**

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

## **PROCEDURE FOR STUDENT APPEALS TO THE PROVOST**

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

The Provost may, at his/her discretion, limit his/her review to the written record provided, seek a meeting (in person or telephonically) with the student, and/or draw on a faculty group to review and advise. The Provost shall affirm the decision of the Dean unless the Provost determines that the Dean's decision is arbitrary and capricious or otherwise lacks substantial evidence, in which



case the Provost may remand the matter to the Associate Dean for Academics and Student Success with instructions. The decision of the Provost shall be final.

## **ESPERANZA COLLEGE DRESS CODE**

Proper attire is defined as follows:

### **Acceptable**

Jeans (without holes)  
Shorts (no shorter than 2” above the knee)  
Skirts (no shorter than 2” above the knee)  
Capri pants  
Sweats  
Dresses  
Dress pants  
Suits

### **Not Acceptable**

Shorts higher than 2” above the knee  
Skirts higher than 2” above the knee  
Low-cut, see-through, or tight clothing  
Tops that expose the midriff area  
Halter tops  
Extremely tight clothing  
Any jeans/shorts with holes

## **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 should also complete the Free Application for Federal Student Aid (FAFSA) between October 1 and May 1 preceding each school year to determine their eligibility for additional grants and loans. 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). Please note that with the exception of some extremely unique types of residency status, a student must be a U.S. citizen or permanent resident in order to receive financial aid through the FAFSA.

Once the FAFSA is completed and submitted, Federal Student Aid will generate a Student Aid Report (SAR). The SAR is a processed copy of the submitted FAFSA for example, the student may be required to submit additional paperwork in order to verify that the information entered on the FAFSA is accurate.

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 October 1st. Students who file late may find that they are not eligible for state grant consideration

## **SATISFACTORY ACADEMIC PROGRESS (SAP)**

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

- Completion of 67% of All Credits Attempted
- Specified Cumulative Grade Point Average (GPA)
- Completion of degree requirements within a timeframe of 150% of the published program length

### **Completion Percentage**

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

PHEAA State Grants are only available for eight (4) full-time semesters and sixteen (8) part-time semesters. Therefore, to maintain aid eligibility, students must complete 67% of all credits attempted at the current academic level of enrollment (undergraduate, graduate, or professional), which is calculated by dividing cumulative credits earned by cumulative credits attempted.

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

- Incomplete (I)
- Withdrawn (W)
- Failing (F)

### **Grade Point Average Requirements**

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

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

## **Measurement of Academic Progress**

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

## **CREATING A FINANCIAL AID PACKAGE**

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

## 2020 - 2021 Tuition

### Tuition Costs

| Item                                   | Charge      |                 |
|--|-------------|-----------------|
| Undergraduate (12-18 Credits)          | \$17,068.00 | Per semester    |
| Part-time Undergraduate (1-11 credits) | \$748.00    | Per credit hour |
| Overload credits                       | \$748.00    | Per credit hour |
| Summer Courses                         | \$748.00    | Per credit hour |

### Course Fees

| Item  | Charge   |            |
|---|----------|------------|
| Esperanza College Laboratory                | \$180.00 | Per course |
| Medical Assisting Externship Fee (MEDA 300) | \$230.00 | Per course |

### Other Fees

| Item                                     | Charge   |                    |
|--|----------|--------------------|
| Enrollment Deposit (non-refundable)      | \$35.00  | One-time fee       |
| English/Math Bridge Program              | \$ 50.00 | One-time fee       |
| Graduation Fee                           | \$170.00 | One-time fee       |
| Identification Card Replacement          | \$15.00  | Per lost card      |
| Late payment fee (per semester)          | \$165.00 | Per Semester       |
| Return Check Fee (NSF or Closed Account) | \$50.00  | Per returned check |
| Transcript Fee (one-time)                | \$75.00  | One-time fee       |

### Payment Plan

Students can set-up payment plans by going directly to the following website:  
<https://payplan.officialpayments.com/PlanEnrollment/SelectPlan.aspx>

### APPLYING FINANCIAL AID TO STUDENT'S ACCOUNTS

1. 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 a student's account is paid in full if there is an excess of student loans or the student has overpaid
  - b. Since the student has already been packaged for the year, his or her aid for the spring semester should arrive in January as long as the student has officially registered and submitted all necessary documentation.
2. 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.

### **Financial Aid Refunds**

- Depending on what the student's award package includes, their entire Federal Stafford Loans may go toward their tuition and fees 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.
- Be sure to check your student account and with the EC student financial accounts office BEFORE you spend any refund you receive to make sure there are no charges pending to ensure there are no errors.

### **REFUNDS DUE TO A WITHDRAWAL**

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

- the first two weeks            100% of tuition
- after two 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 (also PLUS loans and work study funds) awarded. The withdrawal date is defined as the actual date that the student begins the withdrawal process or expresses the desire to withdraw from the University. The withdrawal date will be the student's last date of recorded attendance or the midpoint of the semester for a student who leaves without notifying the University.

### **REMINDERS**

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

## **STUDENT RIGHTS, FREEDOMS AND RESPONSIBILITIES**

Esperanza College of Eastern University exists to provide Associates of Arts, Associates of Sciences, and Associates of Applied Sciences programs that are rooted in a unifying Christian worldview. The university views its mission as the pursuit of truth, the transmission of knowledge, and the development of students for a life of service to the church and to society. Foundational to a Christian academic community is both the freedom to teach and the freedom to learn. Both faculty and students should exercise these freedoms with responsibility. The freedom to learn depends on appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. The responsibility to honor and respect conditions conducive to this freedom is shared by all members of the academic community.

The purpose of this statement is to enumerate the essential provisions for students to learn.

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

## **STUDENT RECORDS**

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

The following offices maintain student records.

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

## **INSPECTION REQUEST**

A student may, upon reasonable notice, request in writing to see any of the applicable files listed above. The signed, written request will be retained in the student's file. Each office will

designate a person to give the student a confirmation of his/her request and make an appointment with the student (within 45 class days) to review and explain the records.

## **RECORDS CHALLENGE**

After reviewing the records, a student has the right to challenge the content and accuracy of the information. To challenge a record, the student should first make a written request to solve the problem. If no agreement is reached, a student may request a hearing of a committee convened by the Associate Dean for Academics and Student Success and composed of one student, one administrator and one faculty member. Within 30 working 33 days after such a meeting, a decision will be rendered in writing to the student. If the decision is NOT to amend the record, the student has the right to include a written statement in the record

## **SEXUAL ASSAULT POLICY**

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

## **DEFINITIONS**

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

Persons are considered unable to consent if:

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

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

If you are sexually assaulted:

1. Immediately tell a trusted friend, a Dean, or CCAS counselor. You will need support throughout the process.
2. Seek medical attention immediately. Call your doctor or go to the hospital emergency room for treatment of any injuries and for collection of evidence for legal prosecution, even if you are not sure that you want to prosecute. You can decide later to prosecute, but the exam cannot wait.
3. Report the sexual assault to the police. They will inform you of your legal rights and help you collect evidence. You can decide whether or not to prosecute later.
4. Make a written report of all the events that led up to the sexual assault, the sexual assault event, and your behavior after the sexual assault. Include dates, times, and witnesses.
5. Seek counseling. The Deans, your academic advisor, or Office staff can help you contact the Eastern University Counseling Center. A counselor can give confidential support, help in decision-making, and help you to move through the emotional and psychological processes from victim to survivor.
6. Report the sexual assault to any member of the Academic and Student Success Staff. Although any member of the staff may be informed, that member will report the incident to the Deans.

See below for the procedure.

1. DO NOT:

- a. clean up, wipe or wash with tissue, douche, bathe, shower, or change your clothes before you go to the hospital.
- b. be afraid to tell others and report this crime to the police.
- c. blame yourself.

## **SEX DISCRIMINATION POLICY**

### **I. Statement of Policy**

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



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

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

## **POLICIES AND GENERAL INFORMATION**

### **SECURITY AT ESPERANZA COLLEGE**

Esperanza College of Eastern University is part of a dynamic partnership with Esperanza, a Christian community organization serving Latino and other members of our North Philadelphia community. At Esperanza College, we believe that your security should be a team effort that involves the cooperation of all concerned: students, faculty, and staff. Esperanza College is a community of approximately 250 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, **Eastern 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 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 unarmed security guards of Strikeforce Security Company. These security guards are responsible for securing campus buildings both at night and day 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. Crime in the area is monitored by sharing information with the police.

## **SECURITY STAFF**

Supervisor (215) 360-7196  
Security Desk (215) 324-0746 ext. 171

### **Hours**

Monday–Thursday 8:30 am–10:30 pm  
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) 238-2150  
Narcotics Anonymous (888) 306-9941

## 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 Officer immediately by dialing (215) 324-0746 extension 171, or by using one of the campus phones and dialing extension 171. The Security Officer will respond and summon police if necessary. The Security Officer will file a written report on all crime incidents. All incident reports filed are recorded and maintained in the office of the Security Manager.

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:  
<https://www.eastern.edu/about/offices-centers/public-safety-610-341-1737/clery-compliance>.

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.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 wear your Eastern University ID in a visible place on your upper body 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 clearinghouse 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

<https://www.eastern.edu/about/offices-centers/public-safety-610-341-1737/eu-emergency-messaging-system>.

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) 360-7196, and an EC staff member. \*

All other individuals should:

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

### **BOMB THREAT**

If you receive a bomb threat:

1. Record information (on FBI Data card if available; otherwise on a note paper).

2. Call 911, Building Manager at (215) 360-7196, and an EC staff member. \*

All other individuals should:

1. If directed—search the immediate area for suspicious objects (voluntary basis only). If a 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 the primary staging area at the 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 it.
2. Isolate the package and cordon off the area closing all doors leading to the area.
3. If you handled the item, wash exposed skin areas for at least three minutes with soap and water and rinse for one minute.
4. Notify Building Manager at (215) 360-7196 and an EC staff member.
5. Avoid all other individuals.
6. Wait for Hazmat team for possible decontamination procedure.

All other individuals should:

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

## **MEDICAL EMERGENCY**

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

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

## **EARTHQUAKE**

All individuals should:

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

## **SEVERE WEATHER**

All individuals should:

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

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

\*\*In case of evacuation, no beverages, food, or bulky items are to be carried into the stairwells.

Under no circumstances should you use the elevator. First Aid Kits are located in the Front Desk of Esperanza College and the kitchen of Esperanza, Inc.

### **EMERGENCY PHONE NUMBERS**

|   |                |                |
|---|----------------|----------------|
| EMERGENCY   | 9-1-1          |                |
| Building Manager  | (215) 360-7196 |                |
| Chemical Facility Tip Line (Report Chemical/Biological Terrorism) |                | (877) 394-4347 |
| 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 Esperanza college campus is closed. Esperanza will send an email announcing the closure of the school, and a message will be posted on the Esperanza, Inc. answering machine 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 Administrative Assistant to the Deans.

### **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 wear them in a visible way on their upper body at all times when they are on the College campus. I.D. Cards can be obtained from the admissions team.

## **FACULTY OF ESPERANZA COLLEGE**

**Stephanie Brown**, Director of Student Success (EdD Wilmington University)

**David Hurtado**, Director of Communication, Media, and Technology (BS, Toccoa Falls College, MBA and PhD Regent University)

**Nilsa Graciani**, Director of STEM and Medical Assisting, (BS, University of Puerto Rico; PhD, Texas A&M University)

**Colleen Ingram**, Clinical Assistant for Medical Assisting (R.N. Northeastern Hospital School of Nursing)

**Andria Kallarakal**, Director of Public and Social Services (BA, MA, and MPhil Madurai Kamaraj University; MA, Clark University; PhD, University of Kerala, India)