



# Eastern International College

## **College Catalog**

**2021-2022**

Main Campus: 684 Newark Avenue, Jersey City, NJ 07306  
Phone 201.216.9901

Branch Campus: 251 Washington Avenue, Belleville, NJ 07109  
Phone 973.751.9051

[www.eicollege.edu](http://www.eicollege.edu)

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## **DISCLAIMER**

This catalog is published by Eastern International College (EIC) to provide prospective students and other interested individuals with information concerning this institution. It contains - to the best extent possible - current information concerning: the university calendar; admissions and degree requirements; fees; regulations; and course offerings. This catalog is online only.

Any part of this catalog may be changed or revoked by EIC without notice and may not serve as a binding obligation. EIC may also choose to add or delete course offerings or degree programs at any time. It is intended to be a description of the policies, academic programs, degree requirements, and course offerings in effect for the current academic year. It should not be construed as an irrevocable contract between the student and the College. Failure to read the catalog does not excuse students from the regulations contained within.

Each student is responsible to seek the updated version through regular consultation with Department Chairpersons and advisors. EIC reserves the right to change any of the policies, procedures, or fees described in this catalog and to apply these changes to any or all of its students as it sees fit.

Last Update August 2021



# Eastern International College

## **Philosophy/Mission Statement**

Eastern International College is a student-centered and career-oriented institution of higher education dedicated to the professional development of its diverse student body. Through innovative curricula, leading-edge technology, experiential (“hands-on”) learning and caring and responsive student services, EIC will provide:

- Challenging health sciences curricula and environments that maximize student success by equipping and engaging students to critically appraise and apply knowledge and skills necessary to succeed in their chosen profession, in the service of others, and in their communities.
- Scholarly faculty and dedicated staff who encourage and support diversity and promote excellence in teaching, learning and service as the college’s primary focus.
- Academic programs that foster ethical and critical thinking informed and enriched by nationally recognized general education standards and professionally accredited career competencies to ensure a quality collegiate experience.
- Leadership with innovative and responsive health science programs designed to anticipate and respond to healthcare market needs and provide the foundation for lifelong learning - skilled in, and adaptable to new information and technologies.



## The History of Eastern International College

Micro Tech Training Center, now Eastern International College, was established in 1990 to provide customized computer training to students referred by local corporations. Initially, the school, located in East Orange, New Jersey, occupied two classrooms and trained 15 students in job-related software applications. Shortly thereafter, the school was approved by the New Jersey Department of Education and expanded its course offerings to include customized training for local companies in conjunction with the Job Training Partnership Act (JTPA). As training programs offered by the school met with success, student enrollment increased, and additional classes were added to accommodate the scheduling demands of the working group.

In 1995, after five years of demonstrated ability to train and place individuals in computer-related occupations, the Accrediting Commission of Career Schools and Colleges (ACCSC) granted initial accreditation to Micro Tech Training Center. In 1996, the school began offering financial aid to qualified students. In 1998, the school relocated to the business district of Newark, New Jersey, where PC Networking and PC Applications Specialist Programs were included in computer course offerings.

In 2000, through continuous evaluation, monitoring, and surveying of the school, a second move to a more modern facility, located at 3000 JFK Boulevard, Jersey City, NJ was undertaken to provide academic access to a larger population of students.

Decline in employment opportunities in 2001 caused a paradigm shift in program offerings, and in 2002, the school launched its first healthcare training programs. Initially, the school offered allied health certificate programs in Diagnostic Medical Ultrasound Technology, Massage Therapy, and Medical Assistant. In 2004, the Belleville Branch Campus, located at 251 Washington Avenue, Belleville, New Jersey, opened to offer the new allied health certificate programs to better serve students in the Newark area and suburbs North and West of Newark.

In 2009, Eastern International College began offering an Associate Degree in Applied Science in Diagnostic Medical Sonography (AAS). After much success, the College expanded its program base and began offering Associates Degrees in Applied Science in Nursing (beginning in 2011), Medical Assistant (beginning in 2010), Dental Hygiene (beginning in 2013), and Cardiovascular Technology (beginning in 2014). These programs were met with great enthusiasm and grew to capacity. In 2013, Eastern International College's Jersey City campus moved to a new building located at 684 Newark Avenue. In 2014, Eastern International College also began offering its first bachelor's degree in Diagnostic Medical Sonography.

In August 2015, the Dental Hygiene Program received initial programmatic accreditation by the Commission on Dental Accreditation (CODA). Later that year, in September 2015, the Commission on Accreditation of Allied Health Education (CAAHEP) granted initial accreditation for the Cardiovascular Technology Program. In October 2015, the Nursing Program in Belleville was granted full accreditation by the New Jersey Board of Nursing.

In September 2016, our Cohort Student Default (CDR) rate was an incredibly low 1%, meaning only 1% of all EIC students with student loan debt were not able to meet their repayment obligations. In 2017 and 2018, we experienced a further CDR *decline* to 0%! This praiseworthy accomplishment indicates our graduates secure full-time employment in their field of study, thus enabling them to maintain their student loan repayment schedules and not go into default. The College continues to graduate students who move directly into permanent professional employment.

The Dental Hygiene Program has continued to grow and in April 2017, EIC received final approval from ACCSC for the Bachelor of Science Degree Program in Dental Hygiene. The Dental Hygiene Program is a rigorous bachelorette program in which 100% of its graduating students pass the licensure examinations and secure full-time permanent employment.. The Program offers

dental healthcare services to the community through its clinic that is open to the public. In this way EIC contributes volunteer services to its neighbors while giving students the opportunity to learn dental hygiene processes under the direction of full-time faculty and dentists.

In Fall 2017, the College faculty and administration reviewed its core curriculum requirements to assure student learning outcomes, including the mastery of critical communication, writing and research skills. Our internal assessment led to strengthening our General Education curriculum by embedding fifteen hours of information literacy instruction per semester in our English 101 course offerings.

In February 2018, after the abundant interest in the Dental Hygiene Program, the College was officially permitted to grow when the Commission on Dental Accreditation (CODA) adopted a resolution to permit EIC to double Dental Hygiene student enrollment; CODA also reinforced the good standing of our Dental Hygiene Program by sustaining the program's accreditation status of "approval without reporting requirements." The Commission on Dental Accreditation (CODA) granted full approval to offer a three-year Bachelor of Science in Dental Hygiene (BSDH) program.

In Summer 2018, with continued and steady enrollment growth, the College upgraded its Student Information System to Diamond SIS and implemented CANVAS as the College's Learning Management System (LMS) with a January 2019 go live launch. The utilization of CANVAS is mandatory for every class offered in Eastern International College. CANVAS documents attendance, grades, course syllabi, course assignments, criteria for grades, faculty and student course-based innovations and projects. The centralization of all curricular and instructional content has led to a comprehensive accessibility and deliverability of information to students, faculty, and administrators. This has led the institution to provide nimble shifts to online course delivery modes and to appropriate programmatic leadership oversight to assure quality and productivity.

Throughout the Fall of 2018 into Spring 2019, the College increased the size of the Dental Hygiene Program clinical. Today, the Program includes a multi-purpose laboratory with 20 typodont works stations, seven radiology rooms, dental material stations, and an extensive clinical space. All technology is cutting edge to increase student learning of all dental hygiene equipment.

In focusing on online access to degrees, the College emphasized expansion of two new online completion programs: In Fall 2018, we received approval from the State and ACCSC to implement the online Bachelor of Science in Dental Hygiene Degree (BSDH) Completion Program in 2019. Simultaneously, the College received NJ State Office of the Secretary of Higher Education (OSHE) approval to implement the Bachelor of Science in Health Leadership (BSHL) Degree Completion Program. The College also offers the RN to BSN online.

The AAS in Nursing received full accreditation from the Accreditation Commission for Education in Nursing (ACEN) for our Belleville Campus' Associate Degree in Nursing (ADN) Program in 2018. The Nursing Program, offered in Belleville and Jersey City, offers the best clinical technology for students who must register for laboratory sessions. The labs are outfitted with hi-tech simulation mannequins, simulation medical carts, IVs, instruments for fundamental procedures, all in a clinical/hospital setting. The College has Lucina, the mannequin that births a child, at each campus. The Simulation Labs are managed by a dedicated Assistant Dean.

In July 2020, the College received accreditation by the Middle States Commission on Higher Education (MSCHE) and therefore withdrew its accreditation with ACCSC in December of 2020. Effective December 5, 2020, Eastern International College is accredited by the Middle States Commission on Higher Education and thereby adheres to the Commission's Standards of Excellence including meeting all criteria for accreditation: mission and goals, ethics and integrity, design and delivery of the student learning experience, support of the student experience, educational effectiveness assessment, planning, resources, and institutional improvement, governance, leadership, and administration. The College meets all the criteria as set forth by Middle States and our self-study report is due in 2023.

In Fall 2021, the College will launch its BS in Nursing at the Belleville and Jersey City Campuses. Students can enter either the ASN or the BSN.



## Accreditation and Affiliations

Eastern International College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000) [www.msche.org](http://www.msche.org). The MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

Eastern International College is licensed by the New Jersey Office of the Secretary of Higher Education, 20 West State Street, 4th Floor, PO Box 542, Trenton, NJ 08625-0542, phone: 609-292-4310.

The Associates Degree in Nursing Program at Eastern International College is approved by the New Jersey Board of Nursing, Division of Consumer Affairs, 124 Halsey Street, 6th Floor, P.O. Box 45010, Newark, New Jersey 07101, phone: 973-504-6430. *Date of next review: December 2023.*

The Accreditation Commission for Education in Nursing (ACEN) has granted accreditation to the Associate Degree in Nursing program at Eastern International College. Accreditation Commission for Education in Nursing (ACEN): 3390 Peachtree Road NE, Suite 1400, Atlanta, Georgia 30326. Phone: 404-975-5000

The Dental Hygiene program at Eastern International College in Jersey City is accredited by the Commission on Dental Accreditation (CODA), American Dental Association, 211 East Chicago Avenue, Chicago, Illinois 60611, phone: 312-440-4653. [www.ada.org/en/coda](http://www.ada.org/en/coda). *Date of next review: 2023*

The Cardiovascular Technology Associate Degree Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Joint Review Committee on Education in Cardiovascular Technology (JRC-CVT). The Commission on Accreditation of Allied Health Education Programs is located at 9355 113th St N. #7709, Seminole, FL 33775 phone: 727-210-2350, fax: 727-210-2354 [www.caahep.org](http://www.caahep.org). *Date of next review: Fall 2021.*

## **Description of the Facilities and Equipment**

### **EIC Campus Facilities**

EIC has two campus locations: Belleville, New Jersey and Jersey City, New Jersey. Each campus location consists of one building. The Belleville building, located at 251 Washington Avenue, is a refurbished, three-floor, modern facility and contains the required classroom space, equipment, instructional resources and student services. The building is approximately 25,000 square feet and houses nine classrooms and seven labs/computer rooms. The Jersey City campus, located at 684 Newark Avenue, comprises a new, three-floor building that opened in October 2013 and is furnished with the latest technology and resources appropriate for EIC programs. The building is approximately 34,000 square feet and houses seven classrooms, five labs/computer rooms and 30 dental hygiene workstations.

Both campuses offer students and faculty sufficient access to desktop computers, overhead projectors, library and information resources, and anatomical models to facilitate hands-on and effective teaching and learning. Laboratories are well equipped to meet training needs, for example:

- The phlebotomy laboratories are equipped with arm models and phlebotomy supplies
- The patient care laboratories are equipped with hospital beds and other related equipment
- The dental hygiene laboratory is equipped with X- ray machines and patient clinical areas
- The ultrasound laboratories are equipped with six (6) ultrasound machines at each campus, one (1) of which is a portable machine; EKG machines and supplies are available for laboratory activities and tutoring.

The nursing labs are equipped with four (4) simulated hospital patient care settings, and Lucina, a Childbirth Simulator (see description below). Each is complete with an electronic bed, overbed table, bedside stand, a headwall containing a blood pressure system, suction, air/oxygen outlets, and an equipment board containing otoscopes and ophthalmoscopes. The laboratory is equipped for wireless access to the campus network and is a smart classroom with a large screen and ceiling-mounted data projector. The Nursing Department has two simulation mannequins along with software components to make the mannequins fully functional. The laboratory also serves as a classroom which can accommodate 24 students.

The third floor of the Jersey City campus is devoted to the Dental Hygiene Program. The 11,300-square foot space houses a dental hygiene clinic, radiology rooms, panorex suite, a student simulator laboratory, classrooms, faculty office spaces, storage, and the dental clinic reception area. The lab currently has ten (10) student dental simulators and one (1) instructor simulator. These simulators provide a realistic learning experience to develop the necessary motor skills and clinical knowledge. Students practice in pairs on the simulator while watching a large-screen overhead projection of the instructor performing a dental hygiene procedure.

The Clinical facility is equipped with computers at every station and patient monitors for oral health educational instruction. Digital radiographs can be brought up on the computer screen for treatment planning and patient education while digital patient recordkeeping instills a paper-free environment.

Each campus building has a lounge available for student and staff use. These areas offer vending machine options, though each campus is in a location that offers students access to a vast array of dining and refreshment opportunities nearby. Both campuses can be reached via public transportation, which is the preferred mode of travel because parking is limited at both sites.

Each building is appropriately furnished for administrative operations. Faculty and advisors have access to private areas to secure their files and space to meet with students to discuss sensitive matters, especially when discussing issues related to student privacy.

## **Lucina Childbirth Simulator**

Developed by CAE Healthcare, the Lucina Childbirth Simulator is a wireless medical mannequin with validated maternal-fetal physiology. It is used to provide reliable and realistic hands-on training for childbirth scenarios, such as: normal deliveries; breech births; shoulder dystocia; and other critical emergencies. Lucina can breathe, cry, sweat, blink — even simulate a postpartum hemorrhage. She has measurable vital signs, and the pupils will react if you shine a light on them.

Palpable, soft skin can simulate uterine contractions, as well as leg and hip articulation for practice in childbirth positioning and related birthing maneuvers. A lifelike fetus is delivered through a realistic birthing canal. It provides fetal heart sounds, airway suctioning, a programmable cry upon delivery, predicted one-minute and five-minute Apgar scores based on venous and arterial blood gas values, and an umbilical cord that can be cut and clamped.

Lucina is an excellent learning tool, helping nursing students improve their critical reasoning skills. During a simulated postpartum hemorrhage, for example, Lucina will bleed and present students with the data they need to assess the situation: She will turn pale, her blood pressure will drop and her pulse will rise. After they perform an intervention, they can assess if what they did was successful based on Lucina's response.

## **Online Campus**

EIC students are provided an [eicollege.edu](mailto:email@eicollege.edu) email that is hosted by the Google Suite. Online students leverage technology to access their courses and provide their online learning experience. Specifically, EIC uses Canvas as the Learning Management System (LMS) platform - which is available at [eicollege.instructure.com](https://eicollege.instructure.com). To facilitate ease of access to Canvas, there is a single sign on integration with the Google Suite (email and cloud tools); students use the same password to access their emails and to access their LMS. Canvas is integrated with DiamondD, the student information system. DiamondD provides students' schedules and provides their final grades back to their LMS course shells. When relevant for their assignments, students can use TurnItIn, a plagiarism tool within Canvas which assesses their work for plagiarised content before submission. They also have the option to purchase their ebooks within Canvas via the VitalSource- ebook integration.

## Non-Discrimination Policy

Eastern International College is committed to providing equal access to educational and employment opportunities. Eastern International College prohibits discrimination on the basis of race, color, religion, national origin, age, disability, sex, gender, sexual orientation, marital status, genetic information, and military/veteran status in the recruitment and admission of students, recruitment and employment of employees, and in the operation of all of its programs, activities, and services. Sexual harassment is a prohibited form of sexual discrimination under this policy.

The following persons have been designated to coordinate Eastern International College's compliance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 (ADA):

| Name                        | Campus      | Address               | Telephone    |
|-----------------------------|-------------|-----------------------|--------------|
| Dr. <u>Julius Wangiwang</u> | Jersey City | 684 Newark Avenue     | 201-216-9901 |
| Dr. <u>Julius Wangiwang</u> | Belleville  | 251 Washington Avenue | 973-751-9051 |

The following person(s) have been designated to coordinate Eastern International College's compliance with Title IX of the Education Amendments of 1972:

| Name             | Campus      | Address               | Telephone    |
|------------------|-------------|-----------------------|--------------|
| Agnieszka Drupka | Jersey City | 684 Newark Avenue     | 201-216-9901 |
| Agnieszka Drupka | Belleville  | 251 Washington Avenue | 973-751-9051 |

The following person(s) have been designated to coordinate Eastern International College's compliance with the Age Discrimination Act of 1975:

| Name                        | Campus      | Address               | Telephone    |
|-----------------------------|-------------|-----------------------|--------------|
| Dr. <u>Julius Wangiwang</u> | Jersey City | 684 Newark Avenue     | 201-216-9901 |
| Dr. <u>Julius Wangiwang</u> | Belleville  | 251 Washington Avenue | 973-751-9051 |

## **Admission Information**

Applicants to all programs must follow program-specific criteria listed below. Each applicant will be interviewed and given a tour of the College by their assigned admissions representative. Information gathered during this meeting will be presented to the Campus Director for review. If the review results in a positive recommendation, the applicant will be encouraged to proceed with the appropriate application process.

### **COVID-19 Vaccination Policy- applicable starting September 1, 2021**

At this time, all Eastern International College students are required to be vaccinated against the COVID-19 virus and this is a condition of enrollment. All students must receive a COVID-19 vaccination or possess an approved exception (medical or religious). Requests will be reviewed on an individual basis and must be approved by the College to satisfy compliance with this policy.

## **Admission Requirements by Program**

### **Admissions Requirements for BS in Diagnostic Medical Sonography (DMS-BS)**

- Proof of Identification (State-issued or passport)
- Social Security Card
- Proof of Citizenship or Legal Status
- Minimum HS Diploma or recognized equivalency certificate (GED)
- Complete Admissions Process

The following steps must be taken to complete the admissions process for the Bachelor of Science in Diagnostic Medical Sonography (DMS-BS):

1. **Admissions Application**  
Complete and submit the official admissions application. Any fraudulent response in the application form will result in automatic disqualification, acceptance will be revoked, and dismissal from the Program.
2. **High School Diploma or GED**  
Along with the application, present a copy of the applicant's high school diploma/transcript, or have the applicant's high school send a copy of their diploma or official transcript directly to Eastern International College.

Recipients of a State Equivalency Diploma (GED) must submit a copy of the transcript of their test results with the application. Applicants whose secondary education was in a country outside the United States must obtain written official evaluation of transcripts showing equivalency from their native country, using an approved evaluating company, such as World Education Services (WES) or Educational Credential Evaluators (ECE). Official electronic transcripts (e-transcripts) are accepted.

3. **Accuplacer Exam**

All applicants for the Diagnostic Medical Sonography degree program (DMS-BS) are required to take the Next-Generation Accuplacer placement tests in reading, sentence skills, and mathematics which is administered at Eastern International College. EIC utilizes the Next-Generation Quantitative Reasoning for math and the Next-Generation Reading for the English part.



Applicants who score lower than 244 in Reading and Writing and lower than 260 in Mathematics must take and pass developmental English courses (Developmental Reading or ENG 099, Developmental Writing or ENG 098), and Elementary Algebra (MAT 099) while enrolled in the college.

**The Accuplacer is waived for any of the following reasons:**

- a) Combined SAT score of 1100 or better (if applicable)
- b) Earned Associates degree (or higher) obtained from a nationally or regionally accredited institution with an official transcript of record. A degree earned outside the United States which must be evaluated using an approved evaluating company, such as World Education Services (WES) or Educational Credential Evaluators (ECE), for a United States degree equivalency. Transcript evaluation is the responsibility of the applicant.
- c) Earned credits for college level English and Elementary Algebra (or higher) with a grade of “C” or better (with an official transcript of record) from a nationally or regionally accredited institution.
- d) Earned credits for English Composition and College Math through the College Level Examination Program (CLEP). CLEP score must conform to EIC’s transfer policy.
- e) An Advanced Placement (AP) score of “3” or better in both College Math and English.

**Admission Requirements for AAS in Cardiovascular Technology Degree Program (CVT-AAS)**

- Proof of Identification (State-issued or passport)
- Social Security Card
- Proof of Citizenship or Legal Status
- Minimum HS Diploma or recognized equivalency certificate (GED)
- Complete Admissions Process

The following steps must be taken to complete the admissions process for the Cardiovascular Technology Degree Program (CVT-AAS).

**1. Admissions Application**

Complete and submit the official admissions application. Any fraudulent response in the application form will result in automatic disqualification, acceptance will be revoked, and dismissal from the Program.

**2. High School Diploma or GED**

Along with the application, present a copy of the applicant’s high school diploma/transcript, or have the applicant’s high school send a copy of their diploma or official transcript directly to Eastern International College.

Recipients of a State Equivalency Diploma (GED) must submit a copy of the transcript of their test results with the application. Applicants whose secondary education was in a country outside the United States must obtain written official evaluation of transcripts showing equivalency from their native country, using an approved evaluating company, such as World Education Services (WES) or Educational Credential Evaluators (ECE). Official electronic transcripts (e-transcripts) are accepted.

### 3. Accuplacer Exam

All applicants for the Cardiovascular Technology degree program (CVT-AAS) are required to take the Next-Generation Accuplacer placement tests in reading, sentence skills, and mathematics which is administered at Eastern International College. Applicants who score lower than 244 in Reading and Writing and lower than 260 in Mathematics must take and pass developmental English courses (Developmental Reading or ENG 099, Developmental Writing or ENG 098), and Elementary Algebra (MAT 099) while enrolled in the college.

**The Accuplacer is waived for any of the following reasons:**

- a) Combined SAT score of 1100 or better (if applicable)
- b) Earned Associates degree (or higher) obtained from a nationally or regionally accredited institution with an official transcript of record. A degree earned outside the United States which must be evaluated using an approved evaluating company, such as World Education Services (WES) or Educational Credential Evaluators (ECE), for a United States degree equivalency. Transcript evaluation is the responsibility of the applicant.
- c) Earned credits for college level English and Elementary Algebra (or higher) with a grade of “C” or better (with an official transcript of record) from a nationally or regionally accredited institution.
- d) Earned credits for English Composition and College Math through the College Level Examination Program (CLEP). CLEP score must conform to EIC’s transfer policy.
- e) An Advanced Placement (AP) score of “3” or better in both College Math and English.

## **Admissions Requirements for Medical Assistant Degree Program (MA-AAS)**

### **EIC IS NO LONGER ACCEPTING NEW STUDENTS FOR THIS PROGRAM**

- Minimum HS Diploma or recognized equivalency certificate (GED)
- Complete Admissions Process

The following steps must be taken to complete the admissions process for the Medical Assistant Degree Program (MA-AAS).

#### **1. Admissions Application**

Complete and submit the official admissions application.

#### **2. High School Diploma or GED**

Along with the application, present a copy of the applicant's high school diploma/transcript, or have the applicant's high school send a copy of their diploma or official transcript directly to Eastern International College.

Recipients of a State Equivalency Diploma (GED) must submit a copy of the transcript of their test results with the application. Applicants whose secondary education was in a country outside the United States must obtain written official evaluation of transcripts showing equivalency from their native country, using an approved evaluating company, such as World Education Services (WES) or Educational Credential Evaluators (ECE). Official electronic transcripts (e-transcripts) are accepted.

#### **3. Accuplacer Exam**

All applicants for the Medical Assistant Degree Program (MA-AAS) are required to take the Next-Generation Accuplacer placement tests in reading, sentence skills, and mathematics which is administered at Eastern International College. Applicants who score lower than 244 in Reading and Writing and lower than 260 in Mathematics must take and pass developmental English courses (Developmental Reading or ENG 099, Developmental Writing or ENG 098), and Elementary Algebra (MAT 099) while enrolled in the college.

#### **The Accuplacer is waived for any of the following reasons:**

- a) Combined SAT score of 1100 or better (if applicable)
- b) Earned Associates degree (or higher) obtained from a nationally or regionally accredited institution with an official transcript of record. A degree earned outside the United States which must be evaluated using an approved evaluating company, such as World Education Services (WES) or Educational Credential Evaluators (ECE), for a United States degree equivalency. Transcript evaluation is the responsibility of the applicant.
- c) Earned credits for college level English and Elementary Algebra (or higher) with a grade of "C" or better (with an official transcript of record) from a nationally or regionally accredited institution.
- d) Earned credits for English Composition and College Math through the College Level Examination Program (CLEP). CLEP score must conform to EIC's transfer policy.

- e) An Advanced Placement (AP) score of “3” or better in both College Math and English.

### **Admission Requirements for the Associate of Applied Science in Nursing Program (ADN)**

- Proof of Identification (State-issued or passport)
- Social Security Card
- Proof of Citizenship or Legal Status
- Minimum high school Diploma or recognized equivalency certificate (GED)
- Complete Admissions Process
- Take the Test of Essential Academic Skills (TEAS) Exam or the Health Education Systems Incorporated A2 (HESI- A2) with a minimum composite score of 60% for TEAS and 70% for HESI. The composite score is the combination of scores in all sections of the TEAS and HESI

The following steps must be taken to complete the admissions process for the AAS Nursing Program:

1. Admissions Application

Complete and submit the official admissions application. Any fraudulent response in the application form will result in automatic disqualification, acceptance will be revoked, and dismissal from the Program.

2. High School Diploma or GED

Along with the application, present a copy of the applicant’s high school diploma/transcript, or have the applicant’s high school send a copy of their diploma or official transcript directly to Eastern International College.

Recipients of a State Equivalency Diploma (GED) must submit a copy of the transcript of their test results with the application. Applicants whose secondary education was in a country outside the United States must obtain written official evaluation of transcripts showing equivalency from their native country, using an approved evaluating company, such as World Education Services (WES) or Educational Credential Evaluators (ECE). Official electronic transcripts (e-transcripts) are accepted.

3. Entrance Examination (Students may take the TEAS or HESI-A2)

a. Test of Essential Academic Skills (TEAS)

Take the entire TEAS in a single session. The TEAS is a comprehensive standardized test used to assess student competencies and academic preparedness for entry into the nursing program. The TEAS covers science, reading, math, and English and language usage. The entire exam must be taken in a single session; a 60% composite score is the minimum requirement for admission. Higher percent scores will be given preference in the admissions process.

The TEAS score validity is one year and scores taken in another site may be accepted contingent on the

areas covered in the exam and the amount of time to complete the test. An official transcript from the ATI will be required.

b. Health Education Systems Incorporated A2 (HESI) A2

The Elsevier HESI Admission Assessment Examination (A2) for registered nursing education programs will be used to assess student competencies in the areas measured by the test as these will allow an evaluation of student readiness for entry into the nursing program and the likelihood of student success throughout the program. The entire exam must be taken in a single session; a 70% composite score is the minimum requirement for admission. Higher percent scores will be given preference in the admissions process.

The HESI exam score validity is one year and scores taken in another site may be accepted contingent on the areas covered in the exam and the amount of time to complete the test.

*A \$75.00 fee is charged per attempt for the TEAS examination and \$60 for the HESI-A2. This is paid by the applicant prior to enrollment.*

4. Proof of Citizenship/Legal Status

Submit documentation to show legal status if not a citizen of the United States.

5. Certified verification of a negative criminal background check through Castle Branch.

6. Drug Screen

Students must undergo drug screening that verifies negative results.

*A student who failed a nursing course or was dismissed from another nursing school within the last 10 years will NOT be accepted in the Nursing program. EIC ADN students are not permitted to transfer into the EIC BSN program. BSN students who want to transfer to the ADN Program must re-apply but acceptance is not guaranteed.*

*Students who took and passed the HESI prior to June 12, 2021 will be grandfathered in the HESI policy*

## **Admission Requirements for the Bachelor of Science in Nursing Program (BSN)**

- Proof of Identification (State-issued or passport)
- Social Security Card
- Proof of Citizenship or Legal Status
- Minimum high school Diploma or recognized equivalency certificate (GED)
- Complete Admissions Process
- Take the Test of Essential Academic Skills (TEAS) Exam with a minimum composite score of 65% or 75% in the Health Education Systems Incorporated A2 (HESI-A2) exam. The composite score is the combination of scores in all sections of the TEAS or HESI.

The following steps must be taken to complete the admissions process for the BSN Program:

### **1. Admissions Application**

Complete and submit the official admissions application. Any fraudulent response in the application form will result in automatic disqualification, acceptance will be revoked, and dismissal from the Program.

### **2. High School Diploma or GED**

Along with the application, present a copy of the applicant's high school diploma/transcript, or have the applicant's high school send a copy of their diploma or official transcript directly to Eastern International College.

Recipients of a State Equivalency Diploma (GED) must submit a copy of the transcript of their test results with the application. Applicants whose secondary education was in a country outside the United States must obtain written official evaluation of transcripts showing equivalency from their native country, using an approved evaluating company, such as World Education Services (WES) or Educational Credential Evaluators (ECE). Official electronic transcripts (e-transcripts) are accepted.

### **3. Entrance Examination (Students may take the TEAS or HESI-A2)**

#### **a. Test of Essential Academic Skills (TEAS)**

Take the entire TEAS in a single session. The TEAS is a comprehensive standardized test used to assess student competencies and academic preparedness for entry into the nursing program. The TEAS covers science, reading, math, and English and language usage. The entire exam must be taken in a single session; a 65% composite score is the minimum requirement for admission. Higher percent scores will be given preference in the admissions process.

The TEAS score validity is one year and scores taken in another site may be accepted contingent on the areas covered in the exam and the amount of time to complete the test. An official transcript from the ATI will be required.

#### **b. Health Education Systems Incorporated A2 (HESI-A2)**

The Elsevier HESI Admission Assessment Examination (A2) for registered nursing education

programs will be used to assess student competencies in the areas measured by the test as these will allow an evaluation of student readiness for entry into the nursing program and the likelihood of student success throughout the program. The entire exam must be taken in a single session; a 75% composite score is the minimum requirement for admission. Higher percent scores will be given preference in the admissions process.

The HESI exam score validity is one year and scores taken in another site may be accepted contingent on the areas covered in the exam and the amount of time to complete the test.

*A \$75.00 fee is charged per attempt for the TEAS examination and \$60 for the HESI-A2. This is paid by the applicant prior to enrollment.*

4. Proof of Citizenship/Legal Status

Submit documentation to show legal status if not a citizen of the United States.

5. Certified verification of a negative criminal background check through Castle Branch.

6. Drug Screen

Students must undergo drug screening that verifies negative results.

*A student who failed a nursing course or was dismissed from another nursing school within the last 10 years will NOT be accepted in the Nursing program. EIC ADN students are not permitted to transfer into the EIC BSN program. BSN students who want to transfer to the ADN Program must re-apply but acceptance is not guaranteed.*

## **Health Requirements**

Students admitted to the program must have a physical examination and health clearance done by their Healthcare Provider. The student is required to submit a health clearance form signed by their Healthcare Provider indicating their health clearance status and ability to participate in clinical rotations without limitation to the department of nursing designee. Students are eligible for advisement and registration after Certified Background verifies negative drug screen and a negative criminal background check.

A student will be dismissed from the Nursing Program with no right to appeal if health and clinical requirement documents/records are not provided and validated as compliant by the nursing program coordinator/representative by the last day of the Nursing student's first semester at EIC. Withdrawal from the Introduction to Nursing (NUR 101) course does not excuse any student from this policy.

The health clearance includes required immunizations, such as the first two injections of the hepatitis B vaccine and an initial two-step PPD test or Quantiferon tests. If the healthcare provider determines that regular monitoring of a pre-existing condition or chronic illness is required, evidence of compliance will be necessary for continuation in the program.

**The following clinical requirements must be completed:**

- Physical examination and health clearance completed by a physician or other qualified Healthcare Provider (Nurse Practitioner or Physician Assistant)
- Immunization records
- Influenza immunization during the flu season: October to March annually
- Fit testing if required by clinical site
- Quantitative titers (bloodwork) indicating immunity to measles, mumps, rubella, varicella, and hepatitis B. Those who have not had immunization to hepatitis B must start the immunization process within one (1) month of receiving the conditional acceptance letter or sign a declination. Some clinical facilities will not accept students who have not demonstrated immunity to hepatitis B.
- Tdap (A booster is needed if taken more than 10 years ago)
- Documentation of negative 2-step Purified Protein Derivative (PPD), (Tuberculosis [TB] test), or single PPD with documentation of negative PPD within the past 12 months. Quantiferon tests will be acceptable unless the clinical facility does not accept it.
- For those with positive PPD: Documentation of test results and negative chest x-ray, documentation of negative chest x-ray within the past 6 months, documentation that there is no evidence of active tuberculosis infection; if latent tuberculosis infection, documentation of adequate treatment.
- CPR healthcare provider course certification (American Heart Association BLS Healthcare Provider only)
- Proof of health insurance
- Malpractice insurance
- National Student Nurses' Association (NSNA) membership

Please note: Current EIC Nursing students must have all required documentation maintained in order to register for classes. If a student is pregnant, the Nursing faculty must be notified immediately and a medical clearance form from the healthcare provider must be submitted. This form will be placed in the student file. The clinical setting may be hazardous to a developing fetus.



## **Admissions Requirements for Bachelor of Science Health Leadership (BSHL) Completion Program - Online**

- Completion of an Associate degree in a health-related program or allied health field from an accredited institution recognized by the US Department of Education

Health-related programs include, but are not limited to, the following fields: Cardiovascular Technology, Cardiac Sonography, Diagnostic Medical Sonography, Medical Assistant, Audiology, Athletic Training, Cytotechnology, Sleep Technology, Dental Hygiene, Dental Assistant, Medical Office Administration, Emergency Medical Science, Nutrition and Dietetics, Health Care Administration/Leadership/Management, Health Information Management, Health Informatics, Medical Technology, Nuclear Medicine Technology, Occupational Therapy Assistant, Physical Therapy Assistant, Radiation Therapy Technology, Radiography, Rehabilitation Counseling, Radiologic Technology, Respiratory Therapy, Speech-Language Pathology, Laboratory Science, Surgical Technology, Medical Records and Health Information Technology, Neuro-Diagnostic Technology, Allied Health Science, Health Sciences, or Nursing.

- Photo identification- state issued (Driver's license, Passport, Citizenship, etc.)
- Social Security Card
- Proof of Citizenship or Legal Status
- High School Diploma/Transcripts/ or GED
- Complete Admissions Process
- Completion of self assessment technology survey

The following steps must be taken to complete the admission process for the Health Leadership BSHL Completion Program:

1. Admissions Application  
Complete and submit the official admissions application.
2. Completion of the self assessment technology survey, including a signed waiver that states understating of online learning requirements.

As the essence of an online delivery program is the ability to participate virtually, there are certain technological requirements that are prerequisites for students' participation in online coursework. Students need to confirm their ability to have access to specific hardware, software, and network requirements to enroll in online classes. Students not able to fulfill these requirements will not be able to succeed in an online format.

## **Admission Requirements for Dental Hygiene Degree Program (DH-AAS) - Jersey City Campus**

**Program Archived May 2021**

**EIC IS NO LONGER ACCEPTING NEW STUDENTS FOR THIS PROGRAM**

- Minimum high school Diploma or recognized equivalency certificate (GED)
- Complete Admissions Process
- Take the HESI Exam with a minimum score of 70%

The following steps must be taken to complete the admissions process for the AAS Dental Hygiene Program:

### **1. Admissions Application**

Complete and submit the official admissions application.

### **2. High School Diploma or GED**

Along with the application, present a copy of the applicant's high school diploma/transcript, or have the applicant's high school send a copy of their diploma or official transcript directly to Eastern International College.

Recipients of a State Equivalency Diploma (GED) must submit a copy of the transcript of their test results with the application. Applicants whose secondary education was in a country outside the United States must obtain written official evaluation of transcripts showing equivalency from their native country, using an approved evaluating company, such as World Education Services (WES) or Educational Credential Evaluators (ECE). Official electronic transcripts (e-transcripts) are accepted.

### **3. HESI (A2) Test**

Take the entire HESI test in a single session. The HESI Test is used to assess student competencies and readiness for entry into the Dental Hygiene program. The exam has been shown to help predict the likelihood of student success in the Dental Hygiene program. Specifically, the exam tests students across several academic domains, and shows a personality profile used to help identify each applicant's learning style. Below is an outline of the exam:

- Reading Comprehension – Presents reading scenarios in order to measure reading comprehension; tests for skills such as identifying the main idea, finding meaning of words in context, demonstrating passage comprehension, and making logical inferences.
- Vocabulary and General Knowledge – Contains vocabulary that is commonly used in the English language, as well as that of which is specific to the healthcare field.
- Basic Math Skills - Centers on math skills needed for the healthcare field, including: basic addition; subtraction; multiplication; fractions; decimals; ratio and proportion; household measures; and general math facts.
- Anatomy & Physiology – Includes general medical terminology and anatomical structures and systems.
- Learning Style – Assesses the preferred learning style of the prospective applicant and offers test - taking and study tips suited to that learning style.
- Chemistry – Covers the basic concepts of composition, structure and properties of substances and the transformations they undergo.

*A \$60.00 fee is charged per attempt for the HESI A2 Admissions Assessment. This is paid by the applicant prior to enrollment.*

4. Essay  
Submit a personal statement in response to an essay question drafted by the Chair of the Dental Hygiene program.
5. Proof of Citizenship/Legal Status  
Submit documentation of legal United States citizenship status
6. Criminal Background Check  
Certified verification of a negative criminal background check through Castle Branch.
7. Drug Screen  
Students must undergo drug screening that verifies negative results.
8. Interview  
All applicants selected for admission based on their entire application package will have a personal interview with the Dental Hygiene Admissions Committee.

## **Health Requirements**

Students admitted to the program must have a physical examination and health clearance done by their Healthcare Provider. Complete physical examinations are required prior to registration for Introduction to Dental Hygiene (DH 100) and subsequent classes.

### **The student will be given a physical examination form to be completed. This form requires:**

- Physical examination with complete medical history
- Two-step tuberculosis test (An additional single step tuberculosis test will need to be repeated prior to commencing second year clinical activities.)
- Lab tests
- Current titers for:
  - Rubella
  - Rubeola
  - Varicella
- Updated immunization for tetanus (within ten years)
- Hepatitis B immunization or written declination (signed waiver on file)
- Polio
- Tetanus and Diphtheria

In order to meet the mandatory requirements of our affiliate agencies, all dental hygiene students must annually document proof of medical/health insurance. Insurance may be obtained through the College. An updated Mantoux test will also be required yearly. Malpractice insurance is required to take your licensing boards and is available through the College. Appropriate fees are charged upon registration for dental hygiene courses.

## **Admissions Requirements for the Dental Hygiene Completion Program (BSDH) - Online**

- Completion of an Associate degree in Dental Hygiene accredited by CODA
- Photo identification- state issued (Driver's license, Passport, Citizenship, etc.)
- Social Security Card

- Proof of Citizenship or Legal Status
- High School Diploma/Transcripts/ or GED
- Complete Admissions Process
- Completion of self assessment technology survey
- Proof of passing the Dental Hygiene State Board Exam. Failure to provide a copy of the RDH license by the end of the student's first quarter will result in dismissal from the program

The following steps must be taken to complete the admission process for the Dental Hygiene BSDH Completion Program:

1. Admissions Application  
Complete and submit the official admissions application.
2. Official transcript of records that include proof of graduation from a CODA accredited associates degree program in Dental Hygiene from a nationally or regionally accredited institution. Official e-transcripts are accepted
3. Completion of the self assessment technology survey, including a signed waiver that states understating of online learning requirements.

As the essence of an online delivery program is the ability to participate virtually, there are certain technological requirements that are prerequisites for students' participation in online coursework. Students need to confirm their ability to have access to specific hardware, software, and network requirements to enroll in online classes. Students not able to fulfill these requirements will not be able to succeed in an online format.

4. Copy of Proof of Passing the State Board Exam or Registered Dental Hygienist License (RDH)
5. Proof of Citizenship/Legal Status Submit documentation to show legal status if not a citizen of the United States.

## **Admission Requirements for the Bachelor of Science in Nursing Completion Program (RN to BSN) - Online**

- Completion of an Associate degree in Nursing from a school accredited by the Department of Education
- Professional Registered Nurse (RN) license
- Photo identification- state issued (Driver's license, Passport, Citizenship, etc.)
- Social Security Card
- Proof of Citizenship or Legal Status
- High School Diploma/Transcripts/ or GED
- Complete Admissions Process
- Completion of self assessment technology survey
- A cumulative GPA of 2.5 or better (on a 4.00 scale)

The following steps must be taken to complete the admission process for the RN to BSN Completion Program:

1. Admissions Application  
Complete and submit the official admissions application.
2. Official transcript of records that include proof of a conferred Associate degree in Nursing from a school accredited by the Department of Education. Official e-transcripts are accepted
3. Completion of the self assessment technology survey, including a signed waiver that states understating of online learning requirements.

As the essence of an online delivery program is the ability to participate virtually, there are certain technological requirements that are prerequisites for students' participation in online coursework. Students need to confirm their ability to have access to specific hardware, software, and network requirements to enroll in online classes. Students not able to fulfill these requirements will not be able to succeed in an online format.

4. Copy of RN license
5. Proof of Citizenship/Legal Status  
Submit documentation to show legal status if not a citizen of the United States.

## **Admission Requirements for the Bachelor of Science in Dental Hygiene (BSDH) Three-Year CODA**

### **Accredited Degree**

- Minimum high school Diploma or recognized equivalency certificate (GED)
- Photo identification- state issued (Driver's license, Passport, Citizenship, etc.)
- Social Security Card
- Proof of Citizenship or Legal Status
- Complete Admissions Process
- Take the HESI Exam with a minimum score of 70%

The following steps must be taken to complete the admissions process for the AAS Dental Hygiene Program:

#### **1. Admissions Application**

Complete and submit the official admissions application. Any fraudulent response in the application form will result in automatic disqualification, acceptance will be revoked, and dismissal from the Program.

#### **2. High School Diploma or GED**

Along with the application, present a copy of the applicant's high school diploma/transcript, or have the applicant's high school send a copy of their diploma or official transcript directly to Eastern International College.

Recipients of a State Equivalency Diploma (GED) must submit a copy of the transcript of their test results with the application. Applicants whose secondary education was in a country outside the United States must obtain written official evaluation of transcripts showing equivalency from their native country, using an approved evaluating company, such as World Education Services (WES) or Educational Credential Evaluators (ECE). Official electronic transcripts (e-transcripts) are accepted.

#### **3. HESI (A2) Test**

Take the entire HESI test in a single session. The HESI Test is used to assess student competencies and readiness for entry into the Dental Hygiene program. The exam has been shown to help predict the likelihood of student success in the Dental Hygiene program. Specifically, the exam tests students across several academic domains, and shows a personality profile used to help identify each applicant's learning style. Below is an outline of the exam:

- Reading Comprehension – Presents reading scenarios in order to measure reading comprehension; tests for skills such as identifying the main idea, finding meaning of words in context, demonstrating passage comprehension, and making logical inferences.
- Vocabulary and General Knowledge – Contains vocabulary that is commonly used in the English language, as well as that of which is specific to the healthcare field.
- Basic Math Skills - Centers on math skills needed for the healthcare field, including: basic addition; subtraction; multiplication; fractions; decimals; ratio and proportion; household measures; and general math facts.
- Anatomy & Physiology – Includes general medical terminology and anatomical structures and systems.
- Learning Style – Assesses the preferred learning style of the prospective applicant and offers test - taking and study tips suited to that learning style.

- Chemistry – Covers the basic concepts of composition, structure and properties of substances and the transformations they undergo.

*A \$60.00 fee is charged per attempt for the HESI A2 Admissions Assessment. This is paid by the applicant prior to enrollment.*

4. Essay  
Submit a personal statement in response to an essay question drafted by the Chair of the Dental Hygiene program.
5. Proof of Citizenship/Legal Status  
Submit documentation to show legal status if not a citizen of the United States.
6. Criminal Background Check  
Certified verification of a negative criminal background check through Castle Branch.
7. Drug Screen  
Students must undergo drug screening that verifies negative results.
8. Interview  
All applicants selected for admission based on their entire application package will have a personal interview with the Dental Hygiene Admissions Committee.

### **Health Requirements**

Students admitted to the program must have a physical examination and health clearance done by their Healthcare Provider. Complete physical examinations are required prior to registration for Introduction to Dental Hygiene (DH 100) and subsequent classes.

**The student will be given a physical examination form to be completed. This form requires:**

- Physical examination with complete medical history
- Two-step tuberculosis test (An additional single step tuberculosis test will need to be repeated prior to commencing second year clinical activities.)
- Lab tests
- Current titers for:
  - Rubella
  - Rubeola
  - Varicella
- Updated immunization for tetanus (within ten years)
- Hepatitis B immunization or written declination (signed waiver on file)
- Polio
- Tetanus and Diphtheria
- Flu Vaccine

In order to meet the mandatory requirements of our affiliate agencies, all dental hygiene students must annually document proof of medical/health insurance. Insurance may be obtained through the College. An updated Mantoux test will also be required yearly. Malpractice insurance is required to take your licensing boards and is available through the College. Appropriate fees are charged upon registration for dental hygiene courses. All Dental Hygiene students must hold a valid CPR healthcare provider card throughout the entire period of the program.





## Transferring Credits to Eastern International College

### General Policy

A student may apply to transfer coursework successfully completed at another accredited college. Upon review of the previous program curriculum, a determination to accept transfer of coursework will be made. Approval to transfer coursework is based upon program type, grade in the course, the length of the course, course description, credit hours, among other factors. Transferring coursework may have an impact on credits in relation to financial aid determination. Specifically, students who have completed coursework at another accredited post-secondary institution with a grade of “C” or better may apply to have those credits evaluated for transfer. In addition, acceptance of credit transfer must satisfy additional departmental requirements.

This evaluation must conform to the following conditions:

1. It is the student’s responsibility to have the official transcript transmitted or mailed directly to the Registrar at Eastern International College, prior to the start of their program in accordance with EIC policy.
2. Credits can only be awarded on the basis of an official transcript of records. Official electronic transcripts (e-transcripts) are accepted.
3. Science courses (Anatomy and Physiology) must have been taken within the past 10 years from the date of acceptance. Technical courses can be transferred upon the discretion of the Admissions Committee. This 10-year policy does not apply to the Nursing and Dental Hygiene programs.
4. Only a course that covers similar content as taught at Eastern International College can be considered for transfer credit.
5. Official transcripts submitted electronically (e-transcripts) must be digitally signed and secured by an Adobe Acrobat Blue Ribbon® digital certificate. Official transcripts must be sent from the originating institution utilizing the Adobe Blue Ribbon® certification. Any alteration or modification will render the transcript invalid.

A student who completed an associate or bachelor’s degree at EIC is exempt from the 10-year policy for science courses. A student who started at EIC but did not complete a degree is subject to the 10-year policy. EIC alumni who are applying for admission to the Nursing or Dental Hygiene programs are still subject to the Nursing and Dental Hygiene admissions and transfer credit policies, including the HESI score requirements and the 5-year limit requirement as noted in the EIC transfer credit policies for these programs.

A degree earned outside the United States must be evaluated using one of the approved evaluating companies, such as World Education Services (WES) or Educational Credential Evaluators (ECE) for United States degree equivalency. Transcript evaluation is the responsibility of the applicant. Credit transfer for foreign-earned credit is subject to the approval of the Admissions Committee.

### Petition to Review Transfer Credit

A student can petition in writing for a review of accepted transfer credits within the Add/Drop Period only during the student's first semester in the Program. The letter must be sent to the Registrar ([registrar@eiccollege.edu](mailto:registrar@eiccollege.edu)) and General Education Chairperson ([gen-ed@eiccollege.edu](mailto:gen-ed@eiccollege.edu)).

### **Experiential Learning**

Eastern International College does not offer credit for experiential learning.

## **Transfer Credits by Degree Program**

### **Transfer Credit Policy for the Associate of Applied Science in Nursing Program**

Aside from the General Policy, the ADN follows the following guidelines for credit transfer:

1. The ADN Program accepts a maximum of 21 general education credits. Nursing courses will not be accepted for transfer credit.
1. Transfer credit for a science course (Anatomy and Physiology I & II and Microbiology) will be accepted if the course was completed within the last five years.
2. Transfer credit for Microbiology and Anatomy and Physiology I and II will be accepted if the grade in the official transcript of records is B or better. The required grade for the rest of the general education courses is C or better.
3. Transfer credit for Anatomy and Physiology I & II (A & P) will be accepted only if the student passed the Science section of the Test of Essential Academic Skills (TEAS) entrance examination with a minimum score of 65% or higher or 80% in the A&P section of the HESI-A2
4. Transfer credit for English Composition I and II will be accepted if
  - a. The student passed the English and Language Usage section of the TEAS entrance examination with a score of 60% or higher. A student with a score lower than 60% will be required to repeat English Composition even if the student took the class before. If the student took and passed both ENG 101 and ENG 102 (with a grade of “C” or better) from another accredited college but attained a composite score less than 60% in the English Language Usage section, the student will be required to repeat ENG 102.
  - b. The student passed the English section of the HESI-A2 with a score of 70%. A student with a score lower than 70% will be required to repeat English Composition even if the student took the class before. If the student took and passed both ENG 101 and ENG 102 (with a grade of “C” or better) from another accredited college but attained a composite score less than 70% in the English section, the student will be required to repeat ENG 102.
5. Transfer credit for Mathematics (College Algebra) will be accepted if the student passed the Math section of the TEAS entrance examination with a score of 65% or higher (or the HESI-A2 Math with a score of 80% or better). A student with a score below 65% (TEAS) or 80% (HESI-A2) in Math will be required to repeat College Algebra even if the student took the class before.

Elementary Algebra Requirement: A student who scores less than 65% (TEAS) or 80% (HESI-A2) in the Math section will be required to take and pass Elementary Algebra (MAT 099). A student who completed and passed College Algebra or any Calculus course within the last ten years from an accredited college (with a minimum grade of “C”) but scored less than 65% in the TEAS or 80% in the HESI- math will be exempt from taking Elementary Algebra (MAT 099). The following courses can be accepted for Math transfer credit: College Algebra, Statistics, Pre-Calculus, Calculus, Differential or Integral Calculus, Differential Equations, Linear Algebra, College Math, Trigonometry.

### **Transfer Credit Policy for the Bachelor of Science in Nursing Program (BSN)**

Aside from the General Policy, the BSN Program follows the following guidelines for credit transfer:

1. The BSN Program accepts a maximum of 42 general education credits. Nursing courses will not be accepted for transfer credit.
2. Transfer credit for a science course (Anatomy and Physiology I & II, Microbiology) will be accepted if the course was completed within the last five years
3. Transfer credit for Microbiology and Anatomy and Physiology I and II will be accepted if the grade in the official transcript of records is B or better. The required grade for the rest of the general education courses is C or better.
4. Transfer credit for Anatomy and Physiology I & II (A & P) will be accepted only if the student passed the Science section of the Test of Essential Academic Skills (TEAS) entrance examination with a score of 65% or higher, or 80% in the A&P section of the HESI-A2
5. Transfer credit for English Composition I and II will be accepted if
  - a. The student passed the English and Language Usage section of the TEAS entrance examination with a score of 60% or higher. A student with a score lower than 60% will be required to repeat English Composition even if the student took the class before. If the student took and passed both ENG 101 and ENG 102 (with a grade of “C” or better) from another accredited college but attained a composite score less than 60% in the English Language Usage section, the student will be required to repeat ENG 102.
  - b. The student passed the English section of the HESI-A2 with a score of 70%. A student with a score lower than 70% will be required to repeat English Composition even if the student took the class before. If the student took and passed both ENG 101 and ENG 102 (with a grade of “C” or better) from another accredited college but attained a composite score less than 70% in the English Language Usage section, the student will be required to repeat ENG 102.
6. Transfer credit for Mathematics (College Algebra) will be accepted if the student passed the Math section of the TEAS entrance examination with a score of 65% or higher (or the HESI-A2 Math with a score of 80% or better). A student with a score below 65% (TEAS) or 80% (HESI-A2) in Math will be required to repeat College Algebra even if the student took the class before.

Elementary Algebra Requirement: A student who scores less than 65% (TEAS) or 80% (HESI-A2) in the Math section will be required to take and pass Elementary Algebra (MAT 099). A student who completed and passed College Algebra or any Calculus course within the last ten years from an accredited college (with a grade of “C” or better) but scored less than 65% in the TEAS or 80% in the HESI- math will be exempt from taking Elementary Algebra (MAT 099). The following courses can be accepted for Math transfer credit: College Algebra, Statistics, Pre-Calculus, Calculus, Differential or Integral Calculus, Differential Equations, Linear Algebra, College Math, Trigonometry.

7. A grade of “C” or better is required for credit transfer.

### **Transfer Credit Policy for Dental Hygiene-AAS**

#### **(EIC is no longer accepting students for this Program)**

Aside from the General Policy, Dental Hygiene follows the following guidelines for credit transfer:

1. Dental Hygiene accepts a maximum of 21 general education credits. Dental Hygiene courses cannot be transferred.
2. Transfer credit for science courses (Anatomy and Physiology I & II, Microbiology, and Chemistry) will be accepted if the course was taken less than five years ago.
3. Transfer credit for Anatomy and Physiology I & II (A & P) will be accepted only if the student passed the A & P section of the HESI A2 entrance examination with a score of 80% or higher. A student who scores below 80% in A & P will be required to repeat A & P I & II regardless if the student took the class before.
4. Transfer credit for English Composition I will be accepted if the student passed the English section of the HESI A2 entrance examination with a composite score of 70% or higher. A student with a score below 70% in English will be required to repeat English Composition regardless if the student took the class before.
5. Transfer credit for Mathematics (College Algebra) will be accepted if the student passed the Math section of the HESI A2 entrance examination with a composite score of 70% or higher. A student with a score below 70% in Math will be required to repeat College Algebra regardless if the student took the class before.

A degree earned outside the United States must be evaluated using one of the approved evaluating companies, such as World Education Services (WES) or Educational Credential Evaluators (ECE) for United States degree equivalency. Transcript evaluation is the responsibility of the applicant. Credit transfer for foreign-earned credit is subject to the approval of the Admissions Committee.

## **Transfer Credit Policy for Bachelor of Science in Dental Hygiene and Bachelor of Health Leadership Completion Programs Quarter Credits**

A total of 90 quarter credits will be awarded to a student with an Associate degree in Dental Hygiene from a CODA accredited institution. Of the 90 credits, 60 quarter credits will be Dental Hygiene courses and 30 quarter credits of General Education in the areas of mathematics and computer science, oral and written communication, social science, biology (Anatomy and Physiology, Microbiology, General Biology), and Chemistry.

A total of 90 quarter credits will be awarded to a student with an Associate degree in an allied health or health-related field for the Health Leadership Program. Of the 90 credits, 60 quarter credits will be allied health or health-related major courses and 30 quarter credits of General Education in the areas of mathematics and computer science, oral and written communication, social science, biology (Anatomy and Physiology, Microbiology, General Biology), and the physical sciences (chemistry, physics).

The 60 quarter credits for Dental Hygiene will include the following courses based on the Commission on Dental Accreditation (CODA) standards for Dental Hygiene:

- Dental sciences (tooth morphology, pharmacology, head/neck/oral anatomy, oral embryology and histology, oral pathology, radiography, periodontology, pain management, nutritional sciences, and dental materials)
- Courses in the Dental hygiene science content in the following areas: oral health education and preventive counseling, health promotion, patient management, clinical dental hygiene, provision of services for and management of patients with special needs, community dental/oral health, medical and dental emergencies, legal and ethical aspects of dental hygiene practice, infection and hazard control management, and provision of oral health care services to patients with bloodborne infectious diseases.
- Clinical sciences/Dental hygiene clinic

A grade of “C” or better is required for credit transfer. All level 300 and 400 Dental Hygiene courses must be taken at Eastern International College.

## **Transfer Credit Policy for Cardiovascular Technology**

Aside from the General Policy, the Cardiovascular Technology Program follows the following guideline:

1. The Echocardiography (CVT 204 and CVT 205), EKG (CVT 200), and Vascular (CVT 203) courses must be taken in EIC. Credits earned outside will not be accepted for transfer credit.
2. CVT 101 (Introduction to Cardiovascular Technology), CVT 105 (Pharmacology), CVT 202 (Pathophysiology) to be considered for transfer credit must have been earned from a CAAHEP accredited institution and completed within the last three years.
2. Physics and Instrumentation courses (CVT 106 and CVT 107) will be accepted if it is equivalent to EIC's credit requirement, course content, and must have been completed within the last three years from a CAAHEP accredited institution. The student may be asked to provide the course syllabus. The *three years* requirement may be waived if the student can show proof of passing the ARDMS SPI.
3. Graduates of EIC's Ultrasound Diploma Program must pass a skills validation for Echocardiography and Vascular as a requirement for credit transfer. The skills validation requirement will be waived if the student can show proof of a current national certification (e.g. RVT, RDCS-AE) from the ARDMS or CCI for each of the modality.
4. A grade of "C" or better is required for credit transfer.

## **Transfer Credit Policy for the Bachelor of Science in Diagnostic Medical Sonography (BSDMS)**

Aside from the General Policy, the BSDMS Program follows the following guideline:

1. A total of 54 semester credits of General Education will be accepted for credit transfer
2. Physics and Instrumentation courses (DMS 105 and DMS 106) will be accepted if it is equivalent to EIC's credit requirement, course content, and must have been completed within the last three years from an accredited institution. The student may be asked to provide the course syllabus. The *three years* requirement may be waived if the student can show proof of passing the ARDMS SPI.
3. College level sonography courses completed in another school may be transferred after approval by an admission committee. A skills validation (scanning) will be required for OB/GYNE, Abdomen, Vascular, and Echocardiography as a requirement for credit transfer but may be waived upon submission of proof of national certification for each of the modalities.
4. A grade of "C" or better is required for credit transfer.

## **Transfer Credit Policy for Diagnostic Medical Sonography with a Bachelor of Sciences (BS) or Bachelor of Arts (BA) Degree in Another Field**

Courses completed in the following areas from an accredited College/University will be accepted for credit transfer. A total of 54 semester credits of General Education will be accepted including eight (8) credits of Anatomy and Physiology.

- Oral Communications (3 credits)
- Written Communications (6 credits)
- Mathematics (6 credits)
- Natural/Life Sciences (8 credits)
  - These courses must be Anatomy and Physiology I and II
- Physical Science (4 credits)

- Social and Behavioral Sciences, and Humanities (21 credits of history, psychology, literature, and diversity courses)
- Arts (3 credits)
- Computers (3 credits)

### **Graduates of the EIC DMS Ultrasound Diploma Program**

Graduates of EIC's Ultrasound Diploma Program must pass a skills validation for Echocardiography, Vascular, Abdominal, and Obstetric and Gynecology as a requirement for credit transfer for the BSDMS Program. The skills validation requirement will be waived if the student can show proof of a current national certification (e.g. RDMS, RVT, RDCS-AE) from the ARDMS or CCI for each of the modalities.

### **Transfer Credit Policy for Bachelor of Science in Dental Hygiene (BSDH) Three-Year CODA Accredited Degree Program**

Dental Hygiene follows the following guidelines for credit transfer:

1. Dental Hygiene accepts a maximum of thirty-five (35) general education credits. Dental Hygiene courses cannot be transferred.
2. Transfer credit for science courses (Anatomy and Physiology I & II, Microbiology, and Chemistry) will be accepted if the course was taken no more than five years ago.
3. Transfer credit for Anatomy and Physiology I & II (A & P) will be accepted only if the student passed the A&P section of the HESI A2 entrance examination with a score of 80% or higher. A student who scores below 80% in A & P will be required to repeat A & P I & II regardless if the student took the class before. Effective August 2021, A & P I and II will be accepted for credit transfer if a student obtained at least a 70% cumulative score and 70% in the A&P section.
4. Transfer credit for English Composition I will be accepted if the student passed the English section of the HESI A2 entrance examination with a composite score of 70% or higher. A student with a score below 70% in English will be required to repeat English Composition regardless if the student took the class before.
5. Transfer credit for Mathematics (College Algebra) will be accepted if the student passed the Math section of the HESI A2 entrance examination with a composite score of 70% or higher. A student with a score below 70% in Math will be required to repeat College Algebra regardless if the student took the class before.
6. A grade of "C" or better is required for credit transfer.

A degree earned outside the United States must be evaluated using one of the approved evaluating companies, such as World Education Services (WES) or Educational Credential Evaluators (ECE) for United States degree equivalency. Transcript evaluation is the responsibility of the applicant. Credit transfer for foreign-earned credit is subject to the approval of the Admissions Committee.



### **Transfer Credit Policy for Bachelor of Science in Nursing Completion (RN to BSN) Online**

A total of 90 quarter credits will be awarded to a student with an Associate degree in Nursing from an accredited institution. Of the 90 credits, 60 quarter credits will be Nursing courses and 30 quarter credits of General Education in the areas of mathematics and computer science, oral and written communication, social science, biology (Anatomy and Physiology, Microbiology, General Biology), and chemistry.

A grade of “C” or better is required for credit transfer. All levels 300 and 400 courses must be taken at the college.

### **Credits Transfer through College Level Examination Program (CLEP)**

Students who complete the College Level Examination Program (CLEP) are eligible for credit at Eastern International College. Credits will be given to exam courses meeting all requirements below:

| CLEP Test Equivalent         | Course          | Acceptable Score | Credit Received |
|------------------------------|-----------------|------------------|-----------------|
| College English Composition  | ENG 101         | 50               | 3               |
| Introductory Psychology      | PSY 101         | 50               | 3               |
| Human Growth and Development | PSY 102/PSY 202 | 50               | 3               |
| College Algebra              | MAT 103         | 50               | 3               |
| Introductory Sociology       | SOC 101         | 50               | 3               |
| American History I           | HIS 101         | 50               | 3               |
| American History II          | HIS 201         | 50               | 3               |
| American Literature          | ENG 301         | 50               | 3               |

Students may only transfer credits from the College Level Examination Program (CLEP) up to the maximum transfer credit limit for their program in accordance with EIC transfer credit policy.

### **Credits Transfer through Advanced Placement (AP) Examination**

A student who finished an Advanced Placement (AP) course in high school and took the AP examination with a score of “3” or better is eligible for credit transfer. AP courses must conform with the transfer credit policy of EIC.

## **International Students**

Eastern International College welcomes international students. Applicants who are not United States citizens or permanent residents will be assisted in meeting the requirements of the U.S. Immigration Service. All applicants who wish to receive an I -20 must be able to prove financial support to cover the tuition and local living expenses for each year at Eastern International College. English proficiency is being measured by EIC internal English language placement tests: TEAS (English score of 65%) HESI (English score of 70%) and Accuplacer (score of 70%).

The English proficiency requirement is waived for an applicant who earned a high school diploma or a college degree from an accredited institution in the U.S. It is also waived for students who completed the equivalent of a U.S. high school education or a U.S. equivalent Bachelor's degree in one of the recognized English- speaking countries listed below:

- Anguilla Jamaica
- Antigua and Barbuda
- Australia
- Bahamas
- Barbados
- Belize
- Bermuda
- British Virgin Islands
- Canada (English speaking provinces only)
- Cayman Islands
- Dominica
- Fiji
- Grenada
- Guyana
- Ireland
- Jamaica
- Liberia
- Montserrat
- New Zealand
- St. Kitts and Nevis
- St. Lucia
- St. Vincent and the Grenadines
- Sierra Leone
- South Africa
- Trinidad and Tobago
- United Kingdom
- U.S. Virgin Islands
- Zimbabwe

Please contact the Admissions Department for additional requirements, including evidence of financial support.

## **Non-Matriculated Students**

Students seeking to participate in specific coursework while not pursuing a degree may do so if admitted to the specific course by satisfying all prerequisites for the course, and by being admitted as a special non-matriculated student.

When non-matriculated students wish to change to matriculated student status, they must satisfy all college admissions requirements. Credit for courses previously passed at Eastern International College may be applied towards matriculation.

### **Cross Registration Policy and Procedure**

A student who attends Eastern International College may be permitted to take a course or cross-register at other colleges or universities with the following conditions:

1. The student must have spent at least two consecutive semesters at EIC as a full time student
2. Only General Education courses are considered for cross-registration
3. The student must be currently registered at EIC at the time they ask permission to cross-register at another college or university
4. The course that the student intends to cross register is not offered in EIC within the semester that the student applies for cross-registration
5. The student is allowed to cross-register only one course in a semester or summer session.
6. Cross registration must comply with EIC's transfer credit policy (e.g. a total of not more than 21 General Education credits). Special consideration may be considered and decided by the Academic Committee on a case-to-case basis.
7. The student agrees not to receive financial aid funds, including federal and state student loans, at the guest institution.
8. Students cannot register for more than 6 credits during their entire academic program under the cross-registration policy.

To apply for permission to cross-register, the student must complete the following:

1. A meeting with the Dean to discuss the possibility of cross- registration. The Chair of the General Education (CGE) assesses if the student is eligible following the conditions above.
2. If the student is eligible for cross-registration, they will be advised to submit a letter of request to cross register addressed to the Academic Committee c/o the CGE. The letter must indicate the course, the reason for the cross- registration, and the school. The letter should also state that the student acknowledges that any receipt of financial aid funding, including student loans, may negatively impact future aid as anticipated at EIC and that they agree not to utilize these funds at the guest institution.
3. The student fills-out the Cross-Registration Form (CRF) and submits all documents together.

If permission is granted, it is the responsibility of the student to process their registration for cross- registration. EIC has no articulation with any other college; acceptance of the student for cross-registration is not guaranteed. It is also the responsibility of the student to request for their official transcript of records to be sent to EIC after finishing the cross-registered course. The student is advised to confirm in writing that their guest institution will not be seeking

financial aid funds. It is ultimately the student's responsibility to ensure that balances as owed to any institution are paid and that their eligibility for future funding at EIC is not jeopardized.

## Financial Information

### Tuition and Fees

Eastern International College will arrange tuition payments for students receiving financial aid with applicable agencies.

| 2021-22 Tuition and Semester Fees                                     |             |
|---|-------------|
|   |             |
| Cardiovascular Technology - AAS Degree                                |             |
| Registration Fee (one time)   | \$125.00    |
| Full-Time Tuition (12-18 semester credits) per Term                   | \$6,800.00  |
| Full-Time Supplies/Laboratory Fee per Term                            | \$140.00    |
| Part-Time Tuition (up to 11 and above 18 semester credits) per Credit | \$560.00    |
| Part-Time Supplies/Laboratory Fee per Term                            | \$70.00     |
|   |             |
| Nursing - AAS Degree  |             |
| TEAS Admissions Assessment Exam (per attempt)**                       | \$75.00     |
| Registration Fee (one time)   | \$125.00    |
| Full-Time Tuition (12-18 semester credits) per Term                   | \$8,300.00  |
| Full-Time Supplies/Laboratory Fee per Term                            | \$1,200.00  |
| Part-Time Tuition (up to 11 and above 18 semester credits) per Credit | \$682.00    |
| Part-Time Supplies/Laboratory Fee per Term                            | \$600.00    |
|   |             |
| Dental Hygiene - BS Degree  |             |
| HESI A2 Admissions Assessment Exam (per attempt)**                    | \$60.00     |
| Registration Fee (one time)   | \$125.00    |
| Full-Time Tuition (12-18 semester credits) per Term                   | \$10,550.00 |
| Full-Time Supplies/Laboratory Fee per Term                            | \$1,620.00  |
| Part-Time Tuition (up to 11 and above 18 semester credits) per Credit | \$880.00    |
| Part-Time Supplies/Laboratory Fee per Term                            | \$810.00    |

|   |            |
|---|------------|
|   |            |
| <b>Diagnostic Medical Sonography - BS Degree</b>                      |            |
| Registration Fee (one time)   | \$125.00   |
| Full-Time Tuition (12-18 semester credits) per Term                   | \$7,550.00 |
| Full-Time Supplies/Laboratory Fee per Term                            | \$290.00   |
| Part-Time Tuition (up to 11 and above 18 semester credits) per Credit | \$620.00   |
| Part-Time Supplies/Laboratory Fee per Term                            | \$145.00   |
|   |            |
| <b>Nursing - BS Degree</b>  |            |
| TEAS Admissions Assessment Exam**                                     | \$75.00    |
| Registration Fee (one time)   | \$125.00   |
| Full-Time Tuition (12-18 semester credits) per Term                   | \$9,540.00 |
| Full-Time Supplies/Laboratory Fee per Term                            | \$1,500.00 |
| Part-Time Tuition (up to 11 and above 18 semester credits) per Credit | \$795.00   |
| Part-Time Supplies/Laboratory Fee per Term                            | \$750.00   |
|   |            |
| <b>2021-22 Tuition and Quarter Fees</b>                               |            |
|   |            |
| <b>Dental Hygiene - BS Completion Degree</b>                          |            |
| Registration Fee (one time)   | \$75.00    |
| Full-Time Tuition (12-18 quarter credits) per Term                    | \$3,000.00 |
| Full-Time Supplies/Technology Fee per Term                            | \$375.00   |
| Part-Time Tuition (up to 11 and above 18 quarter credits) per Credit  | \$250.00   |
| Part-Time Supplies/Technology Fee per Term                            | \$168.00   |
|   |            |
| <b>Health Leadership - BS Completion Degree</b>                       |            |
| Registration Fee (one time)   | \$75.00    |
| Full-Time Tuition (12-18 quarter credits) per Term                    | \$3,000.00 |

|   |            |
|---|------------|
| Full-Time Supplies/Technology Fee per Term  | \$375.00   |
| Part-Time Tuition (up to 11 and above 18 quarter credits) per Credit  | \$250.00   |
| Part-Time Supplies/Technology Fee per Term  | \$168.00   |
|   |            |
| <b>Nursing - BS Completion Degree</b>   |            |
| Registration Fee (one time)   | \$75.00    |
| Full-Time Tuition (12-18 quarter credits) per Term  | \$3,000.00 |
| Full-Time Supplies/Technology Fee per Term  | \$375.00   |
| Part-Time Tuition (up to 11 and above 18 quarter credits) per Credit  | \$250.00   |
| Part-Time Supplies/Technology Fee per Term  | \$168.00   |
|   |            |
| <i>**paid by applicant per attempt prior to enrollment</i>  |            |
|   |            |
| Tuition and fees are determined by the Board of Directors of the College and are subject to change without notice.  |            |
|   |            |
| <b>Note on Supplies Fee</b>   |            |
| <p>The Supplies Fee charged to student accounts each semester represents the total cost of supplies and laboratory use throughout the duration of the program; this fee has been divided into equal installments based on the number of semesters and the number of credits a student is enrolled in for each semester. It does not reflect the usage during a specific term. The College reserves the right to adjust this fee and/or installments to compensate for reductions in, or credits to, due to suspension of on campus operations as well as for increases in the costs to provide the same.</p> <p>Fees include: Academic support fees such as ATI and HESE/TEAS tests and learning support materials, Laboratory supplies,, Laboratory support fees for equipment usage, Technology support such as CANVAS support and HelpDesk support, Registration fees, and Campus facilities fees.</p> |            |
|   |            |
| <b>Clinic Tools, Instruments, Equipment, and Uniforms</b>   |            |
| <p><i>All students are required to purchase their own prescribed uniforms, clinical tools, and equipment. The Dental Hygiene Clinic Manual and Nursing Handbook contain information on the instruments, tools and equipment and specific semesters these tools and equipment are needed. CVT and DMS students are required to purchase or use their own blood pressure kit and stethoscope. Information on purchasing this equipment and uniforms is posted on the EIC website. Online completion programs do not require uniforms, clinic tools, instruments, and/or equipment..</i></p>   |            |

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

Students who register late, that is less than one week (7 days) prior to the official start of a given semester, will incur a \$100.00 late fee that will be added to the tuition bill. All tuition and other fees must be paid according to the payment schedule as arranged with the student for term enrollment. Students will be charged an additional \$100.00 late fee for payments received more than five (5) business days following the scheduled due date. Students whose fees are not fully paid by the withdrawal period for the term will be dismissed from the semester/quarter and will be awarded a “WO” grade for each course. Students who are withdrawn for the term will be reported as such on Federal Student Aid systems, and the student must meet the readmission requirements to return, including payment of balance. It is a student’s responsibility to check the withdrawal period date published in the catalog, posted in the Student Services Canvas, and the college website.

## **Clinic Tools, Instruments, Equipment, Patches**

All students are required to purchase their own prescribed uniforms, clinical tools, and equipment. The Dental Hygiene Clinic Manual and Nursing Handbook contain information on the instruments, tools and equipment and specific semesters these tools and equipment are needed. CVT and DMS students are required to purchase or use their own blood pressure kit and stethoscope. Information on purchasing this equipment and uniforms is posted on the EIC website. The College will provide the EIC patch for students. Clinical-ready students need to purchase *Online Completion Program students are not required to purchase uniforms, clinic tools, instruments, and/or equipment.*

## **Textbooks for Nursing and CVT, DMS, and General Education Courses**

Each Program assigns the required textbooks for didactic and laboratory courses. All EIC students are required to purchase their own textbooks for all courses. Required textbooks will be published in the course syllabus.

The EIC website hosts a portal into the Elsevier Publishing Inc. site that will list the available texts that can be purchased for EIC classes in Nursing, General Education, and CVT and DMS Programs. There are a variety of options for students who order textbooks directly from Elsevier. It is the students’ responsibility to purchase required textbooks in a timely fashion.

## **Cancellations**

When a student enrolls in a program of study, they have reserved a place that cannot be made available to another student. Once the Enrollment Agreement is signed by a College official, it constitutes a contract. A student has the right to cancel the Enrollment Agreement at any time without written notification of withdrawal and/or cancellation. If a student cancels within three (3) business days of executing the Enrollment Agreement, even if instruction has begun, all money paid will be refunded. If a student cancels more than three (3) days after executing the Enrollment Agreement and before the start of classes, the College will retain the registration fee, and refund all other money.

For campus-based students only: A student who has not visited the College facility prior to enrollment may withdraw without penalty within three (3) days following either attendance at a regularly scheduled orientation or a tour of the College facilities and inspection of the equipment.

The College reserves the right to cancel the Enrollment Agreement in cases where the prospective student has intentionally misrepresented or provided fraudulent information during the enrollment process. Additionally, if the College does not accept the Enrollment Agreement or cancels the Enrollment Agreement prior to the first day of class attendance, all money will be refunded.



## **Military Benefits**

On April 27, 2012, President Obama signed Executive Order 13607; Establishing the Principles of Excellence for educational institutions, service members, veterans, spouses, and other family members. Eastern International College has agreed to the Principles of Excellence as set forth and is dedicated to assisting our College community in the following ways:

- Provide students with a personalized form covering the total cost of an education program.
- Provide educational plans for all military and Veteran education beneficiaries.
- End fraudulent and aggressive recruiting techniques and misrepresentations.
- Accommodate Service members and Reservists absent due to service requirements.
- Designate a point of contact to provide academic and financial advice.
- Ensure accreditation of all new programs prior to enrolling students.
- Align institutional refund policies with those under Title IV, which governs the administration of federal student financial aid programs.

Any covered individual is permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides to the College a certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33 and ending on the earlier of the following dates:

- The date on which payment from Veterans Affairs is made to the institution
- 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility

The College does not impose any penalty, including: assessment of late fees; the denial of access to classes; libraries or other institutional facilities; or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet their financial obligations to the College due to delayed disbursement funding from Veterans Affairs under Chapter 31 or 33.

## **Repeating Coursework**

Students enrolled in repeated coursework may have their aid eligibility reviewed based on the course in question.

A student may only receive aid for a previously passed course once (if taken to improve a grade, for example). This is flagged by the student's Academic Advisor at the point of scheduling. It is the combined responsibility of the Director of Financial Aid, Dean of Education, and Registrar to monitor for course repeats.

## **Refund Policy**

Eastern International College participates in the United States Department of Education student aid program and is required to comply with the Higher Education Amendments of 2005. This legislation requires the college to offer a refund policy that provides the most beneficial refund to students. A refund is the difference between the amount the student paid to the school (including financial aid) and the amount the college can retain as prescribed by the appropriate refund policy. Refund calculations are made in accordance with the following policies:

- The Return of Title IV Funds Policy, the Return of State Aid (TAG) Policy, and/or the Tuition Refund Policy for cash students listed below.
- If the college closes permanently and no longer offers instruction after a student has enrolled, the student shall be entitled to a pro-rata refund of tuition.
- If a program is canceled subsequent to a student's enrollment, the college shall opt to:
  - Provide a full refund of money paid; or
  - Provide for the completion of the program
- If there is a delay in starting dates 14 days or less based on under-enrollment or facilities issues, it will not affect the refund policies. However, if the delay is more than 14 days, the student may cancel this Agreement within three (3) days of being notified of the delay and request a refund of all money paid.

Effective February 1, 2006, a student's enrollment will be terminated when:

- the student gives notification of their intent to withdraw, or
- the student has fourteen (14) consecutive calendar days of absences without establishing an approved leave of absence. A grade of "WO- Withdrawal without permission" will be designated in the student's transcript.

Students who drop individual classes but are otherwise enrolled at the College will not receive a refund or adjustment if they drop the class(es) after the last day of the add/drop period for the specific term, as stated on the academic calendar. However, refunds are available to students who withdraw or are withdrawn from the College prior to the completion of their program based on the Return of Title IV Funds Policy, the Return of State Aid (TAG) Policy, and/or the Tuition Refund Policy for Cash Students described below.

Refunds are based on the total charge incurred by the student at the time of withdrawal, not the amount the student has actually paid. Tuition and fees attributable to any term beyond the term of withdrawal will be refunded in full. However, any books that have been issued are usually non refundable. When a Student withdraws from the institution, they must complete a student withdrawal form with the College. The College will process and post refunds within forty-five (45) days from the determination date—the date on which the College determines that the student's enrollment should be terminated. The student's withdrawal date—the date on which enrollment is deemed to have ended—will be the same as the determination date in those cases where the student gives notice. When the student does not give notice, the withdrawal date will be the first class day following the student's fourteenth (14th) consecutive calendar day of absence.

Tuition may be reduced based on the Return to Title IV Funds calculation. It is the student's responsibility to satisfy any balance as owed to the College as a result of withdrawal.

### **Return of Title IV Funds Policy**

A return of Title IV funds calculation, as required by federal regulations, will be used to determine how much Title IV aid has been earned by the student, and how much, if any, the College and/or student must return to the Department of Education. Under current federal regulations, the amount of aid earned is calculated on a pro rata basis through 60% of the term. After the 60% point in the term, a Student has earned 100% of the Title IV funds. Federal regulations require the return to Title IV funds in the following order, if applicable: Unsubsidized loans, Subsidized loans, Plus loans, Pell grants, Federal Supplemental Educational Opportunity Grants (SEOG), or other Title IV.

### **Return of State Aid (TAG) Policy**

For State Aid recipients for whom a refund is required, the College follows Higher Education Student Assistance Authority (HESAA) regulations regarding calculation of refund in accordance with the New Jersey Administrative

Code (NJAC) 9A:9-2.12 (Award adjustments, refunds, and collections). The refund to the State represents its “fair share” of the total available refund as determined by the institutional refund policy. To calculate the amount to be refunded to the State, the College multiplies the institutional refund by the following formula: amount of State Aid awarded for the payment period divided by the total amount of financial aid awarded for the period.

If a State Aid recipient changes enrollment status after the end of the institutional refund period has ended, a refund to the State is not required as long as the disbursement date of state funds has been made to the student's account prior to the date of the change of status.

### **Tuition Refund Policy for Cash Students**

Any students paying cash that officially withdraw from a course or the College may receive a refund of tuition, according to the refund policy and schedule established by the College. The following schedule shall be used in the calculation of refunds for students who pay cash:

| <b>Time of Withdrawal</b>                               | <b>Percentage of Tuition Refund</b> |
|---|-------------------------------------|
| Withdrawal during the first week of the semester        | 100%                                |
| Withdrawal during the second week of semester           | 50%                                 |
| Withdrawal during the third and fourth week of semester | 25%                                 |
| Withdrawal <i>after</i> the fourth week of the semester | 0%                                  |

Any holder of this consumer credit contract is subject to all claims and defenses which the debtor could assert against the seller.

### **Professional Judgment**

It is the decision of Eastern International College, as an institution, to elect to refuse processing of professional judgment applications and documents, with the exception of those for Satisfactory Academic Progress appeals (*HEA Sec. 479 (a)*). The College will continue to assist all applicants in securing the maximum funding for which the student is eligible.

### **Receipt of Funds**

All payments as owed to the College must be made in a timely manner by the date assigned; failure to make the necessary payments within the allotted time frame may result in the disallowance of future attendance, denial of requests for official transcripts, and/or withholding of semester grades. It is ultimately the student’s responsibility to ensure that all funds as owed to Eastern International College are paid in full.

A check as paid to the College that is not honored by the bank (returned as unpayable) will be assessed a \$30.00 returned check fee. Following the initial returned check, the College will no longer accept payments via this method towards the student’s account.

There will be a Late Fee charged for payments not received within five (5) business days of the scheduled due date. On the sixth (6) missed business day, a \$100.00 Late Fee will be added to the student account as a payment due to the College. This applies to cash, credit/debit card, check, and money order payments.

Effective September 2020, students with an outstanding balance due to payments not made as scheduled to the College as of the 60% point of the term will be placed on Hold by the Bursar's Office. This will affect the student's access to College systems, and will be released following clearance of balance.

## **Additional Information**

This course of instruction follows the outline and procedures specified in the College catalog. Upon completion of the program, the student will receive an Associate of Applied Science Degree or a Bachelor of Science Degree. Should any changes occur in program content, materials schedule, campus location, or expenses to the student, the student will be notified at least thirty (30) days prior to the change. Any delay in starting dates based on under-enrollment or facilities issues will not affect the refund policies.

## **Institutional Scholarship Opportunities**

### **Founder's Scholarship**

The Founder's Scholarship is open to students of Eastern International College enrolled in a campus-based program. The scholarship is academically based with the following criteria:

- Students with an earned Semester GPA of 3.80 and a Cumulative GPA of 3.50 or better will be awarded a scholarship of \$350.00 applied to their next semester.
- Students with an earned Semester GPA of 3.90 and a Cumulative GPA of 3.50 or better will be awarded a scholarship of \$450.00 applied to their next semester.
- Students with an earned Semester GPA of 4.00 and a Cumulative GPA of 3.50 or better will be awarded a scholarship of \$550.00 applied to their next semester.

### **Alumni Bachelor's Degree Scholarship**

The Alumni Bachelor's Degree Scholarship is open to all AAS and diploma graduates of Eastern International College accepted into a bachelor's degree program at the College.

- Students must be enrolled full-time for the initial term, and maintain full-time enrollment for any earning term.
- For subsequent term of the program, the student must maintain a cumulative GPA of 3.50 or greater
- Amount of the award is \$500.00 per semester (\$250.00 for online students)

### **Specific Details and Definitions:**

1. Students must be enrolled full time during the earning term, and awards will be disbursed during the subsequent (awarding) term. Students must be enrolled in at least one course to receive the funds during the awarding term.
2. The definition of full time student is a minimum of 12 credits per term.
3. For the Alumni Scholarship, a cumulative GPA is determined for terms and courses taken at EIC after enrollment in the bachelors program. No transfer credits or prior credits will be used to calculate a cumulative GPA.

4. Students will receive an initial award letter upon registration. A revised award letter will be issued if a student qualifies for the scholarship. Students will be notified via their College email account.
5. Students are eligible for only one institutional scholarship per term. Awards will be determined after all final grades are submitted and the term GPA calculated.
6. Scholarships may impact the student's other grants, scholarships, and loans. The campus financial aid office will review the details on an individual basis.
7. Any documented behavioral probation or suspension disqualifies the student.
8. Failure to meet Satisfactory Academic Progress (SAP) and complete coursework within the allotted time frame will count the student as ineligible.
9. Attempted credits must be completed during the term. A student who withdraws with a "W" from a class will be considered ineligible.
10. Summer non-enrollment will not affect the subsequent Fall term award.

### **Rules and Regulations:**

It is the student's responsibility to adhere to all rules and regulations set forth by Eastern International College. The College reserves the right to make changes in any area of the College, and all changes are effective thirty (30) days after the announcement, circulation, and/or posting.

### **Student Code of Conduct and Professional Behavior Policy**

A core value of the Eastern International College education is to provide students with opportunities to transform their lives through quality education. This value defines and guides the growth and development of the institution. Many students are the first in their families to earn a college degree, while others are attempting to complete a degree for career advancement. The College faculty and staff requires that students adapt to this new learning environment. For others, it requires balancing academic responsibilities while working or having family responsibilities.

Enforcement of the Student Code of Conduct and Professional Behavior Policy and student compliance are a fundamental part of the total educational process. Each student is obligated to become familiar with the College's rules, regulations and policies, and will be held accountable for conduct in conforming to them. Students are expected to adhere to standards of conduct, both in the classroom and at clinical externship sites. The following is a list of violations:

- Noncompliance with netiquette policy that applies to emails, all online correspondence, and online courses
- Noncompliance with the civil law at the local, state or federal levels
- Smoking on the College premises including vaping, and e-cigarettes
- Eating or drinking in any laboratories, patient care facilities, or classrooms
- Noncompliance with the dress code/uniform policy, including clinical uniforms
- Verbal or physical abuse towards peers, faculty, administrative and/or support staff
- Furnishing false, incomplete, altered, or misleading information in College-related documents, including entrance applications or Program-related documentation
- Major violations contrary to principles of academic honesty (i.e. plagiarism, cheating)
- Unauthorized use of electronic gadgets (e.g. mobile phone/cellphone, unauthorized laptop or any computer gadget) during examinations

- Destruction of College or building property
- Harassing, stalking, threatening, abusing, insulting or humiliating any student, instructor, administrator or member of the support staff
- Demonstrated demeaning written or oral comments of an ethnic, sexist, or racist nature
- Unwanted sexual advances or intimidation
- Carrying or concealing firearms or any unlawful weapon
- Use or under the influence of alcohol or illegal drugs on the College premises or in any affiliating agency
- Disruptive classroom behavior and persistent violation of College rules and regulations.
- Students are not permitted to use cellular phones, iPods, or any other electronic devices, while in the classroom, unless permitted by the instructor for educational purposes. Students may be asked to surrender electronic devices during examinations or other testing times.
- Slander or libel against the College
- Refusal to wear the personal protective equipment (PPE) in the lab or designated place where PPE is required
- Refusal to comply with EIC's COVID-19 protocol for safety and protection (social distancing, face cover, temperature check, PPE, etc.)
- Other actions deemed unethical or unprofessional by the faculty and administration

EIC reserves the right to impose discipline upon students for conduct committed while enrolled and occurring off-campus that: 1. has a relationship to the College; 2. constitutes a violation of law (whether or not the charged conduct is related to the College); 3. affects a member of the community's ability to fulfill his or her responsibilities; and/or 4. poses a risk of harm to a member of the College Community.

A student who is dismissed for violating any policy, rule, or regulation set forth by Eastern International College, may appeal to the Dean of Academic Affairs and/or the Campus Director through a review process to be granted permission to return to campus and classes.

### **Suspension, Probation and Dismissal**

The College reserves the right to discipline a student, including suspension, probation, or dismissal from their Program classes and campus at any time for behavior that is deemed by the Academic Coordinating Committee as unethical, an interruption to instructional activities, or is verbally or physically uncivil. Depending on the breach of the Code of Conduct, students may be subject to a formal administration panel hearing. Unethical or unprofessional behavior includes, but is not limited to:

Eastern International College reserves the right to institute suspension, probation, or dismissal of a student for any of the following reasons:

- Failure to comply with the professional behavior policy or other school policies and procedures
- Cheating
- Failure to pass a course after the second attempt
- Failure to maintain satisfactory academic progress
- Failure to pay school fees and/or tuition by applicable deadlines
- Disruptive, defiant, or interruptive behavior that impacts academic or operational delivery
- Posing a danger to students, faculty, staff, or affiliates
- Making any false statements in connection with their enrollment.

Tuition, fees and supplies become due and payable immediately upon a student's dismissal from the school. The college will determine if any Title IV funds need to be returned. Students wishing to appeal a probation or dismissal

can make a written request to the Appeal Committee for review. The Appeal Committee will conduct the review and make the appropriate determination.

### **Program Dismissal Grading Policy**

Course grades will be calculated based on the course grading distribution, inclusive of the work completed up to the point of dismissal and all course requirements. Any course requirements not completed up to the dismissal point, e.g. final exam, will be calculated as a “0” in the overall average. Non-completion of the prescribed course requirements will result in an “F” across all enrolled courses at the time of program dismissal.

### **Grievance/Complaint and Academic Complaint Protocol**

The administration, faculty and staff of Eastern International College maintains an open-door policy for students to voice their concerns or complaints. Any student who has a grievance or complaint should follow the grievance protocol, as outlined below:

Level 1: The student attempts to handle the grievance with the applicable official or faculty member in a respectful and professional manner.

Level 2: If the grievance cannot be settled at this level, the student may request, in a formal written correspondence, intervention from the Dean of Academic Affairs, the Campus Director, the Program Dean or his/her designee.

Level 3: If the Program Dean or designee cannot resolve the grievance, the Dean of Academic Affairs may convene a committee to review the grievance. At that time, the student who filed the grievance will be required to submit another formal written correspondence along with all supporting documentation to request a committee review. The Dean of Academic Affairs or Campus Director reserves the right to require that the student appear in person if the committee decides it necessary. The Dean of Academic Affairs informs the student of the committee’s decision. The decision of the Dean of Academic Affairs, in consultation with the College President, is final.

Level 4: If a student does not feel that the College has adequately addressed a complaint or concern, the student may consider contacting the Accrediting Commission. The Student Complaint Procedure is as follows:

### **Student Complaint Procedure**

Eastern International College has an open-door policy for student queries. As such, the College believes that most complaints can be resolved by addressing the person or persons involved. In cases where this is not possible, the College seeks to maintain open avenues for students who wishes to lodge a complaint on issues that do NOT include discrimination and harassment, grading, and student conduct. The complaint can be escalated to the individual’s or department supervisor. In extraordinary cases where this does not resolve the matter, the student complaint procedure outlined below may assist in a resolution.

Eastern International College participates in Federal student aid programs that are authorized under Title IV of the Higher Education Act of 1965. Participating institutions must be legally authorized to operate within the state in which it is located. 34 CFR § 600.9 requires states to have a “process to review and appropriately act on complaints concerning the institution including enforcing applicable State laws.” 34 CFR § 668.43(b) requires that institutions

*“make available for review to any enrolled or prospective student upon request, a copy of the documents describing the institution’s accreditation and its State, Federal, or tribal approval or licensing. The institution must also provide its students or prospective students with contact information for filing complaints with its accreditor and with its State approval or licensing entity and any other relevant State official or agency that would appropriately handle a student’s complaint.”*

To comply with this regulation, Eastern International College provides the following information to our prospective and current students:

*New Jersey State Authorizing Entity*  
The Office of Secretary of Higher Education  
PO Box 542  
Trenton, NJ 08625-0542  
[www.state.nj.us/highereducation](http://www.state.nj.us/highereducation)

*College Accrediting Agency*  
Middle States Commission on Higher Education  
3624 Market Street  
2nd Floor West  
Philadelphia, PA 19104  
Telephone: (267) 284-5000  
[www.msche.org](http://www.msche.org)

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.

Contact: Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

## **Criminal Activity**

If you witness an emergency situation or immediate threat to your safety, call 911. After reporting an incident to the police, you should inform the Campus Director (201) 273-7208 (Jersey City) and (973) 737-1492 (Belleville). More information on emergency procedures available at: [www.eicollege.edu/current-students/policies](http://www.eicollege.edu/current-students/policies)

## **Crime Awareness and Security Act- (CLERY Act)**

34 CFR 668.41(a); 34 CFR 668.41(e); 34 CFR 668.46; 34 CFR Part 668 Subpart D, Appendix A

Every October 1st, the Department of Education (DOE) requires that schools have the “Annual Campus Security report” available. Schools that have insufficient information regarding the Clery Act have received findings that have large monetary repercussions. This reporting requirement includes:

Crime Statistics- 4 General Categories

- Criminal Offenses (34 CFR 668.46 (c)(f))
- Hate Crimes (34 CFR 668.46 (c)(4))
- VAWA (Violence Against Women Act) Offenses (34 CFR 668.46 (c)(6)(A)(i))
- Arrests and Referrals for Disciplinary Action- Institutions current timely warning policies/ procedures

Timely Warning and Emergency Notification (34 CFR 668.46 (e))

- Crimes reported to campus security authorities and local police agencies and considered by the institution to represent a serious or continuing threat to students and employees.



- No required format, timely warning must be reasonably likely to reach the entire campus community.
  - This warning may not be issued in a manner or posted in a location that requires the campus community to make requests for them or to search for them.

### Daily Crime Log

- The purpose of the daily crime log is to record all criminal incidents and alleged criminal incidents that are reported to the campus police or security department.
- Entries include all crimes reported to the campus police or security department for the required geographic locations, not just Clery Act crimes.

### Creation of Crime Log

- Clearly identifying your log as a Daily Crime Log
- Required Elements
  - The Date the Crime was Reported
  - The Date and Time the Crime Occurred
  - The Nature of the Crime
  - The General Location of the Crime
  - The Disposition of the Complaint, if known
- Maintaining Your Log
  - At entry, an addition to an entry or a change in the disposition of a complaint must be recorded within two (2) business days of the reporting of the information to the campus police or the campus security department.
  - Have more than one person responsible for making entries.
- Making your Log Available
  - Log must be accessible on-site. If you have an additional campus with a campus police or security department, a separate log must be available at, or accessible from, that campus as well.
  - Format: log may be either hard copy or electronic.
  - Publicize Availability: Let students and employees know that the log is available, what it contains and where it is.
  - Accessibility: The crime log for the most recent 60-day period must be open to public inspection, free of charge, upon request, during normal business hours. You cannot require a written request.

## Dress Policy/Uniform Policy

Eastern International College students must maintain a clean, professional appearance while on campus and while involved with any events affiliated with Eastern International College. Students who are not in compliance with the dress policy will be dismissed from the building for that day. The following dress policy must be adhered to at all times:

- Students must wear the required uniform specific to their program during all classes. All uniforms must be presentable and bear the Eastern International College logo.
- Students must wear nursing shoes or all white sneakers, no exceptions.
- Students must wear their hair up and off the shoulders and face; students are not permitted to wear excessive make-up, long or artificial nails, jewelry and piercings.
- Tattoos must not be visible.
- Students must clearly display their Eastern International College I.D. at all times.
- Unless otherwise noted, a minimum of business- casual attire must be worn when students are engaged in professional activities affiliated with Eastern International College.
- Students are required to purchase their own uniforms and other necessary items to comply with the dress code of their Program.

## **Personal Protective Equipment (PPE)**

The Nursing, CVT, DMS faculty and students are required to wear a face cover and face shield in the lab or clinic. A student will not be allowed inside a lab without the required PPE and will be marked absent for any session in which they are not in compliance. The Dental Hygiene Department requires students and faculty to wear both face cover and shield at any time within the Dental Hygiene unit, clinic, or floor. Failure to adhere to this requirement may result in suspension.

In light of the COVID-19 pandemic, the College has followed all health directives and mandates from the CDC, the Office of the Secretary of Higher Education, and the State of New Jersey's Governor's Office. The College's priority is to secure a safe and healthy environment for its faculty, staff and students.

At time of publication of this Catalog, the mask mandate will continue to require that students wear face masks while on the campuses, in labs, classrooms, and all other areas of the campus. The senior administration of the College monitors updates and changes to health-related requirements regularly, and therefore, all mandates are subject to change.

## **Drug and Alcohol Free Campus Policy**

Eastern International College maintains a drug and alcohol-free environment. The Drug and Alcohol Policy applies to all enrolled students, as well as any individual present on campus. The unlawful possession, use and/or distribution of drugs and alcohol are strictly prohibited. Students who require prescription drugs that may impair their ability to perform should inform Eastern International College and their instructors via documentation from a licensed healthcare professional.

## **College Property**

Under no circumstances should any software belonging to Eastern International College be removed from the premises for any reason. All software purchased by the College must be used within the classroom and the library.

All computers are the property of Eastern International College. Students attending classes are afforded the use of computers during class and laboratory hours. Any student found reconfiguring a computer belonging to Eastern International College will be subject to immediate disciplinary action.

Laboratory equipment is "technique"/practice equipment that should not be utilized for diagnostic medical procedures.

## **Attendance and Class Make-Up Policy**

Students at Eastern International College are expected to attend all classes, online or face-to-face didactic courses, lab sessions, and clinical externships. At the beginning of each semester, instructors will provide the students with written guidelines outlining the possible grading penalties for failure to attend instruction. Online class attendance is measured by discussion board participation and submission of assessments within Canvas.

Students should notify their instructors as soon as possible of any anticipated absences. Written documentation that indicates the reason for being absent are generally required, and students are responsible for making up work missed during any absences. Students should carefully monitor their attendance in clinical externship assignments and clinical assignments on the campus to meet requirements.

These guidelines may vary from course to course, but are subject to the following restrictions:

- Student attendance in off-site clinical or externship assignments is monitored closely. Nursing students are required to attend all clinical assignments. Missing more than 2 clinical assignments may result in failure of the clinical course.
- Students who miss class because of religious beliefs or practices will be excused from class or examinations on that day. The faculty member is responsible for providing the student with an equivalent opportunity to make up any examination, study, or work requirement that the student may have missed.
- Students should notify course instructors at least one (1) week before any anticipated absence so that proper arrangements may be made to make up for any missed work or examination. All make-up or missed work must be completed within a reasonable time frame, as determined by the faculty member. Make-up exams may not be proctored by the librarians.
- Students registered in the Nursing Program will not receive make-up examinations. The weight of the missed examination will be moved to the final comprehensive examination. If the final examination is missed it must be completed before a student can advance to the next term's classes.
- Any student who misses class due to a verifiable family or individual health emergency, or to attend a required appearance in a court of law, will be excused. Students must communicate directly with the faculty member when they need to miss a class for those specific reasons.
- Faculty members who require documentation of those specific student absences will communicate directly with their students.
- For all absences, except those due to religious beliefs or practices, the course instructor has the right to determine whether the number of absences has been excessive, as it relates to the curriculum of the class that was missed, and the stated attendance policy. This can result in the student being asked to withdraw from the class or be subject to failing the course.
- The CVT, DMS, MA and General Education syllabi contain an attendance policy (e.g. 10% attendance grade) indicating the number of absences and the corresponding grades. It also indicates the number of absences that results in the automatic failure (grade of F) of the course.

If there are extenuating circumstances that prevent a student from attending classes for an extended time period (e.g., hospitalization and recovery from a serious accident or illness), the student should apply for a leave of absence under the College's published leave of absence policy.

### **Remediation Policy for Dental Hygiene Students**

The clinical evaluation mechanism assesses the ability of the student to employ the dental hygiene process of assessing, planning, implementing and evaluating services provided to the public. Each course in the clinical sequence builds upon the previous course and requires the student to demonstrate ongoing clinical skill development and the ability to become increasingly responsible for the services provided to patients. Evaluation of clinical skill development and the utilization of the dental hygiene process occurs throughout the clinical course sequence.

The evaluation system focuses on the process used to deliver care and the outcome achieved. The goal of the evaluation system is to ensure that the student dental hygienist is achieving the competencies required to deliver comprehensive dental hygiene care. Assessment of skill development begins in and continues through the four-semester clinical course sequence. Early in the clinical curriculum, the process of carrying out care is the focus and the evaluation mechanism

accordingly weights this **aspect** of performance. As the student progresses through the curriculum, increased weight is placed on the outcome achieved.

Clinical Sciences II and Clinical Sciences III DH 200/DH 201 are a continuation of the DH 100 and DH 101 course sequence. Evaluation for the clinical aspect of DH 200/DH 201 continues to be based on clinical skill development, the achievement of identified clinical competencies, and the development of self-assessment skills.

TalEval is the system utilized to grade students during clinical sciences courses. Students must pass both clinic by 60% or better and didactic by 40% or better to pass DH 200/DH 201 Instrument Proficiency (Technique Evaluations) General Rules.

- In the Dental Hygiene Pre-clinical course, skill evaluations will be conducted on typodonts and student partners. In the Dental Hygiene Clinics I, II, III technique evaluations will be conducted on both typodonts and patients. The technique evaluations are designed to assess the student's instrumentation skills and the maintenance thereof.
- Remediation must be followed by a demonstration of competency. A failed technique evaluation cannot be repeated on the same day. Instrument proficiencies must be done at the time of treatment.
- A minimum grade of 80% must be achieved for each component of the Instrumentation evaluation in Dental Hygiene Clinic I, 85% in Dental Hygiene Clinic II, and 90% in Dental Hygiene Clinic III.
- Other than instrument evaluations, each skill has minimum passing requirements clearly stated along with the grading criteria.
- Instrument evaluation performed on patients or workshops shall be conducted during actual debridement procedures on patients 18 years or older.

### **Remediation Policy for Nursing Students**

The Nursing Program's didactic, laboratory, and clinical course curriculum requires each to comply with a compulsory Remediation Policy that seeks to assist students with additional academic support **outside** the standard course curriculum. Remediation is assigned by the faculty member who is facilitating the course or the academic advisor in cases when a student is underperforming at the level of competency expected to satisfy the learning objectives of the course. Remediation gives the student the opportunity to develop and demonstrate required knowledge, skill competency, and attitude through self-directed learning and purposeful interactions with Program faculty. Remediation must take place within the semester of the course in which the student is underperforming. At the time the faculty member requires a remediation activity for a failed examination, students must receive remediation within one week of the failure. If the student is required to receive clinical demonstration remediation, the student must complete the assigned remediation within two weeks.

Remediation is defined as a way of addressing unsatisfactory performance in the overall course (final letter grade of "F") and is an opportunity for students to demonstrate improvement and satisfactory performance in course content without having to repeat the course. Remediation as a registered student in the Nursing Program is a privilege given to students with regular course attendance and participation, and is predicated upon active and complete cooperation with any warnings or interventions. As such, students are required to attend remediation at the time assigned by the faculty member during the operational hours of the Nursing Program. Academic remediation is not intended to allow students to progress in the curriculum with substandard knowledge of required course material, nor is it intended to provide students a path forward in the curriculum for which they are not adequately prepared. It is not a means to permit students to enroll in courses for which they have not demonstrated competency in prerequisite material. This policy is

intended to advance communication about student progress among the student, faculty, and staff, and is intended to promote transparency and clarify procedures for when student performance is substandard. Students who do not comply with the Nursing Program Remediation Policy requirements are in violation of the academic policy of the Program and are subject to denial of course progression, academic probation, or academic dismissal.

### **Enrollment Termination**

A student's enrollment will be terminated when the student has fourteen (14) consecutive calendar days of absences (two weeks not in class) without establishing an approved leave of absence under the College's published leave of absence policy. For online students, discussion board participation serves as a proxy for attendance with students being required to make multiple posts per week (see course syllabus for details). As a general rule, any student whose enrollment has been terminated for violating the College's attendance policy will not be allowed to re-apply for readmission to the College.

A student who violates the fourteen consecutive calendar days of absence without establishing an approved leave of absence or fails to inform in writing the Registrar's Office will be awarded a grade of WO (Withdrawal without permission). If it violates the attendance policy in the course syllabus resulting in automatic failure, the grade will be a F (failed). A grade of W or WF prior to the violation of the fourteen (14) consecutive days policy will not change.

A student whose enrollment has been terminated for violation of the College's attendance policy may be entitled to a refund, or, alternatively, may be required to return unearned Title IV federal financial aid to the Federal government and pay the remaining tuition due to the College.

If the student borrowed money under a federal student loan, or a private loan, the student is obligated to repay that money in accordance with the terms of the loan. Please refer to the above refund policy and return of Title IV aid policy for further information concerning these obligations.

### **Clinical Externship Policies and Procedures for CVT and DMS Students**

Eastern International College will place CVT and DMS students in clinical externships upon completion of their prerequisite didactic coursework. In cases where extenuating circumstances (leave of absence, illness, financial hardship, etc.) prevent the student from starting the clinical externship immediately after their didactic coursework, EIC will help the student complete the clinical externship as soon as possible. Eastern International College will continue to track students individually as to their start and completion dates for clinical externships.

The Clinical Externship Orientation is required for all CVT and DMS students. Prior to starting the clinical externship, all students must participate in the College's comprehensive clinical externship orientation, which includes student/College rights and responsibilities, clinical externship policies and procedures, and requisite attendance policies. This orientation is conducted by the Clinical Coordinator, Clinical Externship Administrator, Campus Director, or designee.

Clinical Externships will be provided to all students in programs requiring clinical externships. Students enrolled in the CVT and DMS programs, that contain an externship component, must agree as part of their enrollment agreement that they will accept the externship site offered by the College. Students that refuse the site offered by the College must sign a refusal waiver and then become responsible for finding their own externship site to complete the externship requirement.

All preparatory documentation for the externship must be completed prior to the site placement. Students should be prepared to reschedule their employment prior to their final semester. Any student who fails to complete all of the

clinical externship administrative requirements prior to their final semester will not be allowed to enroll until all requirements are fulfilled.

All students must accurately document their hours worked on a timesheet supplied by Eastern International College. Students are responsible for tracking their hours and getting the time sheet signed by the defined Site Manager. They must then submit the completed sheet to the Clinical Coordinator assigned to their program or the Campus Registrar.

All students must pass the required courses, maintain Satisfactory Academic Progress (SAP) with regard to their academic standing, and submit records of required immunizations before beginning each clinical externship. Some externship sites may require additional requirements that must be met prior to the start of clinical externship.

### **Clinical Verification (CV) Form for the American Registry for Diagnostic Medical Sonography (ARDMS)**

A student, who intends to take any of the certification exams offered by the American Registry for Diagnostic Medical Sonography (ARDMS), is responsible to access and print the CV form from the ARDMS website and have it completed and signed by the externship supervisor or preceptor (if applicable) immediately following the completion of the rotation. The CV is valid for one (1) year from the date of signature (This may change depending on rules by the ARDMS). Since the CV validates core clinical skills, it can only be signed by the externship supervisor, a sponsor sonographer, or reporting physician. The CV form is not required for the Sonography Principles and Instrumentation (SPI) examination.

More information on ARDMS resources available at:

[www.ardms.org](http://www.ardms.org)

[ARDMS CV Forms](#)

[ARDMS Get Certified](#)

### **General Clinical Externship Rules and Regulations**

1. All students must attend the clinical externship site assigned to them by Eastern International College.
2. Students in programs that contain a clinical externship component must be prepared to attend externships sites whenever and wherever the externship sites are available. Evening students must be prepared for the possibility that clinical externship sites may only be available during daytime working hours.
3. Students are required to adhere to any schedule issued by the clinical externship site manager, and any changes in scheduling must be authorized by the assigned site and Eastern International College. Any student not in compliance with this rule will receive a failing grade (F).
4. Students must be punctual and remain at the facility for the required length of time that was assigned; tardiness will not be tolerated and may result in dismissal from the externship site and failure. However, if students are going to be late, they must contact the clinical externship site manager and Eastern International College's Clinical Coordinator at 201- 216-9901 or 973-751-9051.
5. All students who have in excess of (3) absences will fail the course for the semester and be required to retake the course next semester in order to graduate.
6. Students who are dropped from externships for excessive absences are required to find their own clinical externship site that meets the College and Program's criteria to complete the Program.
7. Students must strictly adhere to the dress code of the assigned clinical externship site.

8. Students are expected to minimize, if not completely eradicate, any personal habits, such as cigarette smoking, or the use of cell phones, gossiping, or chattiness, and pay close attention to personal hygiene and appearance. Cellular phones must remain off while on the clinical externship site. However, if students need to utilize their cell phone, they must only do so during breaks and/or lunch, and keep all calls short.
9. Students are required to complete the entirety of their clinical externship hours. Students who are missing hours will not be approved to graduate.
10. Students are required to perform clinical externship tasks to the best of their ability. Students are required to immediately report errors or problems in completing tasks to the clinical externship site manager.
11. Timesheets and daily logs should be sent every Friday to the Clinical Coordinator or designee. Students must also keep an accurate record of hours, should keep copies of timesheets, and are required to maintain their progression of hours toward completion.
12. If students encounter any issues that could prohibit them from completing their clinical externship, they must contact Eastern International College's Clinical Coordinator immediately.
13. Any student who blatantly and consistently violates the rules set forth by Eastern International College and/or the clinical externship site will immediately be dismissed from the site, the Program and the College.

### **Externship Agreement**

A student who registers for externship must sign the Externship Agreement Form indicating the following:

- Acceptance of the clinical externship site that is offered by EIC
- Commitment to work all clinical hours assigned by the clinical externship site manager
- Solely responsible for transportation to and from the clinical externship site
- If dismissed from the clinical externship site for negative conduct, refusal of the externship site, or working less than the hours assigned by the clinical externship site manager, the student will be solely responsible to secure his/her own externship site, and complete the required number of clinical hours per the student's program requirements. Failure to secure a site within 14 consecutive days (calendar days) after dismissal will result in the student being terminated from his degree program.

### **Externship-Related Injuries**

Whenever an illness or injury occurs at a clinical externship site, the student must immediately notify the site supervisor so that appropriate measures are taken. The student shall be provided with emergency medical care at the clinical externship site, whenever necessary. If the facility does not cover necessary expenses, the student will be responsible for any expenses incurred.

If a student is accidentally injured or exposed to a patient's body fluids, the patient with whom the student has contact may need to be tested to assess risk to the student. This might include testing the patient for hepatitis, HIV, or other infectious diseases. In situations where the externship facility does not cover the cost of these tests, the student is held responsible for the expense.

It is the responsibility of the clinical externship supervisor to notify Eastern International College of the details of the injury/exposure.

## **Students Called to Military Service Obligation**

In compliance with federal and state laws, this policy covers members of the US Armed Forces, including the National Guard and the reserves, who are called to active duty for more than 30 consecutive days.

When a student is called to Active Duty during the semester, the student should promptly provide a copy of the military order to the Registrar (or submit an advance notice) and indicate an intent to return. An advance notice is not required if precluded by military necessity (e.g. a mission, operation, exercise, or requirement that is classified; or a pending or ongoing mission, operation, exercise, or requirement that may be compromised or otherwise adversely affected by public knowledge).

The following policy applies:

1. **Withdrawal from classes for a military service obligation**

a. **Returning Student**

If the withdrawal happens within the Add/Drop period, the student completes the official Add/Drop Form and will receive a full refund.

If the withdrawal happens after the Add/Drop period, the student completes the official Add/Drop Form with a notation of Military Service and will receive a full refund. A grade of “WL” will be assigned to each course and will not affect the student’s Satisfactory Academic Progress (SAP) status.

b. **New Student**

If a new student is called to military service before the semester officially starts, the student completes the Add/Drop form and receives a full refund. The registration fee is subject to EIC’s refund policy.

If the withdrawal happens within the Add/Drop period, the student completes the official Add/Drop Form and will receive a full refund.

If the withdrawal happens after the Add/Drop period, the student completes the official Add/Drop Form with a notation of Military Service and will receive a full refund. A grade of “WL” will be assigned to each course and will not affect the student’s Satisfactory Academic Progress (SAP) status.

c. **Nursing (ADN) students**

If the military service is more than one semester, the student is covered by the Validation Policy shown below.

A student re-entering any clinical course after one full semester of absence must pass a comprehensive skills test-off related to the last clinical course completed, demonstrate competency in oral and parenteral medication administration, and pass a written medication dosage calculation examination. The student will be allowed two chances to pass these skills to the satisfaction of the nursing faculty. A skills review packet will be provided to the student.



These skills must be performed satisfactorily before the student will be allowed to proceed to the clinical area. If the skills are not demonstrated satisfactorily, the student will be dropped from the nursing program, or a student's application for re-admission will be denied. It is the responsibility of the student to contact the Nursing Chair to schedule a test-off time with a nursing faculty. A comprehensive standardized examination from the previous nursing course will be used to validate knowledge of the didactic portion of the course. All validation assessment must be completed the week prior to the first day of class.

The student may be required to attend a mandatory tutoring and skills lab practice prior to the skills test, and the student may request more time if necessary to prepare for the test.

d. Medical Assistant (MA), Cardiovascular Technology (CVT) and Diagnostic Medical Sonography (DMS) students

A student who is called for military service while doing an externship must complete the official Add/Drop Form with a notation of Military Service. A grade of "IS- Incomplete due to Military Service" will be assigned to the student and they will be allowed to complete the externship hours upon return. The student will be required to undergo a mandatory skill validation and tutoring with a faculty member or the Department Chair who will certify that the student is ready to return to externship. The student may not necessarily be assigned to the same site.

The student will still be charged for the externship course per EIC's refund policy but will not be charged again for the same course upon return.

A student who is in military service for more than one semester will be required to undergo a mandatory CVT/DMS scanning or MA skill validation and tutoring by a faculty or the Department Chair.

e. Dental Hygiene (DH) students

A student who is in military service for more than one semester will be asked to audit a previously passed clinical course prior to reentry in order to demonstrate a satisfactory level of clinical skills.

If the military obligation happens in between semester sessions (e.g. during Christmas break between Fall and Spring semesters) and the student is unable to submit the military order before deployment, the student must send an email promptly to the Registrar and Dean informing them of the military service. The student will be required to submit documents or proof of military service within the period of the student's absence in the College upon return or re-enrollment. The student will be classified as "WL."

2. Re-enrollment after military service obligation

A student who completed military service may return to EIC without penalty for having left due to such service and will be promptly re-admitted with the same academic status. The student may be asked to comply with specific departmental policy (e.g. Validation Policy for Nursing) before registration.

### **Leave of Absence (LOA)**

A student in circumstances that make it impossible for them to maintain adequate class attendance must submit a written and signed request for a Leave of Absence (LOA). The LOA may not begin until the College has approved the request. Additionally, the LOA period may not exceed 180 days within any 12- month period.

The College may grant more than one leave of absence in the event that unforeseen circumstances arise, such as medical reasons affecting the student or a member of the student's immediate family, military service requirements, or jury duty, provided that the combined leaves of absence does not exceed 180 days within the 12-month period.

If a student fails to return from an approved Leave of Absence, then the College will terminate the student and apply its refund policy.

The LOA must be requested prior to the beginning of the semester start for the designated semester. The LOA cannot be requested during the semester for that same semester. Changes to enrollment status, and failure to return from Leave of Absence, are reported to the National Student Loan Data System (NSLDS) by the Financial Aid Officer and confirmed by the Registrar on the subsequent Enrollment Roster Report.

In cases of extenuating circumstances for which a student has been granted a Leave of Absence during the course of the semester as per the institutional policy, a Return to Title IV Funds calculation will be completed if the student has not yet completed 60% of the semester. Once the 60% threshold has been met, the student will be permitted to complete their courses in progress upon return to the College with no additional charge.

### **Pregnancy Leave of Absence or Withdrawal**

A student may choose to take a leave of absence or withdrawal for pregnancy or pregnancy-related issues or birth of a child for 180 days within a 12-month period. The student may apply for an extension if there is a medical reason for a longer absence than initially requested; this extension combined with the initial leave cannot be granted for greater than 180 days in a 12-month period. A student who requests a leave of absence for greater than the permitted days must submit medical documentation for their case. A leave of absence cannot be granted in this situation; however, the student will be permitted to return to the College with no penalty or loss of status.

The College may ask for documentation of a medical condition and clearance from a doctor before a student is allowed to resume their studies. A student returning from a leave of absence for pregnancy or pregnancy-related issue is entitled to return to the same academic program with no loss of academic standing, credit, satisfactory academic progress and grade point average as long as the leave of absence is consistent with the policy of the College. Completion of the official Leave of Absence Form is necessary.

If a student chooses to withdraw all courses due to pregnancy or pregnancy-related issues, they are entitled to return to the same academic program with no loss of academic standing, credit, satisfactory academic progress and grade point average as long as the withdrawal is consistent with the policy of the College. Completion of the official Add/Drop Form is necessary. A grade of 'WL' will be assigned to each course. This grade will not affect a student's Satisfactory Academic Progress status.

## **Medical Withdrawal**

A student who experiences physical and/or mental health issues that impair their ability to function successfully as a student may file a Medical Withdrawal within or after the withdrawal deadline. Documentation of the student's medical issue is necessary to approve a medical withdrawal. Courses that are withdrawn will be noted as "W" and will be included in determining the student's Satisfactory Academic Progress. Completion of the official Withdrawal Form is necessary.

## **Maximum Time Frame to Complete a Degree Program**

For a semester credit hour program, the credit hours attempted cannot exceed 1.5 times the credit hours required to complete the program. There are implications when a student does not complete either a degree within the maximum timeframe (i.e., loss of financial aid and program enrollment termination). The College is not required to terminate the enrollment of a student who is unable to complete the program within the maximum time frame unless the College has determined that the student has failed to meet college policies that would otherwise warrant termination (e.g., academic progress or attendance policies).

## **Withdrawal from Degree Program**

Students who officially withdraw from the program may be eligible for a refund of tuition charges. In order to officially withdraw from the program, students must submit their withdrawal request in writing to the Registrar.

## **Coronavirus (COVID-19) Withdrawal Effective March 2020-September 30, 2021**

To best serve our student population's unique needs, the College has elected to adopt a "Coronavirus Withdrawal" status for students who withdrew from a period of study due to a COVID-19 related reason. Students who are determined to meet the criteria for a Coronavirus Withdrawal will receive the following benefits as part of the College's commitment to the Coronavirus Aid, Relief, and Economic Security (CARES) Act:

- Suspension of return of Title IV funds
- Relief for loan repayment of funds borrowed during the period of withdrawal
- Waiver of the Withdrawn class(es) from Satisfactory Progress Calculation

If the student withdraws from a period of enrollment during which the primary method of instruction was altered (eg: in person classes moved online), the student automatically qualifies for the Coronavirus Withdrawal status. All other students must notify the Registrar of their reason for withdrawing.

A Committee from the Financial Aid Office, Registrar, Academics, and the Campus Director will review student withdrawal requests for eligibility for Coronavirus Withdrawal status. If determined to be eligible, the Registrar will be tasked to notify the student of their status and any additional documentation as needed. The Registrar will indicate the student's status on the Return to Title IV Funds calculation submitted to the Dept of Education to ensure that funding benefits are applied.

This policy applies to all payment periods beginning during the recognized pandemic.

### ***Coronavirus Withdrawal and Financial Aid***

Under the CARES Act, if a student withdraws from a payment period or period of enrollment as a result of COVID-19, the student will receive the following withdrawal benefits. The Dept of Education will:

- Cancel the entire amount of any disbursement of a Direct Loan borrowed by the student or his or her parent for the payment period or period of enrollment, restoring eligibility for that disbursement amount;
- Exclude from a student's Subsidized Loan usage (SULA) and Federal Pell Grant lifetime eligibility used (LEU) any payment period that the student does not complete due to a qualifying emergency

The Financial Aid Office will work in conjunction with the institution's third-party servicer, Financial Aid Services, Inc., to indicate the waiver on the Common Origination Disbursement (COD) system. This will be confirmed via COD by the Financial Aid Office.

### ***Re-Entry Procedures***

The student is subject to the re-entry procedures for their program as outlined in the College Catalog.

### **Course Withdrawal**

A student who officially withdraws from a course after the drop period will earn a "W" grade. This "W" grade will not be computed into the student's GPA but will be counted towards attempted credits which will directly affect the student's Satisfactory Academic Progress (SAP) for credits completed. Any course withdrawal will not result in a change in Financial Aid received by the student, and the student will be responsible for the full fee of the course(s). Please see the school calendar for the add/drop/withdrawal period at the end of the catalog.

The Office of the Registrar is the only office of the College that can withdraw students. Students must see the Registrar to conduct the process of withdrawal. Official withdrawal from all registered courses for the semester may affect the student's financial aid status (e.g. student loan grace period, Return to Title IV funds calculation, enrollment-based academic benefits, etc.). Please consult the Financial Aid officer for questions and/or clarifications. If a withdrawal is unofficial, the final grade will be a WF.

### **Withdrawal from a Nursing Course**

A student who officially withdraws from a nursing course after the drop period will receive a "W" grade which will not affect the student's GPA but may directly affect the student's Satisfactory Academic Progress (SAP) for credits completed. Withdrawing from the same course is allowed only once. A student who withdraws from the same course more than once will be dismissed from the program but may appeal for reinstatement.

A student who officially withdraws from all courses and wishes to come back must comply with the Readmission Policy for Nursing. A student who withdraws from a course and has been out for more than one semester must comply with the Validation Policy for Nursing.

### **Withdrawal from the Nursing Program**

A student who is officially withdrawing from the nursing program must notify the Dean of Nursing in writing and complete the official withdrawal form from the Registrar. The student will be advised to complete the EIC exit survey.

A student who withdraws from and desires to return to the program may petition to reenter the program as outlined in the Readmission Policy for Nursing.

## **Readmission Policy for Nursing**

A student who wishes to be reinstated into the Nursing program must apply for readmission and comply with the following:

1. The student must have good academic standing in the College.
2. The student must not have been out of the nursing program for more than a year
3. All college obligations (e.g. Library, Financial Aid, etc) must have been settled prior to application for readmission
4. A letter must be written and addressed to the Chair of Nursing asking to be reinstated. The letter must include the following:
  - a. An updated transcript of all college courses
  - b. The Student's name, ID number, working phone number, email and mailing addresses
  - c. The semester the student wishes to be reinstated
  - d. Mitigating or extenuating circumstances that resulted in the withdrawal from the program or all the courses
  - e. Supporting documents
5. The Student must submit the letter at least six weeks before the start of the new semester
6. The Student must have an interview with the Nursing Admissions Committee
7. A student who has been out of the program for more than one semester must comply with the Validation Policy
8. Application for readmission does not guarantee reinstatement into the program
9. Students may only apply for readmission once during their career at EIC.

## **Validation Policy for Nursing**

A student re-entering any nursing course after one full semester of absence must pass a comprehensive skills test related to the last nursing course passed, which must be completed six weeks before the start of the new semester. The student will be required to demonstrate competency in oral and parenteral medication administration and pass a written medication dosage calculation examination with a grade of 90%. The student will be given the opportunity to practice the required skills prior to skills testing and will then be allowed two (2) chances to pass the required skills to the satisfaction of the nursing faculty. If the skills are not demonstrated satisfactorily, the student will be dismissed from the nursing program, or a student application for readmission will be denied. It is the responsibility of the student to contact the Nursing Chair to schedule a test time with a member of the Nursing faculty. The student must pass both the didactic and clinical portions of the Validation process to be considered for reinstatement.

A comprehensive standardized examination from the last successfully completed nursing course(s) will be used to validate knowledge of the didactic portion of the course. A remediation plan consisting of assigned readings and practice questions from the last successfully completed nursing course(s) will be provided to the student at least two (2) weeks prior to administration of the comprehensive examination.

All validation assessments must be completed prior to the first day of class.

## **Transferring to another EIC Nursing Campus and Admission Deferment**

EIC Nursing students are not allowed to transfer to another EIC Nursing campus. A student who dropped out (officially/unofficially), withdrew from, failed out or was dismissed from an EIC Nursing program will be denied admission if the same student applies to another EIC Nursing campus. A student who deferred admission and wishes to come back must re-apply through the Admission Office. Acceptance is not guaranteed.

## **Indemnification**

The student must release and hold Eastern International College, its employees, agents, and representatives harmless with regard to all liabilities, damages, and other expenses which may be imposed upon, incurred by, or asserted against them by reason of bodily injury or property damage while enrolled in the College.

## **Disaster**

In the event of labor disputes, natural disasters or calamities, Eastern International College reserves the right to suspend training effective for a period not to exceed ninety (90) days, unless a suitable substitute site is needed and unable to be secured by the ninety (90) day deadline.

## **Damaged, Lost, or Stolen Items**

Eastern International College is not responsible for students' personal property. Keeping books and other possessions safe is the student's responsibility.

## **Academic Policies Orientation**

New students are required to attend an orientation prior to the start of classes.

## **Definition of Clock Hours**

A clock hour is a 60-minute hour minus a ten-minute break, or 50 minutes of actual instructional time.

## **Conversion to Semester Credits for Semester Programs**

The following formula will be used when converting semester credits: One semester credit equals 15 hours of class time.

- One semester credit equals 30 hours of supervised laboratory instruction
- One semester credit equals 45 hours of externship and clinical

## **Examinations**

Midterm and final examinations are required in most courses and are scheduled on specific dates. A student in extraordinary circumstances may be excused from the examinations, provided that the excuse is properly documented. Missed exams must be made up within a scheduled date as determined by the instructor and Dean. Online course assessments are typically asynchronous, needing to be completed within that academic week. Students are advised to check their specific course syllabi.

## **Hours of Operation (Jersey City and Belleville Campuses)**

Monday-Thursday: 7:30am- 10:00pm

Friday: 7:30am- 6:00pm

Saturday: 8:00am- 4:00pm  
Sunday: CLOSED

### **Amendments to Programs, Policies or Procedures**

Eastern International College reserves the right to determine when courses are offered, the size of students' course loads, and any adjustments in program or course content - which includes policies and procedures. Should any changes occur in the content of a program, a policy, or a procedure; the student will be notified at least thirty (30) days in advance.

### **Repeating a Course in a Degree Program**

A student must repeat any failed course that is required in the completion of the student's degree program.

### **Repeating a Nursing Course**

A student who fails a nursing (NUR) course may repeat the course one time only and must do so the next time the course is offered. A failing grade in a repeated course will result in dismissal from the Nursing program. A student who fails two nursing courses will be dismissed from the program but can appeal for reinstatement. Failure of any nursing course after reinstatement will result in dismissal from the program and will not be subject to appeal.

Students who fail two nursing courses and were dismissed from the program but believe they have mitigating or extenuating circumstances should submit a written appeal to the Academic Appeals Committee (AAC) c/o the Dean of Nursing. Students may only exercise their appeal option once during their career at EIC.

### **Repeating a Dental Hygiene Course**

Students who fail one (1) dental hygiene course during a semester may repeat the course once it is offered again and continue through the curriculum with that cohort. If a student fails two (2) dental hygiene courses during a semester, the student cannot continue in the program. A maximum of one (1) dental hygiene course may be repeated. If for any reason a student completes two or more courses with a grade below 75%, the student will not be permitted to continue in the program, nor can the student re-apply. Any course may only be repeated once, and registration for repeating courses will be based upon availability of space.

### **Repeating a Course in an Online Degree Program**

#### **(BS Completion- Dental Hygiene, Health Leadership and Nursing)**

A student must repeat any failed course that is required in the completion of the student's degree program. If the course is not passed after the second attempt, the student will be terminated from the program. Should this occur, the student may appeal this decision to the Academic Appeal Committee (AAC). The students' GPA will reflect an average of the previous failing grade and the passing grade received in the course.

## Grading System

Eastern International College uses the following grading system:

### Grading System for MA-AAS, CVT-AAS and DMS-BS

| Grade | Percent Equivalent   | Grade Point |
|-------|--|-------------|
| A     | 95-100   | 4.00        |
| A-    | 90-94  | 3.75        |
| B+    | 85-89  | 3.50        |
| B     | 80-84  | 3.00        |
| C+    | 75-79  | 2.50        |
| C     | 70-74  | 2.00        |
| D+    | 65-69  | 1.50        |
| D     | 60-64  | 1.00        |
| F     | 59 and below   | 0.00        |
| I     | Incomplete   | N/A         |
| IF    | Incomplete, converted to failing                             | 0.00        |
| W     | Withdrawal   | N/A         |
| WF    | Withdrawal Failing   | 0.00        |
| WL    | Withdrawal for military service and pregnancy related issues | N/A         |
| WP    | Withdrawal with Permission                                   | N/A         |
| WO    | Withdrawal without Permission                                | N/A         |
| AU    | Audit, No Credit   | N/A         |
| TR    | Transfer   | N/A         |

The passing grade for General Education is C or better.



### Grading System for Dental Hygiene courses and Health Leadership Major Courses

| Grade | Percent Equivalent               | Grade Point |
|-------|----------------------------------|-------------|
| A     | 95-100                           | 4.00        |
| A-    | 90-94                            | 3.75        |
| B+    | 85-89                            | 3.50        |
| B     | 80-84                            | 3.00        |
| C+    | 75-79                            | 2.50        |
| C     | 70-74                            | 2.00        |
| D+    | 65-69                            | 1.50        |
| D     | 60-64                            | 1.00        |
| F     | 59 and below                     | 0.00        |
| I     | Incomplete                       | N/A         |
| IF    | Incomplete, converted to failing | 0.00        |
| W     | Withdrawal                       | N/A         |
| WF    | Withdrawal Failing               | 0.00        |
| WL    | Withdrawal Late                  | N/A         |
| WP    | Withdrawal with Permission       | N/A         |
| AU    | Audit, No Credit                 | N/A         |
| TR    | Transfer                         | N/A         |

The passing grade for General Education courses is C or better.

The passing grade for DH courses is C+ or better.

### Grading System for Nursing Major Courses

| Grade | Percent Equivalent               | Grade Point |
|-------|----------------------------------|-------------|
| A     | 90-100                           | 4.00        |
| B+    | 85-89                            | 3.50        |
| B     | 80-84                            | 3.00        |
| C+    | 77-79                            | 2.50        |
| C     | 75-76                            | 2.00        |
| D+    | 70-74                            | 1.50        |
| D     | 65-69                            | 1.00        |
| F     | Below 69                         | 0.00        |
| I     | Incomplete                       | N/A         |
| IE*   | Incomplete Extension             | N/A         |
| IF    | Incomplete, converted to failing | 0.00        |
| AU    | Audit, No Credit                 | N/A         |
| W     | Withdrawal                       | N/A         |

|    |                               |      |
|----|-------------------------------|------|
| WF | Withdrawal Failing            | 0.00 |
| WL | Withdrawal Late               | N/A  |
| WO | Withdrawal without Permission | N/A  |
| WP | Withdrawal with Permission    | N/A  |
| TR | Transfer                      | N/A  |

\*IE - An Incomplete Extension must be resolved within six (6) weeks. If the Incomplete Extension is not resolved within this time, the IE will be converted to a failing mark.

The passing grade for all nursing courses is **B**.

The passing grade for BIO 101, BIO 102 and MIC 101 is **B**.

Students must achieve 100% in med math.

### **Nursing Progression**

As part of the program requirements for Nursing (ADN-AAS) and Bachelor of Nursing (BSN), all students must take the **ATI RN Comp Predictor** and score a level 2 or higher in order to pass NUR207 (ADN-AAS) and NUR407 (BSN). Students will be given two opportunities to achieve this. Failure to achieve a level 2 will result in an F as the course final grade.

The **ATI RN Comp Predictor** is worth 20% of the course final grade:

Achievement of Level 3 =100%

Achievement of Level 2= 85%

Achievement of Level 1 =70%

Below Level 1= 50%

## **CVT Competency Grading Scale**

Meets Expectations (ME)- The student demonstrates expected performance in a particular category/item(s) (skills/professionalism). ME score in this item indicates the student is performing at the expected level of achievement

Does Not Meet Expectations (DE) - the student fails to meet the expectations in a particular category/item(s). Item(s) that receive a DE rating need remediation

Not Applicable (NA)- The category/item(s) has not been evaluated.

### **General Procedures for Remediation**

1. Upon midterm and final evaluations during clinical externship, if a student receives a grade of one (1) in any required skill(s), the preceptor informs the student and clinical coordinator in writing. A copy of the written correspondence is sent to the Dean of Education.
2. The clinical coordinator, in coordination with the preceptor, schedules midterm and final remediation sessions within one week. The student is informed of the remediation schedule in writing.
3. The student must comply with all the remediation hours. If the student does not comply, they are subject to repeat the course.
4. The preceptor reevaluates the student's skill competency after the student finishes the midterm remediation requirement. If the student fails the skill(s), they are subject to another round of remediation sessions. The student continues the remediation until they demonstrate the required competencies (with a minimum score of 2) in each skill.
5. If a student fails one or more skills after remediation, the preceptor in coordination with the clinical coordinator, schedules additional training.
6. An additional evaluation is performed to determine whether or not the student has to repeat the course.
7. The clinical coordinator provides comprehensive orientation to the clinical preceptors prior to clinical externship. Orientation includes the clinical externship rules and regulations, attendance policy, professionalism, misconduct, dismissal policy, the use of the evaluation tools and their application to the evaluation of student performance, and remediation procedures.

### **Incomplete Grade**

An Incomplete (I) is issued to students not meeting the minimum course requirements and competencies at the time of final grading. Incompletes are given at the discretion of the faculty member teaching the class. Any work outstanding must be completed and converted to a letter grade within two (2) weeks for didactic courses and within ten (10) clinical working days for clinical courses. If the minimum course requirements are still not met, the Incomplete (I) will convert to a final failing grade of IF. An Incomplete (I) does not count towards the cumulative Grade Point Average (GPA) until a grade is assigned. A Withdrawal (W) is given when a student officially withdraws from a class. The Withdrawal (W) remains on a student's academic transcript. At the discretion of the faculty member and the Program leadership, an extension to the incomplete time may be granted to a student who can provide proof or documentation of a medical issue.

For the Nursing Program only, an Incomplete Extension (IE) must be resolved within six (6) weeks. If the Incomplete Extension (IE) is not resolved within this timeframe it will be converted to a failing mark.

### **Satisfactory Academic Progress (SAP)**

Eastern International College makes every effort to provide our students with ample opportunity to successfully meet the academic requirements for graduation and to ensure that each student is given sufficient preparation to meet all scholastic conditions necessary for making satisfactory academic progress, and to receive financial aid, should they qualify.

A student's academic record is reviewed to determine whether or not the student has met SAP requirements at the end of each semester. Satisfactory Academic Progress comprises a quantitative and qualitative component as required to ensure timely completion; students must also complete the program within the 150% time period of the program length.

The qualitative component of satisfactory academic progress is measured by cumulative grade point average (GPA) from the beginning of the program enrollment at Eastern International College and will be monitored at the end of each semester. To satisfy the qualitative standard, you must maintain a cumulative GPA as dependent on your semester of study.

### **SAP Qualitative Requirements Table**

| <b>EIC Attempted Credits</b> | <b>ADN &amp; DH Programs ONLY</b> | <b>All Other Programs</b> |
|------------------------------|-----------------------------------|---------------------------|
| 1-12 credits                 | 2.00 Cumulative GPA               | 1.50 Cumulative GPA       |
| 13+ credits                  | 2.50 Cumulative GPA               | 2.00 Cumulative GPA       |

- 2.00 GPA required for graduation for MA-AAS, CVT-AAS and DMS-BS programs
- 2.50 GPA required for graduation ADN-AAS, DH, HL, BSN and RN-BSN programs

Quantitative satisfactory academic progress is defined as the completion of at least 67% of the cumulative credit hours on which the payment of financial aid was based (pace of completion). Quantitative satisfactory academic progress will be monitored at the end of each term by reviewing students' grade reports.

Completed Credits are all courses for which credit was earned.

Attempted Credits are all courses that were scheduled for credit; these include all courses as cumulatively scheduled regardless of grade received. Courses in which a student earned a Fail (F), Withdrawal (W), Withdrawal Failing (WF), Withdrawal with Permission (WP), Withdrawal for military service and pregnancy-related issues (WL) or an Incomplete (I) - are counted towards attempted credits.

Credits transferred to the College from another institution are counted towards the student's program completion and are counted towards both Completed and Attempted credits; these courses are not calculated as part of the qualitative GPA standard.

### **SAP Quantitative Requirements Formula**

Completed Credits (including Transfer Credits)

----- x 100% = Pace of Completion

Attempted Credits (including Withdrawal [W] grade)

Maximum Timeframe: Students must complete their program of study within a maximum frame of no more than 150% of the required length of the program credits.

| Completed Credits                 |                      |                           |
|-----------------------------------|----------------------|---------------------------|
| DMS-BS                            | 122 semester credits | 183 semester credits max  |
| BSN                               | 120 semester credits | 180 semester credits max  |
| ADN-AAS                           | 70 semester credits  | 105 semester credits max. |
| ADN-AAS                           | 78 semester credits  | 117 semester credits max  |
| DH-AAS                            | 78 semester credits  | 117 semester credits max. |
| CVT-AAS                           | 66 semester credits  | 99 semester credits max.  |
| MA-AAS                            | 60 semester credits  | 90 semester credits max.  |
| DH-BS (Completion Program) Online | 180 quarter credits  | 270 quarter credits max.  |
| DH-BS (Pre-Licensure)             | 123 semester credits | 185 semester credits max. |
| HL-BS (Completion Program) Online | 180 quarter credits  | 270 quarter credits max.  |
| Nursing-BS (RN to BSN) Online     | 180 quarter credits  | 270 quarter credits max   |

### Failure to Meet Satisfactory Academic Progress

If a student fails to meet any of the requirements to meet Satisfactory Academic Progress, they will be in jeopardy of losing current and future financial aid funds as anticipated. Eastern International College elects to review student records for SAP requirements each payment period to allot students every opportunity to maintain standards as necessary for timely program completion. As such, students will be afforded a chance to be placed on a conditional Warning Status prior to loss of funding; students may also appeal for reinstatement of funding.

**SAP Warning:** Failure to meet SAP requirements will result in SAP Warning Status. During this semester, the student will be eligible for financial aid funding. The student must meet SAP requirements at the end of the Warning semester to retain financial aid funding for subsequent semesters.

**SAP Probation:** A student who has not satisfied SAP requirements after the Warning semester will be asked to appeal in writing to the Academic Appeals Committee. If the appeal is successful, the student may be eligible for financial aid funding, however, they must meet SAP requirements at the end of the Probation semester to retain future funding. Failure to meet SAP requirements at the end of the Probation semester cannot be appealed.

**SAP Suspension:** A student who has failed to meet one or more SAP requirements following Financial Aid Warning or Probation will receive SAP Suspension. The student either unsuccessfully or did not appeal the decision (if Warning) and is ineligible for funds. Students must meet SAP criteria for reinstatement.

Following the loss of funds, a student must attend the following semester without Title IV eligibility and meet SAP requirements to be eligible for reinstatement. The student must meet SAP quantitative, qualitative, and maximum timeframe standards as well as all terms as set in the student's Academic Plan. Should a student be placed on SAP Suspension, they may appeal this decision to the Academic Appeals Committee (AAC) within ten (10) business days of notification. Conditions for an appeal include mitigating circumstances such as a death in the family, illness, involuntary military leave, or other special circumstances. Should a student appeal their status of SAP Suspension to the Academic Appeals Committee and have the appeal approved, conditions regarding academic expectations could be imposed as necessary in order to meet the provisions of the appeal.

### **Grades Appeal Process (Applies to all Programs except Nursing)**

A student in circumstances that lead to failure to maintain Satisfactory Academic Progress (SAP) may make a written request for an appeal to review their history. The Academic Appeal Committee (AAC) will conduct the review. Should the appeal be granted, the student has the opportunity to achieve satisfactory academic progress (SAP) within one semester following the granting of the appeal. Any decision resulting from the review is final and cannot be appealed.

### **Academic Appeals Committee of the Academic Coordinating Committee**

The Academic Appeals Committee is tasked with considering written appeals for any of the following:

1. College or program dismissals due to poor academic performance
2. Grade Appeal of the final grade
3. Other Academic Concerns

The Committee, which is facilitated by the Dean of Academic Affairs, includes a Program faculty member, Program Dean or Chair, and Financial Aid Officer (depending on the nature of appeal).

### **The Appeal Process**

#### **1. College or Program Dismissal Due To Poor Academic Performance**

Any student who believes that they were dismissed according to Eastern International College policies but has mitigating circumstances should submit a written appeal to the Academic Appeals Committee (AAC) c/o the Dean of Academic Affairs. The letter should include the following:

- Student's full name, address, program, and College ID.
- A full explanation of the circumstances surrounding the appeal.
- Supporting documents (e.g. letter from a physician) when necessary must be attached with the letter. Submission by email is acceptable.

An appeal must be made within three (3) business days from the date the final grade was posted and/or released. The decision of the committee to approve or deny the appeal must be completed in writing (an email is acceptable) within seven (7) business days of receipt of the letter. The decision of the AAC is final and not subject to further appeal.

For the Nursing program, please refer to the Nursing Student Handbook. Nursing students may only exercise their appeal option once during their career at EIC.

For the Dental Hygiene program, please refer to the DH Clinic Manual. Dental Hygiene students may only exercise their appeal option once during their career at EIC.

## **2. The Grade Appeal**

An appeal must be made within three (3) business days from the date the final grade was posted and/or released. When a student brings forth issues of unfair evaluation of their work, the following process must be followed:

### **Level One: Faculty**

The student shall request a review by the faculty. Every effort should be made to resolve the matter at this level. A grade appeal must be initiated with a request in writing (email is acceptable) to the faculty involved to review the grade in question. The faculty must notify the student in writing (email is acceptable) of the decision of the review regardless of the outcome within three (3) business days.

### **Level Two: Department Chairperson or Program Dean**

A student who is not satisfied with the decision rendered by the faculty member may write a request (email is acceptable) for further review to the Department Chairperson or Program Dean. All supporting documents must be included in the letter. The Department Chairperson must inform the student and faculty member in writing (email is acceptable) of the decision within three (3) business days after receipt of the appeal letter.

### **Level Three: Academic Appeals Committee**

A student who is not satisfied with the decision rendered by the Department Chairperson or Program Dean may write a request (email is acceptable) for further review to the Academic Appeals Committee (AAC) c/o the Dean of Academic Affairs. All supporting documents must be included in the letter. The AAC must inform the student, faculty, and Chairperson of the decision (email is acceptable) within five (5) business days after receipt of the appeal letter. The Academic Appeals Committee reserves the right to amend this time frame if the circumstances warrant a more extensive review.

The Committee's role is to determine whether the final grade was 'fair' in consideration of the syllabi defined course grading criteria and the student's academic performance. If the Grade Appeal Committee upholds the failing final grade, the Committee may not grant the student the opportunity to re-register for a failed course. The decision of the AAC is final and not subject to further appeal.

## **Other Academic Concerns**

Any academic appeals, other than the ones mentioned above, must be discussed with the Department Chairperson or Program Dean. The Department Chair or Program Dean determines if the appeal should be presented before the Academic Appeals Committee (AAC) or not. If the appeal has to go through the AAC, the Chair advises the student to write a formal letter of appeal to the Academic Appeals Committee c/o the Dean of Academic Affairs. The appeal must be done three (3) business days after the student and Department Chair consultation.

The letter must include the following:

- Student's full name, address, program, and College ID.
- A full explanation of the circumstances surrounding the appeal.
- Supporting documents when necessary must be attached with the letter. Submission by email is acceptable.

The decision of the AAC to approve or deny the appeal must be made within 5 business days after the receipt of the letter. The decision of the AAC is final and not subject to further appeal.

### **Filing a Complaint with the Middle States Commission on Higher Education**

The Middle States Commission on Higher Education is obligated by federal regulations to review complaints it receives regarding member and candidate institutions. However, the Commission's complaints policy prevents the Commission from intervening in disputes between individuals and institutions, whether these disputes involve students, faculty, administrators, or members of other groups. Before filing a complaint, it is strongly recommended that you read the [Commission's complaints policy and procedure](#). A copy of the MSCHE complaints policy and procedure can be requested in writing from the Director of Institutional Effectiveness.

### **Graduation Requirements**

The requirements for graduation are:

1. Pass each course, including externship, in accordance to each program's guidelines
2. Earn a cumulative GPA of at least C (2.0) for Cardiovascular Technology, Diagnostic Medical Sonography and Medical Assistant students; C+ (2.5) for Dental Hygiene (see DH Clinic Manual for minimum passing grade for Preclinical, Clinical I, II, & III), and C+ (2.5) for Nursing students (see Nursing Student Handbook).
3. Nursing students must meet the Nursing remediation and preparation requirements for National Council Licensure Examination (NCLEX). Please refer to the Nursing Student Handbook.
4. Fulfill all financial obligations to the College.
5. Complete a student loan exit interview.

### **Academic Standing (Nursing Program)**

To progress through the program, students must earn a grade of B (80%) or better in all nursing courses, including BIO 101, BIO 102 and MIC 101, and must adhere to the following regulations:

1. A student must achieve a passing grade in each prerequisite course in order to progress to the course for which it is a prerequisite.
2. A student will be placed on academic probation when their GPA falls below a 2.0 in any given term. Such students will be required to participate in remediation activities for all courses in which the student received a grade below a B (80%).
3. A student in NUR 102 to NUR 207 who fails one nursing course may repeat the course one time only and must do so the next time the course is offered. A student who fails two nursing courses will be dismissed from the program.



4. Any student who believes that they were dismissed according to Eastern International College policies but has mitigating circumstances should submit a written appeal to the Academic Appeals Committee (AAC) c/o the Nursing Chair. Nursing students may only exercise their appeal option once during their career at EIC.
5. The Academic Appeals Committee makes all final decisions regarding probation, dismissal and reinstatement. The Nursing Chairperson will provide written notification to students of changes in academic standing.

### **Academic Standing for Dental Hygiene Program**

To progress through the program, students must earn a grade of C+ (75%) or better in all didactic (lectures) dental hygiene courses. The Dental Hygiene clinic manual covers details of minimum grade requirements as a student progresses through the program.

- A student must achieve a passing grade in each prerequisite course in order to progress to the course for which it is a prerequisite.
- Students will be required to participate in remediation activities for all courses in which the student received a grade below a C+ (75%).
- Any student who believes that they were dismissed according to Eastern International College policies but has mitigating circumstances should submit a written appeal to the Academic Appeals Committee (AAC) c/o the Dental Hygiene Chairperson.

Dental Hygiene students may only exercise their appeal option once during their career at EIC. The Academic Appeals Committee makes all final decisions regarding probation, dismissal and reinstatement. The Dental Hygiene Chairperson will provide written notification to students of changes in academic standing.

## **Academic Freedom**

Eastern International College is committed to the principles of academic freedom. The College acknowledges that this freedom is essential for the growth and maintenance of a strong faculty and for achieving student learning outcomes. A faculty member - while recognizing a special responsibility to the College as a member of the academic community - is free to use creative teaching methods and discuss relevant topics that will enhance student learning, is encouraged to promote freedom of inquiry in peers and students, and is free to do professional research and publish results.

Teaching decisions of faculty members will generally reflect the objectives and content of the approved course syllabus and the curriculum - and meet the standards of the College's policies and those of accrediting agencies and other regulatory bodies.

While abiding by and supporting the policies, mission, standards, and procedures of the College, a faculty member is free and encouraged to participate in the discussion and revision of institutional policies and the improvement of the curriculum and instructional practice.

While enjoying academic freedom, a faculty member shares responsibility with the administration for the preservation of this freedom. Students and faculty are expected to adhere to academic integrity, the highest ethical standards, and professional conduct in all processes and practices. A faculty member, therefore, enjoys academic freedom as a shared responsibility not only with colleagues and students, but also with society and its basic mores and morals.

## **Academic Integrity and Plagiarism Policy**

Eastern International College considers academic integrity to be essential to its core values of educating students to be ethical and skilled persons dedicated to success in their careers. By enrolling at EIC, students agree to adhere to high standards of academic integrity. Failure to comply with these standards may result in academic and disciplinary action, up to and including expulsion from Eastern International College. Some examples of academic dishonesty include, but are not limited to:

1. The use of another person's ideas, work, or information without appropriate citations and references.
2. Cutting and pasting text or data from the Internet or other sources without citing the source of the information.
3. Cheating on a test, quiz, or examination.
4. Unauthorized use of notes, calculators, books, phones, tablets, computers, or other electronic devices during an examination or quiz.
5. Submission of an assignment completed by someone else, including commercial essays or term paper companies.
6. Altering or falsifying academic records
7. Submission of the same work for different assignments or for more than one class without advanced permission of the instructor.

8. Assisting other students in any breach of academic integrity, including allowing other students to copy answers to any exam or assignment, or providing work to someone else to submit as their own.
9. If a student is uncertain or unclear about an issue of academic integrity, they should speak with the faculty member to resolve questions or concerns prior to the submission of the assignment.
10. Students with assessments in Canvas may be required to use TurnItIn as a plagiarism check before submitting their work. Students are advised to refer to their syllabi.

### **Academic Recognition: President's and Dean's List**

A student will appear in the President's or Dean's list if the following criteria are met:

#### **President's List**

1. Term GPA of 3.9 or better
2. Must have been enrolled in at least (9) semester credits or (13.5) quarter credits
3. No disciplinary issue
4. No grade lower than "C"
5. No "W" grade

#### **Dean's List**

1. Term GPA of 3.75 or better (but less than 3.9)
2. Must have been enrolled in at least (9) semester credits or (13.5) quarter credits
3. No disciplinary issue
4. No grade lower than "C"
5. No "W" grade

Grades in developmental courses (ENG 098, ENG 099, and MAT 099) are included in the computation of the GPA. These courses are counted as three (3) credits each.

### **Student Services**

#### **Placement and Career Services**

Eastern International College offers career services to graduating students. Students are required to meet with the Director of Student Services prior to graduation. Interviews and appointments are arranged for the student once graduation requirements are met. Although placement services are available to graduating students, Eastern International College does not guarantee or promise employment. However, Eastern International College makes every effort to assist each graduate in obtaining gainful employment.

#### **Library/Learning Resource Center**

The Eastern International College Libraries consist of two distinct physical locations at both the Jersey City and Belleville Campuses of the College. The Library/Learning Resource Centers contain books, study aids, databases, software, and additional publications directly related to training in specialized program areas. The libraries have a combined physical holding of 8,400 books. The Library is also an active member in the National Libraries of

Medicine, The Metropolitan New York Library Council (METRO)-a library consortium that allows students and faculty to access materials from over 250 member libraries, and provides InterLibrary Loans through JerseyCat.

Each library hosts multiple computer stations that provide Internet access and are equipped with Windows and Microsoft Office functionality. A networked high capacity printer/photocopier/scanner is also available for academic usage. Wifi is available for students to utilize for their personal devices as well.

The libraries subscribe to Ebook Central, an online library which offers over 120,000 ebooks in subjects ranging from Nursing and Allied Health to History and Computing. The library also holds subscriptions to PubMed and ProQuest, electronic databases where students can find scholarly journals and periodicals which specialize in the areas of Nursing and Allied Health.

Librarians teach an Information Literacy course, which takes up one hour of English 101, and is a requirement to pass. The Librarians also offer 'one-shot' Information Literacy presentations throughout the semester to promote, foster and develop research skills and encourage and improve critical thinking.. One-on-one bibliographic instruction and Information Literacy tutoring is also available to all library users upon request. Please see the College's website for the Library's Policies and Procedures.

## **Housing**

Eastern International College is a commuter college and does not offer campus housing.

## **Transportation**

The Eastern International College Campuses are easily accessible by New Jersey Transit buses. The Jersey City campus is accessible by the PATH train. The College does not offer cross-campus transportation.

## **Maintenance of Records**

Eastern International College maintains academic and attendance records for currently enrolled students, graduates, and students who have withdrawn or were terminated by the College, in accordance with statutory requirements.

## **Counseling & Academic Advising**

Counseling at the College is provided by a licensed counselor who is experienced in working with college-aged and adult students. Students are encouraged to visit the college's counselor to discuss concerns related to family, friends, general anxiety, low self-esteem, etc. The counselor will meet with students on an "as needed" basis. All sessions are free to students.

Eastern International College students are advised by faculty members, as well as Department Chairperson, when needed. These Academic Advisors, who are well-versed in program-specific scheduling, grading, and curricula, are motivated to help students achieve their academic goals. In some special circumstances, the Vice-President of Academic Affairs may also advise the students.

Students attending the online program at Eastern International College are advised by the Director of Student Services, Academic Support, and Advising, as well as faculty members and Department Chairs. The Director of Student Services, Academic Support, and Advising performs outreach to the students in their orientation module, as well as conducting outreach throughout their regular courses to determine how they are performing and if they have any questions or concerns. This outreach serves to assist online students with transitioning to online learning and developing the skills needed to be successful throughout their coursework. The Director of Student Services, Academic Support, and Advising also works with the faculty and registrar to determine attendance concerns and

provide follow-up activities to assist with student completion. Faculty members and Department Chairpersons work to conduct regular academic advising sessions throughout the quarter with the students to help them achieve their academic goals. The Dean and Director of IT and eLearning may also advise the students.

### **Americans with Disabilities Act**

The Americans with Disabilities Act (ADA), and Section 504 of the Rehabilitation Act, require Eastern International College to provide appropriate academic and employment accommodations to employees and students with disabilities unless doing so would create an undue hardship, compromise the health and safety of members of the College community, or fundamentally alter the nature of the College's employment or academic mission.

Eastern International is committed to providing reasonable accommodations for qualified individuals with disabilities, including chronic illness, in a fair and equitable manner, and in accordance with applicable federal and state law. All personnel who are responsible for the implementation of the College's mission are mandated to support this policy.

The Office for Civil Rights (OCR) enforces Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (Title II) which prohibit discrimination on the basis of disability. The ADA ensures equal access and opportunity and protects individuals with disabilities from discrimination. Eastern International College is committed to providing equal access to educational opportunities and prohibits any form of discrimination on the basis of race, color, religion, national origin, age, disability, sex, gender, sexual orientation, marital status, genetic information, and military/veteran status in the recruitment and admission of students and in the operation of all of its programs, activities, and services.

### **The Disability Coordinator**

The Disability Coordinator is an officer designated by the College. The responsibilities of the DC include the following: make sure the policies and procedures for academic adjustments or any disability-related requests for accommodations are appropriately followed; answer questions of students regarding academic adjustments and other disability-related accommodations; receive letters of request for academic adjustments and reviews completeness of required documentations; coordinate with the Disability Committee; communicate with students who request for academic adjustments; and provide specific faculty members completed Academic Adjustment Forms for students whose requests for academic adjustments have been approved.

The Disability Coordinator does not directly provide educational services, tutoring, counseling, or help students plan/manage their schedules. Students with disabilities are, in general, expected to be responsible for their own academic programs and progress in the same ways that nondisabled students are responsible for them (U.S. Department of Education, Office of Civil Rights, 2011).

### **Standardized Entrance Exams, Testing Accommodations and Conditions, and Admission Decisions**

Eastern International College utilizes standardized exams/placement exams as partial criteria for course selection and/or acceptance into specific degree programs offered in the college (refer to the catalog for specific admission requirements). These exams measure the achievement, knowledge, or aptitude of the student. A student who will need testing accommodations will be referred to the Dean of the College, who is also the Disability Coordinator. Testing accommodation and/or change in testing conditions should not fundamentally alter the examination or create an undue financial or administrative burden (U.S. Department of Education, Office of Civil Rights, 2011) to the College.

The EIC Policy and Procedure for Academic Adjustment applies to any testing accommodation and/or change in testing condition request. The decision on a request is decided by a committee tasked by the College to review and approve disability requests.

Admission decisions are made solely on admission criteria set by the College for each specific degree program. No student will be denied admission due to their disability. EIC has set essential technical and/or academic standards for admission to, or participation in, the College and its programs. Some EIC degree programs may require inquiry about a student's ability to meet essential program requirements but such inquiry is not designed to reveal disability status.

### **Identification and Disclosure of Students with Disabilities**

EIC does not have a duty to identify students with disabilities. Students are responsible for notifying designated institutional staff (Disability Coordinator) of their disability should they need academic adjustment.

The disclosure of one's disability is voluntary. A student has no obligation to inform the College that they have a disability; however, if a student wants EIC to provide an academic adjustment, or wants other disability-related services, the student must identify themselves as having a disability.

### **Request for Academic Adjustment**

A student who requests for academic adjustment must follow EIC's Policy and Procedure for Academic Adjustment. All requests are done in writing. The same procedure should be followed for all other disability-related accommodation requests. Questions and inquiries may be directed to the College Dean who is also the Disability Coordinator.

### **Academic Adjustments, Auxiliary Aids and Services**

The U.S. Department of Education, Office of Civil Rights (2011) defines academic adjustments, auxiliary aids and services as:

“Such modifications to the academic requirements... necessary to ensure that such requirements do not discriminate or have the effect of discriminating on the basis of disability against a qualified applicant or student with a disability. Academic requirements that the recipient can demonstrate are essential to the instruction being pursued by such students or to any directly related licensing requirement will not be regarded as discriminatory within the meaning of this section. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted. Academic adjustments also may include a reduced course load, extended time on tests and the provision of auxiliary aids and services. Auxiliary aids and services are defined in the Section 504 regulations and Title II regulations. They include note-takers, readers, recording devices, sign language interpreters, screen-readers, voice recognition and other adaptive software or hardware for computers, and other devices designed to ensure the participation of students with impaired sensory, manual or speaking skills in an institution's programs and activities. Institutions are not required to provide personal devices and services such as attendants, individually prescribed devices, such as eyeglasses, readers for personal use or study, or other services of a personal nature, such as tutoring. If institutions offer tutoring to the general student population, however, they must ensure that tutoring services also are available to students with disabilities. In some instances, a state VR agency may provide auxiliary aids and services to support an individual's postsecondary education and training once that individual has been determined eligible to receive services under the VR program.”

EIC has designated a committee to review and make decisions on all requests for academic adjustments and other disability-related accommodations. An academic adjustment or disability-related accommodation should not alter or waive essential academic requirements. It should not also fundamentally alter the nature of a service, program or

activity or result in undue financial or administrative burdens considering the College's resources as a whole (U.S. Department of Education, Office of Civil Rights, 2011).

A student who wants to request for academic adjustment should notify the Disability Coordinator in writing as early as possible to ensure that the College has enough time to review their request and provide the appropriate academic adjustment.

If the academic adjustments provided are not meeting the student's needs, it is the responsibility of the student to notify the Disability Coordinator in writing as soon as possible.

EIC does not provide specialized tutors or individual assistants/aides for students.

### **The Individualized Education Program (IEP)/ 504 Plan**

The IEP/ 504 plan, no matter how recent, is not sufficient documentation to support the existence of a current disability and need for an academic adjustment, although an IEP plan may help identify services that have been used by the student in the past (U.S. Department of Education, Office of Civil Rights, 2011). It is therefore important for a student to understand that an IEP (or 504 Plan) does not suffice as adequate documentation for a request for academic adjustment. Students requesting for academic adjustment must provide the required documentation stipulated in EIC's Policy and Procedure for Academic Adjustment.

### **Policy and Procedure for Academic Adjustment**

A student who requests for academic adjustments must complete the following:

1. A request for academic adjustment must be done in writing outlining in detail the adjustment/s being requested. The letter is addressed and submitted to the Dean of Academic Affairs (email is acceptable).
2. The letter must be accompanied with documentation prepared by an appropriate professional, such as a medical doctor, psychologist, or a qualified diagnostician, and include the following: diagnosis of current disability and supporting information that include date of diagnosis; how the diagnosis was reached; the credentials of the diagnosing professional; and information on how the disability may affect academic performance and major life activities. The student is responsible for all evaluation and documentation of their disability.
3. A committee created by the Dean of Academic Affairs reviews the request in light of the essential requirements for the relevant program.

EIC does not waive or lower essential program requirements to accommodate an academic adjustment.

The same policy and procedure is applied for all disability-related requests.

### **Students with Disabilities**

Students who have a disability-related grievance are to follow the procedures outlined in the College catalog "Grievance/Complaint Protocol". All grievance communication must be sent to the College Dean.

### **The Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) requires that Eastern International College, with certain exceptions, obtain your written consent prior for the disclosure of personally identifiable information from your

education records. FERPA rights belong to students who attend postsecondary institutions in person, through correspondence, or through electronic “distance learning”. Pertaining to:

1. The right to inspect and review the student’s education records within 45 days of the date the College receives a request for access.
2. The right to request the amendment of a student’s education records that the student believes is inaccurate or misleading.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the US Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The College reserves the right to make public, without the student’s consent, “directory information,” in particular, the student’s name, address, age, sex, dates of registration, major, and degree. Students who wish not to have directory information released must notify the Registrar’s Office in writing each year.

### **Student Rights and Responsibilities**

Before applying to Eastern International College, students have the right to receive accurate and comprehensive information about the College, including that which is related to admissions, financial aid, student life, academic policies, etc.

Before applying to Eastern International College, students have the responsibility to research various academic institutions and understand said institutions’ individual programs, practices, and policies, including those of Eastern International College.

Students have the right to freedom from harassment and discrimination, freedom of expression, accurate grading and evaluation, confidentiality with regard to student records, and access to facilities allotted for student use.

Students have the responsibility to treat staff, faculty, and fellow classmates with respect, put forth effort in their program of study, and bring questions and concerns to the attention of the administration.

### **College Rights and Responsibilities**

During the admissions process, Eastern International College has the right to offer admission to students who present having the potential to succeed based on their previous academic history, placement test scores, interview and essay, as well as deny admission to students who do not present having the potential to succeed in the College.

During the admissions process, Eastern International College has the responsibility to fully educate the student on information about the College, including that which is related to admissions, financial aid, student life, academic policies, etc.

The College has the right to set standards of acceptable behavior for all members of the community, dismiss students whose poor academic performance and/or whose presence on campus misaligns with policies set forth in the catalog, as well as add or adjust policies and programs that reflect the College’s institutional mission.



The College has the responsibility to establish fair policies and relevant programs, hire faculty and staff who are committed to furthering the College's institutional mission, and communicate with students regarding additions or adjustments made to policies and programs.

### **Computer Access & Technology**

For complaints regarding technology and access-related issues, contact the Information Systems: [support@eicollege.edu](mailto:support@eicollege.edu) HelpDesk: (201) 273-7208 (Jersey City) and (973) 737-1492 (Belleville). When you email [support@eicollege.edu](mailto:support@eicollege.edu), you will be assisted in the order your request was received. Each request has the opportunity to give feedback on the quality of the assistance and the response process.

### **Other Non-Academic Complaints**

The administration, faculty and staff of Eastern International College maintains an open-door policy for students to voice their concerns or complaints. Any student who has a grievance or complaint, should follow the grievance protocol, as outlined below:

Level 1: The student attempts to handle the grievance with the applicable official in a calm, professional manner.

Level 2: If the grievance cannot be settled at this level, the student may request intervention from the Program Dean or Department Chair.

Level 3: The Dean of Academic Affairs convenes a committee to review the grievance. The student who filed the grievance will be asked to submit in writing the complaint and all supporting documents, and may be asked to appear in person if the committee decides it is necessary. The Dean of Academic Affairs informs the student of the committee's decision.

Level 4: If a student does not feel that the College has adequately addressed a complaint or concern, the student may consider contacting the President if it was not resolved by the academic committee.

Level 5: If a student does not feel that the College has adequately addressed a complaint or concern, the student may consider contacting the Accrediting Commission. The Student Complaint Procedure is as follows:

### **Online Students**

Eastern International College is approved to offer online education programs and participate in the State Authorization Reciprocity Agreement (SARA). For a current list of SARA member states, see <http://nc-sara.org>. Students and prospective students residing in California please see the Non-SARA States section below for more information.

### **Online Students Enrolled in New Jersey Programs**

Students must first direct their complaint to Eastern International College for investigation and resolution. If the complaint remains unresolved after all institutional procedures have been exhausted, complaints may be directed to the SARA State Portal Entity. Students have two years of the incident about which the complaint is made to appeal to the SARA State Portal Entity. Complaints regarding grade appeals or conduct are subject to Eastern International College procedures and will not be addressed by the State Portal Entity.

SARA State Portal Entity:  
Attn: Director, Office of Licensure  
New Jersey Office of the Secretary of Higher Education  
20 W. State Street, 4th Floor  
P.O. Box 542 Trenton, NJ 08625  
(609)-984-3738  
[Eric.Taylor@oshe.nj.gov](mailto:Eric.Taylor@oshe.nj.gov)

For more information on [SARA](#) and [OSHA Complaint Instructions](#)

### **Non-SARA States: California**

Due to state regulation of distance education, Eastern International College cannot accept residents of California into its online courses or education programs.

### **State Regulatory Information**

Complaints that have exhausted Eastern International College's procedures and remain unresolved may be directed to the appropriate state agency.

For New Jersey residents, Eastern International College is authorized by the Office of the Secretary of Higher Education (OSHE). See the [OSHE complaint instructions](#) and [complaint form](#).

### **Accreditation Information**

Eastern International College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000) [www.msche.org](http://www.msche.org). The MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

### **General Education**

The general education component of the degree programs at Eastern International College are those that satisfy written and oral communication, quantitative principles, natural and physical sciences, social and behavioral sciences, humanities and fine arts, information literacy and technology and critical thinking skills that contribute purposely to the development of academic skills and promotion of lifelong learning.

The General Education competency areas: Communication Literacy (Oral and Written), Information Literacy, Technology Literacy, Quantitative Literacy, Critical Thinking, Global Competency, and Scientific Reasoning.

### **Student Learning Outcomes**

**Communication Literacy:** The student will be able to speak and write effectively, convey an evidence-based argument, and positively relate to, communicate with, and influence others.

**Information Literacy:** The student will be able to retrieve information and apply media and communication technology effectively into their projects.

**Technology Literacy:** The student will be able to use appropriate technology to access, manage, integrate, evaluate, create, and communicate information in an ethical and responsible manner to improve learning across subject areas.

**Quantitative Literacy:** The student will be able to utilize numerical data accurately and effectively to solve real world problems.

**Critical Thinking:** The student will be able to reflect, analyze, and draw informed conclusions

**Global Competency:** The student will be able to experience and promote inclusivity and diversity in school, work, and community settings, and demonstrate cultural competency through the appreciation of art and interpersonal mediums of expression.

**Scientific Reasoning:** The student will be able to demonstrate systematic and logical decision-making that involves empirical observations, investigation of validity of evidence, and developing evidence-based conclusions.

## **Division of the General Education Curriculum**

### **1. Oral and Written Communication**

- a. English Composition I
- b. English Composition II
- c. Interpersonal Communication
- d. Research Design and Writing
- e. Information Literacy

### **2. Life Sciences**

- a. Anatomy and Physiology, I
- b. Anatomy and Physiology II
- c. Microbiology
- d. Nutrition

### **3. Physical Sciences**

- a. Physics
- b. Chemistry

### **4. Mathematics and Computer Science**

- a. College Algebra
- b. Fundamentals of Statistics
- c. Computer Skills
- d. Basic Statistics with Microsoft Excel Applications

### **5. Social Sciences**

- a. General Psychology
- b. Developmental Psychology
- c. American History I
- d. American History II
- e. Sociology
- f. Cultural Diversity
- g. Global Health
- h. Women and Health

### **6. Humanities and Fine Arts**

- a. World Religions
- b. Art Appreciation

- c. Early American Literature
- d. Art and Popular Culture
- e. Bioethics

## **Course Descriptions (Semester Courses)**

### **ENG 101 English Composition**

**3 Semester Credits**

This course introduces students to college-level writing and reading skills through critical reading, formal essays and research assignments. Proper sentence, paragraph and essay structure, as well as information and technology literacy, are emphasized throughout the course.

### **ENG 102 English Composition II**

**3 Semester Credits**

This course gives students practice in the essentials of writing, with an emphasis on persuasive writing and oral presentations. Extensive reading and writing are combined with oral presentations, class work and activities to encourage students to assess and respond from their own perspective to notable people, debates, and events in society. Students will learn to write powerfully and credibly and deliver argumentative speeches for a variety of audiences.

### **ENG 301 Early American Literature**

**3 Semester Credits**

This course consists of reading and analyzing selected works of American literature from the Colonial Period through the Civil War. This course focuses on literature utilizing a historical perspective. The objective of the course is to introduce students to various types of American Literature, including, but not limited to Native American Literature, slave narratives, literature of exploration and settlement, women's literature, and literature by other early American poets and writers.

### **ENG 302 Research Design and Writing**

**3 Semester Credits**

This course offers students instruction and practice in methods, techniques and process of research writing and dissemination of research information to a variety of audiences. Each student is required to develop a research paper through stages of drafting, editing, revising, and proofreading following conventions of academic writing and the APA style.

### **SPC 101/COM 201 Interpersonal Communication**

**3 Semester Credits**

This course is an overview of the process of human communication, with special emphasis on analyzing communication patterns. Students learn skills designed to improve interactions in family, social, and professional settings. The course also addresses effective listening, pacing, attending, making value judgments, summarizing, probing, empathy, handling emotions, perception checking, and conflict management. Hindrances to effective communication are also discussed.

### **BIO 101 Anatomy and Physiology I**

**4 Semester Credits**

This course explores the structure and function of the human body. It includes the study of cells, tissue, and organ systems with a focus on the integumentary, skeletal, muscular, nervous, and endocrine systems.

### **BIO 102 Anatomy and Physiology II**

**4 Semester Credits**

This course is a continuation of Anatomy and Physiology I. Topics include blood, reproductive system, cardiovascular system, blood, digestive system, urinary system, fluid and electrolyte imbalance, respiratory system and the lymphatic and immune system.

### **MIC 101/BIO 110/BIO 201 Microbiology**

**4 Semester Credits**

This course focuses on the study of microbiological concepts and techniques central to the health professions. Topics include anatomy and physiology of microbes, microbial classification, principles of microscopy,

sterilization, disinfection, immunology, chemotherapy, epidemiology, disease transmission, pathogenicity and virulence in relation to microbes.

### **NUT 101 Nutrition**

**3 Semester Credits**

This course is an introduction to general nutrition with an emphasis on the principles relating to human health. The course provides students with an understanding of the basics of the science of nutrition at various stages of the life cycle. Food sources of energy, nutrients and their consequences to health will be explored. Terminology and scientific resources pertinent to the nutrition field will be introduced.

### **PHY 101 Fundamentals of Physics**

**4 Semester Credits**

The course centers on the fundamental laws of physics. Students become familiar with the basic concepts involving the physics of mechanics, matter, waves, sound, and light.

### **CHE 101 General/Organic/Biochemistry for Allied Health Professionals**

**3 Semester Credits**

This course introduces students to basic concepts in general, organic, and biological chemistry. Topics include atomic structure, chemical quantities and reactions, acids and bases, solutions, organic compounds, nucleic acids, and protein synthesis among others.

### **MAT 103 College Algebra**

**3 Semester Credits**

This course covers concepts of algebra. Topics include a review of linear equations and inequalities, systems of linear equations, coordinate geometry, and graphing techniques; exponential and polynomial functions and applications; factoring and applications; rational expressions and applications; roots and radicals; and quadratic equations.

### **MAT 204 Fundamentals of Statistics**

**3 Semester Credits**

This course introduces students to basic statistical concepts. It focuses on frequency distributions of empirical data, calculations of descriptive statistics, probability distributions, confidence intervals, hypothesis testing, chi square, regression, and correlation.

### **COM 101/IFT 101 Computer Skills**

**3 Semester Credits**

This course will provide an introduction to Microsoft Office applications. Students will learn how to produce, format, and edit documents using Microsoft Word, create a basic spreadsheet using Microsoft Excel, create PowerPoint slides and develop presentations.

### **MAT 300 Basic Statistics and Microsoft Excel Applications**

**3 Semester Credits**

This course introduces students to basic statistics and the applications of Microsoft Excel to statistics. Topics include manipulation of data, single variable graphs and statistics, probability distributions, and inferences, among others. The course also includes discussions on statistical thinking and understanding, and numerical summaries of data.

### **PSY 101 General Psychology**

**3 Semester Credits**

This course introduces students to the scientific discipline of psychology. It addresses cross cultural issues, historical perspectives, and the importance of psychological well-being, with topics ranging from psychological disorders, therapeutic approaches, and personality, to the biological basis of behavior, learning and memory, development, consciousness, and the social nature of human beings.

### **PSY 102/PSY 202 Developmental Psychology**

**3 Semester Credits**

This course centers on the scientific study of psychological changes across the lifespan (birth, infancy, childhood, adolescence, and adulthood). Students will examine the development of motor skills and other psycho-physiological processes; cognitive development involving areas such as problem solving, moral understanding, and conceptual

understanding; language acquisition; social, personality, and emotional development; and self-concept and identity formation. Development will be considered from the biological, cognitive, and psychosocial perspectives.

### **HIS 101 American History I**

**3 Semester Credits**

This course focuses on major events, significant people, and important trends in American history beginning with the pre-Columbus period and ending with Reconstruction. Emphasis is placed on analyzing and interpreting both primary and secondary sources, as well as mastering a broad range of factual information.

### **HIS 201 American History II**

**3 Semester Credits**

This survey course focuses on major events, significant people, and important trends in American History from 1870 through present day. Course topics will include: Western Settlement, Industrial Growth, the Progressive Era, World Wars I and II, the Roaring Twenties, the Great Depression, the Cold War, the Civil Rights Movement, Vietnam and the War on Terror, among others. Emphasis is placed on analyzing and interpreting both primary and secondary sources, as well as mastering a broad range of factual information.

### **SOC 101 Introduction to Sociology**

**3 Semester Credits**

This course focuses on sociology as a way of understanding the world. Sociology is a field of study that considers social, political, and economic phenomena within the context of social structures, social forces, and group relations. Students will be introduced to the field of sociology by way of engaging with several important sociological topics, including socialization, culture, the social construction of knowledge, inequality, race and ethnic relations, poverty, and political sociology.

### **SOC 301 Cultural Diversity**

**3 Semester Credits**

This course centers on the role of culture in the development of attitudes, values, perceptions, behaviors, and interpersonal relations. Theories of cultural identity development and cross-cultural exchange as they pertain to living and working in a multicultural society are explored. Students also examine cultural constructs in relationship to social inequities and practice developing the knowledge, skills and awareness needed to serve as culturally competent professionals.

### **HEA 304/HEA 402 Global Health**

**3 Semester Credits**

This course introduces students to global health issues and challenges, programs, and policies. Topics and discussions include analysis of current and emerging global health issues and priorities, major global initiatives for health and disease prevention, and current and past global health problems brought about by poverty, international conflicts, health inequity, and other factors.

### **HEA 403 Women and Health**

**3 Semester Credits**

This course examines current issues relating to women's health across the life span. Through an interdisciplinary approach, students will explore the impact of social, sociological, historical, and cultural perspectives and constructs, and policy issues on women's health. It also includes discussions on current research on women and health.

### **REL 302 World Religions**

**3 Semester Credits**

This course introduces students to the world's major religions. Study focuses on the historical development of the world's major religions, as well as on the central beliefs, customs and traditions associated with each religion studied. It is anticipated that throughout this course students will come to respect and learn from the diversity of religion that exists in today's world, whether or not they choose to practice a religion.

### **ART 101 Art Appreciation**

**3 Semester Credits**

This is a course that introduces students to the world of visual arts. It serves to enhance understanding and appreciation for a broad range of imagery, media, artists, movements, and periods in history. It also illustrates the place of art in social and cultural life.

### **ART 302 Art and Popular Culture**

**3 Semester Credits**

This course introduces students to the visual arts and their importance in everyday life. Topics include formal properties of art, visual elements and medium, technique, interpretation of art, purposes and functions of art, artistic media, and the relationship between art and contemporary popular culture.

### **PHI 302/PHI 401 Bioethics**

**3 Semester Credits**

This course examines ethical dilemmas resulting from advances in medical technology, and discusses ways of analyzing these dilemmas in the light of ethical theories. Issues include abortion, euthanasia and the right to die, in-vitro fertilization, genetic screening and engineering, and allocation of scarce medical resources, among others.

## **Description of Quarter Credit Courses**

### **SOC 301 Cultural Diversity**

**6 Quarter Credits**

This course centers on the role of culture in the development of attitudes, values, perceptions, behaviors, and interpersonal relations. Theories of cultural identity development and cross-cultural exchange as *they* pertain to living and working in a multicultural society are explored. Students also examine cultural constructs in relation to social inequities and practice developing the knowledge, skills and awareness needed to serve as culturally competent professionals. It is important for the students to understand various cultural values and behaviors and how these values and behaviors shape an individual's perceptions of other people. In addition, through case studies and situation analysis, students develop analytical skills and approaches that enable them to understand and deal effectively with diversity issues in the workplace, within their respective communities, and in a global context.

### **ENG 303 Research Design and Writing**

**6 Quarter Credits**

This course offers students instruction and practice in methods, techniques and process of research writing and dissemination of research information to a variety of audiences. Each student is required to develop a research paper through stages of drafting, editing, revising, and proofreading following conventions of academic writing and the APA style. In addition, students should be able to develop their own research study projects in order for them to incorporate these skills that they acquired through this process of learning and apply them toward their research work and design.

### **PHI 401 Bioethics**

**6 Quarter Credits**

This course examines ethical dilemmas resulting from advances in medical technology and discusses ways of analyzing these dilemmas using the case-based approach to ethical topics. Students also review existing literature on bioethical issues and analyze these issues in the light of ethical theories. These issues include abortion, euthanasia and the right to die, in-vitro fertilization, genetic screening and engineering, allocation of scarce medical resources among others. Students are required to submit a literature review using the APA style.

### **HEA 402 Global Health**

**6 Quarter Credits**

This course introduces students to global health issues and challenges, programs, and policies. Topics and discussions include analysis of current and emerging global health issues and priorities, major global initiatives for health and disease prevention, and current and past global health problems brought about by poverty, international conflicts, health inequity, and other factors. Students also learn to articulate various health issues relevant to different health care policies and search various global healthcare issues and controversies at various public health settings.

### **ART302 Art and Popular Culture**

**6 Quarter Credits**

This course introduces students to the relationship between art and popular culture. It will discuss how elements of popular culture are assimilated into the fine arts, specifically in digital art, music, television, film, fashion, and social media platforms. Students will analyze the relationship between the art created and the socio-political climate of its time. This course will also cover discussions on the history of popular culture, how popular culture influences people, and how it shapes and reshapes people's concept of social class, ethnicity, sexuality, race and gender.

### **Basic Skills Assessment and Developmental Education**

#### **Basic Skills/Developmental Courses**

Basic skills or developmental courses at Eastern International College fall under the General Education Department. Currently there are three developmental courses in Reading (ENG 099), Writing (ENG 098), and Elementary Algebra (MAT 099).

#### **Basic Skills Assessment**

All incoming/new student applicants for the BS-Diagnostic Medical Sonography, AAS-Cardiovascular Technology and AAS-Medical Assistant (MA) programs at Eastern International College (EIC) go through a basic skills assessment, which requires that new students demonstrate basic skill proficiency in reading, writing, and elementary algebra. This assessment requirement is met through the college-administered ACCUPLACER test. Students whose assessment scores do not meet the minimum set by Eastern International College are required to take remedial classes.

The Accuplacer is waived for any of the following reasons:

1. Combined SAT score of 1100 or better for English and Math
2. Earned Associate's degree (or higher) obtained from a nationally or regionally accredited institution with official transcript of records. A degree earned outside the United States must be evaluated by any accredited agency for US degree equivalency. Transcript evaluation is the responsibility of the applicant, not EIC.
3. Earned credits for college level English and Elementary Algebra (or higher) with a grade of "C" or better (and with official transcript of record) from a nationally or regionally accredited institution.
4. Earned credits for English Composition and College Math through the College Level Examination Program (CLEP). The CLEP score must conform to EIC's transfer policy.
5. An Advanced Placement (AP) score of "3" or better in both College Math and English



## **Required Remediation**

Students who do not meet the Accuplacer minimum score set by Eastern International College are required to enroll in and successfully complete remedial courses with a grade of “C” or better.

In the remedial reading course, the student learns essential college level reading skills such as vocabulary, reading comprehension, analysis and interpretation of texts. The remedial writing course includes lessons in grammar, punctuation, spelling, vocabulary and sentence structure as they relate to effective composition of a paragraph. The student also learns proofreading skills, generates topics and develops them into multi-paragraph essays using diverse writing modes.

The Elementary Algebra/Developmental Math develops proficiency in topics like pre-algebra skills (fractions and decimals, proportions, and percentages), solving and graphing linear equations and inequalities, and writing linear equations, and solving systems of linear equations.

Developmental courses are three units each, with each course equivalent to 45 contact hours. Students who are required to take developmental courses must pass them before being allowed to take college level courses in English and Math. Failing and repeating developmental courses are covered in EIC’s Repeating a Course Policy.

The Academic Adviser helps the student choose appropriate Developmental courses at the time of registration. The student’s progress is monitored continuously and academic advising, which is mandatory, by the faculty and Department Chairperson are done throughout the semester. Mid-semester reports from faculty members are required in all developmental courses.

## **Course Descriptions of Developmental Courses**

### **ENG 098 (Developmental Writing)**

This course emphasizes correctness and effectiveness of written expression with particular attention to grammar, punctuation, spelling, sentence structure and vocabulary as they relate to effective composition of the paragraph.

### **ENG 099 (Developmental Reading)**

This course examines various selected readings and provides the student with skills in composing coherent, well-developed responsive writing. Focused writing exercises are designed to enhance vocabulary through analysis and interpretation.

### **MAT 099 (Elementary Algebra)**

This course is an introduction to the basic principles and skills of algebra. Topics include review of pre-algebra concepts, the real number system, linear equations and inequalities, graphs of linear equations and inequalities, and systems of linear equations. *Required for nursing students scoring less than 80% on the HESI A2 exam for the Math section (effective Spring 2019)*

### **Information Literacy**

Information literacy (IL) is a skill that involves the ability to “recognize when information is needed and develop the ability to locate, evaluate and use effectively the needed information” (American Library Association [ALA]). IL is embedded in English 101 and is taught weekly by the college librarians. Students are taught research skills to use and develop in their academic career, enhance their professional career and promote lifelong learning. If a student does not complete the IL portion of English 101 with a ‘C’ or higher, then do not pass the entire class and must retake it.

## Programs

### Bachelor of Science in Diagnostic Medical Sonography (DMS-BS)

#### Program Outline:

The Bachelor of Science in Diagnostic Medical Sonography (DMS-BS) program prepares students for entry-level jobs in the sonography field. Students learn sonographic procedures in a variety of sub- specialties; these include abdominal, vascular, OBGYN, and echocardiography. In addition, students enhance their interpersonal communication skills, critical thinking, and cultural competencies. This will allow them to function effectively in a diverse workplace. Graduates of the DMS-BS program can work in doctors' offices, hospitals, medical imaging centers, and other areas appropriate to this field of study.

The DMS-BS program is not programmatically accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), but students are eligible to sit for the Sonography Principles and Instrumentation (SPI) examination of the American Registry of Diagnostic Medical Sonography (ARDMS) once they have passed the required Physics and Instrumentation courses. The SPI exam is the first of two required examinations that students must pass to earn their American Registry for Diagnostic Medical Sonographers (ARDMS) credentials. Additionally, DMS-BS graduates are eligible to sit for the specialty area exams (abdominal, OBGYN, vascular and adult echocardiography) as defined in the ARDMS General Prerequisite Guidelines Prerequisite 3B. Changes in the current ARDMS prerequisite guidelines are not controlled by EIC, and the ARDMS may change it without notice.

The program contains a total of 122 credits; 68 of these credits are granted on completion of the required technical/major courses. The remaining 54 credits are granted upon completion of the required General Education courses, which cover the following areas: oral and written communications, mathematics, life and natural sciences, social sciences and art. These courses help students to develop the soft skills necessary for gaining employment and maintaining an atmosphere of lifelong learning. The program also requires the completion of an externship component; this aspect of the program is completed outside of Eastern International College's campus.

#### General Education Courses

| Course  | Course title                | Credits |
|---------|-----------------------------|---------|
| ENG 101 | English Composition I       | 3       |
| ENG 102 | English Composition II      | 3       |
| ENG 301 | Early American Literature   | 3       |
| SPC 101 | Interpersonal Communication | 3       |
| BIO 101 | Anatomy and Physiology I    | 4       |
| BIO 102 | Anatomy and Physiology II   | 4       |
| COM 101 | Computer Skills             | 3       |
| MAT 103 | College Algebra             | 3       |
| MAT 204 | Fundamentals of Statistics  | 3       |

|         |                           |    |
|---------|---------------------------|----|
| PHY 101 | Fundamentals of Physics   | 4  |
| PSY 101 | General Psychology        | 3  |
| SOC 101 | Introduction to Sociology | 3  |
| SOC 301 | Cultural Diversity        | 3  |
| REL 302 | World Religions           | 3  |
| HIS 101 | American History I        | 3  |
| HIS 201 | American History II       | 3  |
| ART 101 | Art Appreciation          | 3  |
| Total   |                           | 54 |

### Program Major Courses

| Course  | Course title                             | Credits |
|---------|--|---------|
| DMS 101 | Cross-Sectional Anatomy                  | 3       |
| DMS 102 | Pathology                                | 3       |
| DMS 103 | Patient Care and Assessment              | 2       |
| DMS 104 | Medical Law and Ethics                   | 2       |
| DMS 105 | Physics and Instrumentation, I           | 3       |
| DMS 106 | Physics and Instrumentation II           | 3       |
| DMS 200 | Abdominal Sonography I                   | 3       |
| DMS 201 | Abdominal Sonography II                  | 3       |
| DMS 202 | Obstetric and Gynecological Sonography I | 3       |
| DMS 203 | Obstetric and Gynecological              | 3       |
| DMS 204 | Vascular Sonography                      | 4       |
| DMS 311 | Abdominal Sonography III                 | 3       |
| DMS 312 | Advanced Vascular Sonography             | 2       |
| DMS 314 | Adult Echocardiography I                 | 3       |
| DMS 315 | Adult Echocardiography II                | 3       |
| DMS 317 | Advanced Case Study Critique             | 3       |

|         |                                   |    |
|---------|-----------------------------------|----|
| DMS 318 | Advanced Test Registry and Review | 3  |
| DMS 319 | Capstone                          | 3  |
| DMS 400 | Clinical Externship               | 16 |
| Total   |                                   | 68 |

Total Program Credits 122

Length of Program: 36 months\*

*\*three semesters per year (Spring, Summer, Fall)*

A fast track curriculum is applicable to students with BS or BA degrees who have completed Anatomy and Physiology I and II (BIO 101 and BIO 102) with a grade of C or better. The prerequisite for some of the DMS courses for these students may vary.

## Course Descriptions

### ENG 101 English Composition

**3 Semester Credits**

This course introduces students to college-level writing and reading skills through critical reading, formal essays and research assignments. Proper sentence, paragraph and essay structure, as well as information and technology literacy, are emphasized throughout the course. *Prerequisites: ENG 098 and ENG 099, or passing the placement exam*

### ENG 102 English Composition II

**3 Semester Credits**

This course gives students practice in the essentials of writing, with an emphasis on persuasive writing and oral presentations. Extensive reading and writing are combined with oral presentations, class work and activities to encourage students to assess and respond from their own perspective to notable people, debates, and events in society. Students will learn to write powerfully and credibly, and deliver argumentative speeches for a variety of audiences. *Prerequisite: ENG 101*

### ENG 301 Early American Literature

**3 Semester Credits**

This course consists of reading and analyzing selected works of American literature from the Colonial Period through the Civil War. This course focuses on literature utilizing a historical perspective. The objective of the course is to introduce students to various types of American Literature, including, but not limited to Native American Literature, slave narratives, literature of exploration and settlement, women's literature, and literature by other early American poets and writers. *Prerequisite: ENG 101*

### SPC 101 Interpersonal Communication

**3 Semester Credits**

This course is an overview of the process of human communication, with special emphasis on analyzing communication patterns. Students learn skills designed to improve interactions in family, social, and professional settings. The course also addresses effective listening, pacing, attending, making value judgments, summarizing, probing, empathy, handling emotions, perception checking, and conflict management. Hindrances to effective communication are also discussed.

### BIO 101 Anatomy and Physiology I

**4 Semester Credits**

This course explores the structure and function of the human body. It includes the study of cells, tissue, and organ systems with a focus on the integumentary, skeletal, muscular, nervous, and endocrine systems.

**BIO 102 Anatomy and Physiology II****4 Semester Credits**

This course is a continuation of Anatomy and Physiology I. Topics include blood, reproductive system, cardiovascular system, blood, digestive system, urinary system, fluid and electrolyte imbalance, respiratory system and the lymphatic and immune system. *Prerequisite: BIO 101*

**COM 101 Computer Skills****3 Semester Credits**

This course will provide an introduction to Microsoft Office applications. Students will learn how to produce, format, and edit documents using Microsoft Word, create a basic spreadsheet using Microsoft Excel, create PowerPoint slides and develop presentations.

**MAT 103 College Algebra****3 Semester Credits**

This course covers concepts of algebra. Topics include a review of linear equations and inequalities, systems of linear equations, coordinate geometry, and graphing techniques; exponential and polynomial functions and applications; factoring and applications; rational expressions and applications; roots and radicals; and quadratic equations. *Prerequisite: MAT 099 or passing the placement exam*

**MAT 204 Fundamentals of Statistics****3 Semester Credits**

This course introduces students to basic statistical concepts. It focuses on frequency distributions of empirical data, calculations of descriptive statistics, probability distributions, confidence intervals, hypothesis testing, chi square, regression, and correlation. *Prerequisite: MAT 099 or passing the placement exam*

**PHY 101 Fundamentals of Physics****4 Semester Credits**

The course centers on the fundamental laws of physics. Students become familiar with the basic concepts involving the physics of mechanics, matter, waves, sound, and light. *Prerequisite: MAT 099 or passing the placement exam*

**PSY 101 General Psychology****3 Semester Credits**

This course introduces students to the scientific discipline of psychology. It addresses cross cultural issues, historical perspectives, and the importance of psychological well-being, with topics ranging from psychological disorders, therapeutic approaches, and personality, to the biological basis of behavior, learning and memory, development, consciousness, and the social nature of human beings.

**SOC 101 Introduction to Sociology****3 Semester Credits**

This course focuses on sociology as a way of understanding the world. Sociology is a field of study that considers social, political, and economic phenomena within the context of social structures, social forces, and group relations. Students will be introduced to the field of sociology by way of engaging with several important sociological topics, including socialization, culture, the social construction of knowledge, inequality, race and ethnic relations, poverty, and political sociology.

**SOC 301 Cultural Diversity****3 Semester Credits**

This course centers on the role of culture in the development of attitudes, values, perceptions, behaviors, and interpersonal relations. Theories of cultural identity development and cross-cultural exchange as they pertain to living and working in a multicultural society are explored. Students also examine cultural constructs in relationship to social inequities and practice developing the knowledge, skills and awareness needed to serve as culturally competent professionals. *Prerequisite: ENG 101*

**REL 302 World Religions****3 Semester Credits**

This course introduces students to the world's major religions. Study focuses on the historical development of the world's major religions, as well as on the central beliefs, customs and traditions associated with each religion studied. It is anticipated that throughout this course students will come to respect and learn from the diversity of religion that exists in today's world, whether or not they choose to practice a religion. *Prerequisite: ENG 101*

**HIS 101 American History I****3 Semester Credits**

This course focuses on major events, significant people, and important trends in American history beginning with the pre-Columbus period and ending with Reconstruction. Emphasis is placed on analyzing and interpreting both primary and secondary sources, as well as mastering a broad range of factual information.

**HIS 201 American History II****3 Semester Credits**

This survey course focuses on major events, significant people, and important trends in American History from 1870 through present day. Course topics will include: Western Settlement, Industrial Growth, the Progressive Era, World Wars I and II, the Roaring Twenties, the Great Depression, the Cold War, the Civil Rights Movement, Vietnam and the War on Terror, among others. Emphasis is placed on analyzing and interpreting both primary and secondary sources, as well as mastering a broad range of factual information.

**ART 101 Art Appreciation****3 Semester Credits**

This is a course that introduces students to the world of visual arts. It serves to enhance understanding and appreciation for a broad range of imagery, media, artists, movements, and periods in history. It also illustrates the place of art in social and cultural life.

**DMS 101 Cross-Sectional Anatomy****3 Semester Credits**

This course teaches students how to conceptualize the major organs and vessels in the thoracic and abdominopelvic cavities of the tomographic sections, with exploration of the transverse (axial) sagittal, coronal, and oblique sections. Sections of the neck and brain are also studied. Emphasis is placed on the anatomic relationships between organs commonly scanned by sonography. *Prerequisites: BIO 101 and BIO 102*

**DMS 102 Pathology****3 Semester Credits**

This course centers on the study of abdominal, breast, genitourinary, and cardiovascular pathologies and sonographic patterns. Discussion of pediatric, obstetrical and gynecological pathologies takes place. Comparisons are made between normal patterns and pathology appearances through the study of pathophysiology, differential diagnoses, correlation of lab tests, and etiology of congenital abnormalities. *Prerequisites: BIO 101 and BIO 102*

**DMS 103 Patient Assessments and Basic Patient Care****2 Semester Credits**

This course introduces the concepts and techniques of patient assessment and patient care. The student will demonstrate proficiency in proper body mechanics, transfer techniques, medical asepsis, measuring vital signs, medical emergencies, and taking a complete patient medical history. Principle of barrier protection for blood and body fluid exposures, isolation precautions, and discussions on OSHA and HIPAA are also included.

**DMS 104 Law and Ethics for Health Care Professionals****2 Semester Credits**

The students will examine law and ethics applicable to the healthcare industry. Emphasis will be placed on understanding and properly employing the patient-healthcare provider relationship, maintaining patients' right to privacy considerations and understanding the parameters of liability and malpractice.

**DMS 105 Physics and Instrumentation I****3 Semester Credits**

This course presents the basic concepts and principles of ultrasound physics as a foundation for understanding image interpretation. Students review material and take practice exams in preparation for the ARDMS registry examination. *Prerequisites: MAT 099 Elementary Algebra or passing the placement exam.*

**DMS 106 Physics and Instrumentation II****3 Semester Credits**

This course is a continuation of Physics for Ultrasound I. It reinforces concepts learned and presents more advanced concepts in ultrasound theory and instrumentation, fluid hemodynamics, color-flow Doppler spectral analysis, and 3- and 4-D ultrasound. Emphasis is placed on preparing students for the ARDMS registry examination. *Prerequisites: DMS 105*

**DMS 200 Abdominal Sonography I****3 Semester Credits**

This course introduces the student to sonographic imaging of the abdomen, with focus on relational anatomy of the abdominal organs. Emphasis is placed on the normal sonographic appearance of the abdominal organs and vasculature, along with normal clinical and laboratory findings specific to the system. The course includes examination of the liver, gallbladder and biliary system, pancreas, spleen, aorta, inferior vena cava and kidneys. Lecture time is complemented with hands-on work in the lab. Students actively participate in laboratory scanning, initially observing, then progressively assisting and performing scans under direct supervision of a clinical instructor. Case studies and imaging critique are addressed throughout the semester. *Prerequisites: DMS 101 and DMS 102*

**DMS 201 Abdominal Sonography II****3 Semester Credits**

This course is the continuation of Abdominal Sonography I, with emphasis on recognizing pathologic changes on ultrasound scans of organs in the upper abdomen. Also presented is sonographic imaging of small parts, including but not limited to thyroid, breast, scrotum, prostate, musculoskeletal, and pediatric ultrasound. Lecture time is complemented with hands-on work in the lab. Students actively participate in laboratory scanning, initially observing, then progressively assisting and performing under direct supervision of a clinical instructor. Case studies and imaging critique are addressed throughout the semester. *Prerequisites: DMS 200*

**DMS 202 Obstetric and Gynecological Sonography I****3 Semester Credits**

This course is designed to familiarize students with the normal physiology of the female reproductive system. Study content includes both normal anatomy and congenital anomalies of the uterus, fallopian tubes, and ovaries. Scanning of first trimester pregnancy is covered using transabdominal (TAS) and transvaginal (TVS) scanning techniques. Evaluation of the viability of the fetus and measuring techniques for gestational dating are emphasized. Students actively practice scanning normal gynecology in the student lab and obstetric scanning in the clinical course. Case studies and imaging critique are addressed throughout the semester. *Prerequisites: DMS 101, DMS 102*

**DMS 203 Obstetric and Gynecological Sonography II****3 Semester Credits**

This course is a continuation of OB/GYN Sonography I. It covers more advanced topics, focusing on pathologic conditions as determined by gynecologic/obstetric ultrasound scanning, how to recognize abnormal and pathologic sonographic patterns of the uterus and adnexa and how to correlate these with patient history and lab values, normal and abnormal 2nd and 3rd trimester pregnancy including fetal number, position, grade, and location of the placenta. Students learn the components of a complete anatomy scan, including the ultrasound appearance of the head, neck, spine, heart, abdomen, pelvis, and extremities. Accurate assessment of gestational age through fetal biometry techniques is covered. Complications of pregnancy are also addressed, including IUGR, congenital syndromes, fetal disorders, multiple gestations, and placental abnormalities. Lectures are complemented with scanning normal gynecology anatomy in the student lab. *Prerequisites: DMS 202*

**DMS 204 Vascular Sonography****4 Semester Credits**

This course provides students with an understanding of the use of duplex ultrasound to investigate the extracranial circulation of the brain and arterial and venous circulation of the upper and lower extremities. Normal and pathological conditions are discussed in correlation with physical and clinical findings. Students actively participate in laboratory scanning in the student lab. Lab sessions include experience and competency testing in vascular sonography. Case studies and imaging critique are addressed throughout the semester. *Prerequisites: DMS 101, DMS 102, DMS 105*

**DMS 311- Abdominal Sonography III****3 Semester Credits**

Abdominal Sonography III covers abdominal structures with emphasis on the male genital organs, gastrointestinal tract, breast and musculoskeletal. Knowledge of the diagnosis, history and physical findings as they pertain to the pathophysiology of abdominal organs and systems is presented. Normal and abnormal tissue patterns are included within the discussions. Students are required to demonstrate correct scanning protocols and procedures throughout the course. *Prerequisite: DMS 201.*

**DMS 312 Advanced Vascular Sonography****2 Semester Credits**

This course includes vascular scanning and diseases of the cerebrovascular system, assessment of carotid artery stenosis, vascular steal, and occlusion. Students will learn the role vascular scanning plays in the management of extremity arterial disease, and venous thrombosis and insufficiency. Vascular diseases in the upper abdomen will be studied including assessment for portal hypertension, monitoring of the TIPS procedure, and evaluation of native kidney and renal transplants. Duplex Doppler of male and female genitalia will also be covered. Students actively participate in laboratory scanning under direct supervision of a clinical instructor. *Prerequisite: DMS 204*

**DMS 314 Adult Echocardiography****3 Semester Credits**

This course provides a foundation for clinical echocardiography of the adult heart. A review of normal anatomy and physiology of the heart is presented. Students learn the elements of a normal echocardiogram, including standard echocardiographic views of heart chambers, valves, and muscles and the surrounding great vessels. They will learn adult cardiac scanning protocols. Students become familiar with various modes of cardiac scanning, including M-Mode, 2D, and Color B-mode Scanning, Color flow Doppler Imaging, Doppler Tissue Imaging and Contrast Echocardiography. *Prerequisite: DMS 101, DMS 102 and DMS 105*

**DMS 315 Adult Echocardiography II****3 Semester Credits**

This course focuses on pathologic states of adult cardiac disease. Included is an evaluation of systolic and diastolic left ventricular function, the hemodynamics of blood flow through the heart, and valvular diseases, such as aortic and mitral stenosis. Study of cardiomyopathy includes echo evaluation of coronary artery disease, stress echocardiograms, endocarditis, LV hypertrophy, left and right ventricular outflow tracks and prosthetic valves. Case studies and critique are provided throughout the course. *Prerequisite: DMS 314*

**DMS 317 Advanced Case Study Critique****3 Semester Credits**

This course is a comprehensive critical analysis of anatomical variants and normal and pathological sonographic findings and correlating them with clinical histories. Pathology associated with abdominal organs, gynecologic structures, superficial structures, vascular, and pathology seen in obstetrical and echocardiographic examinations will be discussed. Students will review sonographic images to enhance their recognition of variations in normal human anatomy and pathologic processes seen within the human body during sonographic examinations. *Prerequisites: DMS 201, DMS 203, DMS 204, DMS 314. Corequisite: DMS 315.*

**DMS 318 Advanced Test Registry and Review****3 Semester Credits**

This course provides an intensive and comprehensive review of materials taught throughout the Diagnostic Medical Sonography Program. Topics focus on physical principles of sound and sonographic instrumentation, principles of propagation of ultrasound through tissues, transducers, pulse-echo instruments, image storage and display, Doppler ultrasound, image artifacts and quality management. It also covers a comprehensive review of Diagnostic Medical Sonography applications in the specialties of abdominal/superficial structures and obstetrics/gynecology, and vascular ultrasound and echocardiography in accordance with the published outlines of the ARDMS. *Prerequisites: DMS 201, DMS 203, DMS 204, DMS 314. Corequisite: DMS 315.*

**DMS 319 Capstone****3 Semester Credits**

This course provides students the opportunity to demonstrate integrated knowledge and practical competencies through case study research and presentation. The course also introduces students to effective job preparation and job searching skills, including effective resume writing and job interviewing skills, formulation of an e-portfolio, certifications, membership in professional organizations, and continuing education after certification. Students in this course are expected to submit a completed research paper on an approved topic following the American Psychological Association (APA) format, comprehensive resume, and an oral presentation of the researched topic. *Prerequisites: ENG 101, DMS 201, DMS 203, DMS 204; Taken with DMS 314 or 315*



**DMS 400 Clinical Externship****16 Semester Credits**

This course provides the student with exposure to abdominal scanning, obstetrics and gynecologic scanning, vascular scanning, and Echocardiography scanning in a clinical setting. The clinical site may be a laboratory in a hospital and/or private office setting. At the start of the semester, the course will meet for a one day classroom orientation session. During the orientation day, students will be instructed on professional behavior expected in a lab, including attendance, and dress code. They will also receive instruction on how to keep an hours log, a case log, and the necessary evaluation forms.

## **Bachelor of Science in Dental Hygiene (Completion Program) Online**

### **Program Outline:**

The Bachelor of Science (BS) in the Dental Hygiene Completion Program online provides associate degree registered dental hygienists (RDH) with advanced educational opportunities to successfully fulfill new and broader roles within the profession of Dental Hygiene. The program teaches the student the essential theoretical knowledge and skills to compete beyond the entry-level positions in the field. Graduates of the program can extend the dental hygiene profession's reach to provide quality preventive oral health care in an expanded public health arena while developing and instituting diverse treatment plans for a multicultural population. Career paths in public health management, allied health education, pharmaceutical, research, sales and business affiliations are possibilities to the bachelor degree-trained dental hygienist.

The program has a total of 180 quarter credits with 90 credits transferred in from the associate in dental hygiene degree. The remaining 90 credits consist of 60 credits of upper division Dental Hygiene courses and 30 credits of upper division General Education courses. The program runs in quarters with ten-week courses.

### **The BSDH Completion Program Curriculum**

#### **General Education Courses**

| <b>Course Number</b> | <b>Course Title</b>         | <b>Quarter Credits</b> |
|----------------------|-----------------------------|------------------------|
| ENG 303              | Research Design and Writing | 6                      |
| SOC 301              | Cultural Diversity          | 6                      |
| PHI 401              | Bioethics                   | 6                      |
| HEA 402              | Global Health               | 6                      |
| ART 302              | Art and Popular Culture     | 6                      |
| Total                |                             | 30                     |

#### **Program Major Courses**

| <b>Course Number</b> | <b>Course title</b> | <b>Quarter Credits</b> |
|----------------------|---------------------|------------------------|
|----------------------|---------------------|------------------------|

|        |  |    |
|--------|--|----|
| DH 300 | Educational Methodology for Dental Hygiene                               | 6  |
| DH 301 | Cultural Competency and Dental Hygiene Care for Target Populations       | 6  |
| DH 302 | Grant Writing  | 6  |
| DH 303 | Statistical and Methodological Aspects of Oral Health Research           | 6  |
| DH 400 | Educational Concepts in Dental Hygiene                                   | 6  |
| DH 401 | Leadership Roles for the Dental Hygiene Professional                     | 6  |
| DH 402 | Dental Hygiene Care for Culturally Diverse and Special Needs Populations | 6  |
| DH 403 | Epidemiology of Oral Diseases  | 6  |
| DH 404 | Management of Oral Healthcare Delivery                                   | 6  |
| DH 405 | Dental Practice Management with Oral Health Promotion                    | 6  |
| Total  |  | 60 |

Total Program Credits (after 90 quarter credits transfer) = 90 quarter credits

Length of Program: 16 months (70 weeks) Note: The intersession weeks between quarters are not included

### Online BSDH Course Descriptions

#### SOC 301 Cultural Diversity

**6 Quarter Credits**

This course centers on the role of culture in the development of attitudes, values, perceptions, behaviors, and interpersonal relations. Theories of cultural identity development and cross-cultural exchange as they pertain to living and working in a multicultural society are explored. Students also examine cultural constructs in relationship to social inequities and practice developing the knowledge, skills and awareness needed to serve as culturally competent professionals. It is important for the students to understand various cultural values and behaviors and how these values and behaviors shape an individual's perceptions of other people. In addition, through case studies and

situation analysis, students develop analytical skills and approaches that enable them to understand and deal effectively with diversity issues in the workplace, within their respective communities, and in a global context.

### **ENG 303 Research Design and Writing**

**6 Quarter Credits**

This course offers students instruction and practice in methods, techniques and process of research writing and dissemination of research information to a variety of audiences. Each student is required to develop a research paper through stages of drafting, editing, revising, and proofreading following conventions of academic writing and the APA style. In addition, students should be able to develop their own research study projects in order for them to incorporate these skills that they acquired through this process of learning and apply them toward their research work and design.

### **PHI 401 Bioethics**

**6 Quarter Credits**

This course examines ethical dilemmas resulting from advances in medical technology and discusses ways of analyzing these dilemmas using the case-based approach to ethical topics. Students also review existing literature on bioethical issues and analyze these issues in the light of ethical theories. These issues include abortion, euthanasia and the right to die, in-vitro fertilization, genetic screening and engineering, allocation of scarce medical resources among others. Students are required to submit a literature review using the APA style.

### **HEA 402 Global Health**

**6 Quarter Credits**

This course introduces students to global health issues and challenges, programs, and policies. Topics and discussions include analysis of current and emerging global health issues and priorities, major global initiatives for health and disease prevention, and current and past global health problems brought about by poverty, international conflicts, health inequity, and other factors. Students also learn to articulate various health issues relevant to different health care policies and search various global healthcare issues and controversies at various public health settings.

### **ART 302 Art and Popular Culture**

**6 Quarter Credits**

This course introduces students to the relationship between art and popular culture. It will discuss how elements of popular culture are assimilated into the fine arts, specifically in digital art, music, television, film, fashion, and social media platforms. Students will analyze the relationship between the art created and the socio-political climate of its time. This course will also cover discussions on the history of popular culture, how popular culture influences people, and how it shapes and reshapes people's concept of social class, ethnicity, sexuality, race and gender.

### **DH 300 Educational Methodology in Dental Hygiene**

**6 Quarter Credits**

This course explores the art and science of facilitating the learning experience of future registered dental hygienists. Students learn to prepare course lectures with topic objectives and competency alignment, diverse student learning concepts with student-centered activities and outcomes, sensitivity in teaching of different cultural groups, and skills in presentation of material with evaluation of instruction outcomes. In addition, students learn how the skillful use of problem-based learning, case studies, and reflective logs are a moral imperative for health care providers to strive to monitor and improve their clinical reasoning. Students also develop simulated course-modules through learning various styles of teaching methodologies and incorporating critical thinking skills, and develop a rationale that

supports their critical thinking and decisions through using appropriate conceptualizations and methods informed decisions about the best approaches to use in the simulated case situation.

### **DH 301 Cultural Competency and Dental Hygiene Care for Target Populations**

**6 Quarter Credits**

This course focuses on learning to adapt and change in emerging practice areas for dental hygienists that provide care to population groups challenged by access to oral health care. The course emphasizes dental hygiene strategies for the delivery of culturally competent care to pediatric, geriatric, medically compromised and special needs patients. Ethical issues are emphasized regarding care for vulnerable client populations groups. Students are exposed to various learning and teaching strategies on how to deliver a high quality of care for culturally competent patients including learning and discussing the various dental treatment modifications and barriers to care for the medically compromised patients and analyze issues associated with the special needs patient and its effects on access to health care services. Students develop a case-simulated model through providing an example from their previous practical experiences that can reflect the various dental care treatment modalities associated with the culturally competent/or medically compromised patient and possible ethical principles as they affect populations with cultural diversity/special needs.

### **DH 302 Grant Writing**

**6 Quarter Credits**

This grant writing course focuses on the fundamentals of grant writing and provides instruction on grant types, general grant application requirements, and application elements. The course will focus on key parts of a grant proposal including title page, abstract, statement of need, goals, objectives, procedures, budget, qualifications, evaluation, sustainability, dissemination, sources cited, and appendix. Students will learn to integrate information into a grant proposal that can be utilized in academic research, local government, nonprofit organizations, state and local agencies.

### **DH 303 Statistical and Methodological Aspects of Oral Health Research Credits**

**6 Quarter**

This course is an introduction to research methodology. It discusses oral health research, epidemiology and biostatistics. It provides the student interested in research and development, an overview of methodological aspects of: planning, conducting and analyzing research. Students demonstrate comprehension and ability to apply both descriptive inferential statistics, including construction of confidence intervals for point estimates and testify both null and research hypotheses. Students identify appropriate use of diverse statistical models to represent and answer questions about representative real-world problems including qualitative and quantitative data analyses. Through this course, students learn various statistical concepts including probability, dependent and independent variables, simple, linear, logistic regression analyses, various statistical tests for data collection and analyses. Students develop a PowerPoint presentation of a full set of data collection and analysis of previous research works through a literature review of a topic of interest related to dental hygiene care setting.

### **DH 400 Educational Concepts in Dental Hygiene**

**6 Quarter Credits**

This course is designed to expand upon educational methodologies for effective instruction in dental hygiene education. Topics include teaching/learning styles, instructional methods/strategies, use of instructional objectives, classroom assessment techniques, literature reviews, case-studies assessments, and evaluation in dental hygiene educational settings. Students can develop a course design process based on their teaching goals and learning objectives and outcomes. Students are also able to recognize various teaching theories and models utilized in dental

hygiene education and be able to implement a course module/unit of instruction for a specific dental hygiene curriculum field of working. Students learn how to choose an appropriate cooperation and risk management techniques to encourage real, moral and sensible quality of care and critically evaluate the most up-to-date dental research activities related to the clinical field of dental hygiene care through integrating evidence-based research skills into their clinical practice to help them improve the quality of clinical dental hygiene care services

#### **DH 401 Leadership Role for the Dental Hygiene Professional**

**6 Quarter Credits**

This course discusses the 100 plus year evolution of the profession of Dental Hygiene. The course focuses on the principles, concepts and roles of leadership and the characteristics that make up the leadership styles. Management, self-reflection, communication, and organizational skills are all components of leadership. The professional association and its leadership are evaluated. Students identify the leadership skills that are necessary in many facets of the dental hygiene profession including patient care, research, education, public health, and federal affairs. Students implement a simulated action plan of any interesting areas, based on the student's interest and build a model of great leadership features in the field of dental hygiene. This planned leadership education of a simulated model is required to help the students meet the complex and changing needs of their public and to provide dental hygiene graduates with the leadership skills needed to more effectively advocate for their patient's care.

#### **DH 402 Dental Hygiene Care for Culturally Diverse and Special Needs Populations**

**6 Quarter Credits**

This course focuses on learning to adapt and change in emerging practice areas for dental hygienists that provide care to population groups challenged by access to oral health care. The course emphasizes dental hygiene strategies for the delivery of culturally competent care to pediatric, geriatric, medically compromised and special needs patients. Ethical issues are emphasized regarding care for vulnerable client populations groups. Students learn how to manage a patient with special needs who may require modifications to the traditional treatment plan due to physical limitations, medical complications, developmental problems, and/or cognitive impairments. Students also recognize that patients may present with more than one disability that requires a specific dental treatment plan or use of special equipment or services in order to provide them with a quality of care. Students must understand that health care professionals need to be prepared to accommodate patients with special needs, regarding the type of his or her disability and implement a pre-treatment plan that may need adjustment, based on each patient's needs.

#### **DH403 Epidemiology of Oral Diseases**

**6 Quarter Credits**

This online course covers the understanding of basic epidemiological principles and methods that can help private practice and public health dental hygienists. It will highlight the importance of understanding the risks for future oral disease. Students will look at the impact of society and cultural health views on the status of oral public health. Students learn the scientific basis for procedures and programs to promote oral and also to prevent oral diseases. Students recognize the importance of various preventive measures used in dentistry including water fluoridation, pit and fissure sealants, diet, nutrition, oral hygiene, chemotherapies, and various oral cancer screening programs. Students must recognize the scientific basis for the currently acceptable preventive procedures used in dental hygiene fields. Students implement a PowerPoint presentation that includes a case study selected through literature reviews and be able to evaluate and determine the evidence regarding interrelationships between oral and other systemic health diseases.

#### **DH 404 Management of Oral Healthcare Delivery**

**6 Quarter Credits**

This course is designed to assist the dental hygienist in understanding current and relevant issues impacting community-based dental hygiene practice. Dental practice economics and practice management with a strong

emphasis on community partnerships in clinical settings are the course main focuses. Current and emerging advanced practice issues including entrepreneurship, non-profit corporations, fundamentals of tax laws, overhead costs, benefit packages, billing and negotiation with third party payers and agencies are examined.

**DH 405 Dental Practice Management with Oral Health Promotion**

**6 Quarter Credits**

This course will enable students to understand the latest skills in dental hygiene skills, professional practice, and oral health promotion, and practice management, nutrition with oral health promotion, in addition to business accounting, dental practice marketing and research capabilities. This course will allow dental hygiene students to further challenge their knowledge and skills they acquired throughout the program, whilst also providing them with an opportunity to develop as professionals with the latest skills in dental hygiene practice, patient care management, communication and nutrition with oral health promotion.

## **Bachelor of Science in Health Leadership (Completion Program) Online**

### **Program Outline:**

The Bachelor of Science in Health Leadership Completion Program is designed for allied health professionals who have completed Associate Degrees in any allied health field or health-related programs. It is intended for those who desire career advancement in healthcare related jobs and wish to assume positions of leadership. The HL program teaches students theoretical knowledge and skills to compete beyond entry-level positions in the field. Students complete 30 quarter credits of upper division General Education courses and 60 quarter credits of major courses.

### **General Education Coursework**

| <b>Course Number</b> | <b>Course Name</b>          | <b>Quarter Credit</b> |
|----------------------|-----------------------------|-----------------------|
| SOC 301              | Cultural Diversity          | 6                     |
| ENG 303              | Research Design and Writing | 6                     |
| HEA 402              | Global Health               | 6                     |
| PHI 401              | Bioethics                   | 6                     |
| ART 302              | Art and Pop Culture         | 6                     |
| Total                |                             | 30                    |

### **Program Major Courses**

| <b>Course Number</b> | <b>Course Name</b>                                  | <b>Quarter Credit</b> |
|----------------------|---|-----------------------|
| HCL 300              | Introduction to Healthcare Management               | 6                     |
| HCL 301              | Quality Management and Patient Safety               | 6                     |
| HCL 302              | Organizational Theory and Leadership                | 6                     |
| HCL 303              | Regulatory, Legal, and Ethical Issues in Healthcare | 6                     |
| HCL 400              | Research Methods in Healthcare Management           | 6                     |
| HCL 401              | Finance and Budgeting in Healthcare                 | 6                     |
| HCL 402              | Leadership  | 6                     |



|         |  |    |
|---------|--|----|
| HCL 403 | Health Policy                                  | 6  |
| HCL 404 | Management of Human Resources and Health Prof. | 6  |
| HCL 405 | Health Informatics                             | 6  |
| Total   |  | 60 |

Total Program Credits (after 90 quarter credits transfer) = 90 quarter credits

Length of Program: 16 months (70 weeks) Note: The intersession weeks between quarters are not included

### **SOC 301 Cultural Diversity**

**6 Quarter Credits**

This course centers on the role of culture in the development of attitudes, values, perceptions, behaviors, and interpersonal relations. Theories of cultural identity development and cross-cultural exchange as they pertain to living and working in a multicultural society are explored. Students also examine cultural constructs in relationship to social inequities and practice developing the knowledge, skills and awareness needed to serve as culturally competent professionals. It is important for the students to understand various cultural values and behaviors and how these values and behaviors shape an individual's perceptions of other people. In addition, through case studies and situation analysis, students develop analytical skills and approaches that enable them to understand and deal effectively with diversity issues in the workplace, within their respective communities, and in a global context.

### **ENG 303 Research Design and Writing**

**6 Quarter Credits**

This course offers students instruction and practice in methods, techniques and process of research writing and dissemination of research information to a variety of audiences. Each student is required to develop a research paper through stages of drafting, editing, revising, and proofreading following conventions of academic writing and the APA style. In addition, students should be able to develop their own research study projects in order for them to incorporate these skills that they acquired through this process of learning and apply them toward their research work and design.

### **PHI 401 Bioethics**

**6 Quarter Credits**

This course examines ethical dilemmas resulting from advances in medical technology and discusses ways of analyzing these dilemmas using the case-based approach to ethical topics. Students also review existing literature on bioethical issues and analyze these issues in the light of ethical theories. These issues include abortion, euthanasia and the right to die, in-vitro fertilization, genetic screening and engineering, allocation of scarce medical resources among others. Students are required to submit a literature review using the APA style.

### **HEA 402 Global Health**

**6 Quarter Credits**

This course introduces students to global health issues and challenges, programs, and policies. Topics and discussions include analysis of current and emerging global health issues and priorities, major global initiatives for health and disease prevention, and current and past global health problems brought about by poverty, international conflicts, health inequity, and other factors. Students also learn to articulate various health issues relevant to different health care policies and search various global healthcare issues and controversies at various public health settings.

**ART302 Art and Popular Culture****6 Quarter Credits**

This course introduces students to the relationship between art and popular culture. It will discuss how elements of popular culture are assimilated into the fine arts, specifically in digital art, music, television, film, fashion, and social media platforms. Students will analyze the relationship between the art created and the socio-political climate of its time. This course will also cover discussions on the history of popular culture, how popular culture influences people, and how it shapes and reshapes people's concept of social class, ethnicity, sexuality, race and gender.

**HCL 300 Introduction to Healthcare Management****6 Quarter Credits**

This course introduces the field of healthcare management through a systematic analysis of major areas of concern to the healthcare manager related to the global healthcare system. Topics explored include a historical overview, theoretical foundations, and history and major characteristics of development. Also covered is the planning process and how planning is used in healthcare administration, the organizing process and job design, supporting and implementing decisions, building the quality of clinical service, and managing human resources. Addresses the application of managerial concepts and practices to healthcare organizations exploring healthcare provider types, cost, access and quality of care, and the future of health services delivery.

**HCL 301 Quality Management and Patient Safety****6 Quarter Credits**

This course examines quality management methodologies used to analyze safe and effective healthcare operations. A primary focus of regulatory, consumer, and clinical leaders/groups is on the quality management across the healthcare system. This course includes content designed to provide foundational knowledge and skills for healthcare leaders and managers in a variety of settings. Quality management, improvement, and patient safety are major forces shaping the daily activities of healthcare leaders. The use of analytical tools and methods are featured, in conjunction with information related to accreditation, regulation, quality awards/designations and resources that can be used to advance the quality agenda in organizational settings. Emphasis will be placed on using statistical analysis techniques to increase healthcare efficiencies and improve health outcomes.

**HCL 302 Organizational Theory and Leadership****6 Quarter Credits**

The purpose of this course is to introduce students to the organizational dynamics of healthcare systems to understand and function successfully within practice environments. Course content is based on social science theories, business practices, and psychological tenets. Management principles are outlined and issues related to organizational behavior in the healthcare industry are discussed. These include change and resistance to change, motivation and morale, and power and politics, among others. An exploration of leadership theory within the context of the organizational environment allows the student to integrate key principles of organizational dynamics and leadership effectiveness.

**HCL 303 Regulatory, Legal, and Ethical Issues in Healthcare****6 Quarter Credits**

The purpose of this course is to expose the student to the regulatory, legal, and ethical issues faced by managers in contemporary healthcare environments and in the delivery of healthcare services. Topics include an introduction to healthcare regulation and compliance, law, ethics, ethical decision-making, contracts, medical records and informed consent, privacy law and HIPAA, and risk management. The course encourages students to critically analyze and address legal and ethical issues in healthcare delivery and management in accordance with regulatory requirements

**HCL 400 Research Methods in Healthcare Management****6 Quarter Credits**

This course is an overview of the role and scope of research as it relates to the support of managerial decision-making. Research methods are introduced with emphasis placed on analyzing key elements of research reports as a basis for determining the appropriateness of the research results for evidence-based healthcare practice. A variety of research designs are discussed to enable healthcare leaders to operationalize research in healthcare settings. Topics covered include research design, ethics, sampling strategies, and literature review skills as well simple data analysis methods including linear and logistic regression methods.

**HCL 401 Finance and Budgeting in Healthcare****6 Quarter Credits**

This course introduces key aspects of financial management for today's healthcare organizations, addressing diverse factors that impact the provision of medical services in a dynamic and competitive environment. Covering basic economics and accounting principles, the course will equip students with the tools necessary to communicate effectively with the finance professionals in healthcare organizations and to understand financial decisions made in the organization. A primary focus is on the conceptual framework of basic accounting techniques such as the preparation of financial reports, annual and capital budgeting, cost accounting and analysis of financial statements.

**HCL 402 Leadership****6 Quarter Credits**

This course presents the importance of leadership in conjunction with various leadership traits, styles, and qualities. Enhances the importance of having a vision, the motivation to lead, social motives in the workplace, levels of morality and values, and the significance of empowerment for effective leadership. Topics include situational leadership, organizational climate, moral dilemmas, personal integrity, servant leadership, participative management, human relations, high-performance teams, diversity, cultural and interpersonal differences, workplace stress, performance management, and organizational change.

**HCL 403 Health Policy****6 Quarter Credits**

The course provides a framework for understanding and analyzing a range of health policies as critical components of the management of healthcare services; the role of government institutions and structures in health policymaking; and the US policymaking and legal system considering essential issues in health policy and law, health insurance, health economics, individual rights in healthcare, healthcare access and quality, preparedness for disaster, and safety of food/water, environment, and medications.

**HCL 404 Management of Human Resources and Health Professionals****6 Quarter Credits**

Many healthcare organizations are among the largest employers in their communities and the demand for workers is projected to outpace supply on a national scale. The field of human resources is impacted by shifting demographics, modern technologies, and the growing complexity of accreditation demands and state/federal regulations. The goal of healthcare human resource management is to leverage human capital resources to provide efficient and effective value to patients and stakeholders centered on cost, access, and quality of care. This course explores the management of human resources in healthcare organizations with a focus on the concepts of recruitment, training and development, compensation, motivation, performance, and talent management.

**HCL 405 Health Informatics****6 Quarter Credits**

The course provides fundamental knowledge of concepts of health informatics and how technology is used in the delivery of healthcare to achieve a safer, higher quality, and more cost-effective health delivery system. Students will develop understanding related to the design, configuration, use, and maintenance of informatics interventions that improve healthcare delivery. The strategic role of information systems is examined, as well as the characteristics of computer systems, software applications, programming languages, and relational databases. care is delivered. Also covered is the US healthcare delivery system's unique structural, economic and policy issues and the strategic role for health informatics.

**Bachelor of Science in Nursing (RN to BSN) Completion Program**

The RN to BSN Program is designed for registered nurses who want to earn a Bachelor of Science in Nursing degree. The curriculum provides opportunities for a nurse to develop critical thinking skills, cultural communication competence, decision-making skills, evidence-based practice, leadership skills, and incorporate research in practice and patient advocacy.

The curriculum contains 36 quarter credits of levels 300 and 400 General Education courses and 54 quarter credits of nursing courses.

### General Education Courses

| Course Number | Course Title                                      | Quarter Credits |
|---------------|---|-----------------|
| SOC 301       | Cultural Diversity                                | 6.0             |
| ENG 303       | Research Design and Writing                       | 6.0             |
| MAT 300       | Basic Statistics and Microsoft Excel Applications | 6.0             |
| HEA 402       | Global Health                                     | 6.0             |
| HEA 403       | Women and Health                                  | 6.0             |
| PHI 401       | Bioethics   | 6.0             |
| Total         |   | 36              |

### Major Courses

| Course Number | Course Title                                       | Quarter Credits |
|---------------|--|-----------------|
| NUR 301       | Health Promotions                                  | 6.0             |
| NUR 302       | Nursing Informatics                                | 6.0             |
| NUR 303       | Population-Centered Health Care in the Community   | 6.0             |
| NUR 306       | Advanced Health Assessment                         | 6.0             |
| NUR 307       | Nursing and Evidence-Based Practice                | 6.0             |
| NUR 406       | Leadership in Nursing                              | 6.0             |
| NUR 407       | Health Policy                                      | 6.0             |
| NUR 409       | Inter-professional Collaboration in Healthcare     | 6.0             |
| NUR 410       | Nursing Excellence: Focus on Innovation (Capstone) | 6.0             |
| Total         |  | 54              |

Total Program Credits (after 90 quarter credits transfer) = 90 Quarter Credits

Length of Program: 16 months (70 weeks) Note: The intersession weeks between quarters are not included

## Course Descriptions

### **SOC 301 Cultural Diversity**

**6 Quarter Credits**

This course centers on the role of culture in the development of attitudes, values, perceptions, behaviors, and interpersonal relations. Theories of cultural identity development and cross-cultural exchange as they pertain to living and working in a multicultural society are explored. Students also examine cultural constructs in relation to social inequities and practice developing the knowledge, skills and awareness needed to serve as culturally competent professionals. It is important for the students to understand various cultural values and behaviors and how these values and behaviors shape an individual's perceptions of other people. In addition, through case studies and situation analysis, students develop analytical skills and approaches that enable them to understand and deal effectively with diversity issues in the workplace, within their respective communities, and in a global context

### **ENG 303 Research Design and Writing**

**6 Quarter Credits**

This course offers students instruction and practice in methods, techniques and process of research writing and dissemination of research information to a variety of audiences. Each student is required to develop a research paper through stages of drafting, editing, revising, and proofreading following conventions of academic writing and the APA style. In addition, students should be able to develop their own research study projects in order for them to incorporate these skills that they acquired through this process of learning and apply them toward their research work and design

### **PHI 401 Bioethics**

**6 Quarter Credits**

This course examines ethical dilemmas resulting from advances in medical technology and discusses ways of analyzing these dilemmas using the case-based approach to ethical topics. Students also review existing literature on bioethical issues and analyze these issues in the light of ethical theories. These issues include abortion, euthanasia and the right to die, in-vitro fertilization, genetic screening and engineering, allocation of scarce medical resources among others. Students are required to submit a literature review using APA style.

### **HEA 402 Global Health**

**6 Quarter Credits**

This course introduces students to global health issues and challenges, programs, and policies. Topics and discussions include analysis of current and emerging global health issues and priorities, major global initiatives for health and disease prevention, and current and past global health problems brought about by poverty, international conflicts, health inequity, and other factors. Students also learn to articulate various health issues relevant to different health care policies and search various global healthcare issues and controversies at various public health settings.

### **ART302 Art and Popular Culture**

**6 Quarter Credits**

This course introduces students to the relationship between art and popular culture. It will discuss how elements of popular culture are assimilated into the fine arts, specifically in digital art, music, television, film, fashion, and social media platforms. Students will analyze the relationship between the art created and the socio-political climate of its time. This course will also cover discussions on the history of popular culture, how popular culture influences people, and how it shapes and reshapes people's concept of social class, ethnicity, sexuality, race and gender.

### **MAT 300 Basic Statistics with Microsoft Excel Applications**

**6 Quarter Credits**

This course introduces students to basic statistics and the applications of Microsoft Excel to statistics. Topics include manipulation of data, single variable graphs and statistics, probability distributions, and inferences, among others. The course also includes discussions on statistical thinking and understanding, and numerical summaries of data.

### **NUR 301 Health Promotion**

**6 Quarter Credits**

This course discusses major issues in health promotion and disease prevention. Topics include strategies for promoting health and wellness, major causes of premature mortality and morbidity, behavioral and environmental contributions to illness and injury, strategies for risk reduction, and public policy and ethical issues in health promotion.

### **NUR 302 Nursing Informatics**

**6 Quarter Credits**

This course explores how technology and information management are related to the quality and safety of patient care. The use of informatics to communicate, manage knowledge, mitigate error and support decision-making is discussed.

### **NUR 303 Population-Centered Health Care in the Community**

**6 Quarter Credits**

The application of public health and community health nursing concepts provides the framework for this course. Health indicators, disparities, population health goals and the role of the nurse in the community are discussed.

### **NUR 306 Advanced Health Assessment**

**6 Quarter Credits**

The focus of this course is to provide the practicing nurse with the tools to sharpen comprehensive health assessment skills on clients across the lifespan. It builds on health assessment skills previously attained in the basic nursing education. Clinical reasoning skills are emphasized.

### **NUR 307 Nursing and Evidenced-Based Practice**

**6 Quarter Credits**

This course emphasizes research and evidence-based competencies necessary to critically critique nursing research studies. Learning assessments focus on best practice in research utilization informing nursing practice decisions, based on the evidence, and incorporating research findings into professional nursing practice. Application and utilization of technology in the research process is explored.

### **NUR 406 Leadership in Nursing**

**6 Quarter Credits**

This course examines the complex role of the nurse leader in 21st Century healthcare with an emphasis on the knowledge, skills and values essential to facilitate professional collegiality and promote quality nursing practice. The student will gain competence in interprofessional communication, conflict management and negotiation, and use concepts of leadership and management to promote quality care outcomes.

### **NUR 407 Health Policy**

**6 Quarter Credits**

This course introduces the student to policy and politics in nursing and healthcare. Topics include nursing and healthcare policy, the healthcare delivery system, healthcare financing, policy and politics in research and nursing science, policy and politics in the workplace and workforce, policy and politics in associations and interest groups, and policy and politics in the community. The role of the RN related to healthcare policy will also be discussed.

### **NUR 409 Interprofessional Collaboration in Healthcare**

**6 Quarter Credits**

Interprofessional collaborative practice is essential to the provision of safe, high quality patient-centered care. This course will introduce learners to the concept of interprofessional collaborative practice and the evidence base that supports its effectiveness in achieving healthcare outcomes. Modules will focus on the roles of various healthcare professionals, their scope of practice, and settings in which they work. Additional modules will focus on communication strategies and tools for effective interprofessional collaboration focused on patient safety and outcomes. Learners will gain competence in inter-professional communication, conflict management, and negotiation. Finally, concepts of leadership and membership strategies will be explored to promote effective inter-professional teamwork.

### **NUR 410 Nursing Excellence: Focus on Innovation (Capstone)**

**6 Quarter Credits**

Translation of research and evidence into practice is an integral part of nursing. Nursing leaders at all levels of care set standards for integrating evidenced-based research and new knowledge into operational and clinical environments. Nurses are innovators in their field who routinely participate in efforts to advance professional

practice and find ways to continually improve patient care and outcomes. Education about evidence-based practice and research enables nurses to appropriately explore the safest and best practices for their patients and practice environment and to generate new knowledge. Innovations in patient care, nursing, and the practice environment are the hallmark of nursing excellence. Students will design, implement, and monitor outcomes of an innovative change project at a healthcare setting of their choice.

## **Bachelor of Science in Dental Hygiene (BSDH) Three-Year CODA Accredited Degree**

**Offered in Jersey City**

### **Program Outline:**

The dental hygienist is a member of the oral health team who provides treatment to prevent oral health diseases. Clinical skills include performing oral health assessments, examining head, neck and oral regions for disease, exposing and processing dental radiographs, other diagnostic assessments, debridement (removing) of deposits from the tooth structures, applying sealants and fluoride to prevent decay, providing nutritional counseling for maintenance of the oral cavity, fabricate athletic mouth guards, and other patient services allowed by the State Board of Dentistry. Dental hygienists are oral health educators within the community and plan oral health promotion strategies to better inform and serve their patients. The curriculum covers a three-year program culminating in a BS degree. The BSDH program teaches the student the essential theoretical and hands-on knowledge to compete for entry-level positions in the field.

In addition, the program provides a framework for developing the necessary skills to expand career opportunities in education, health promotion, public health, management, and research. The program is built on academic excellence and clinical expertise with a vision toward the development of a professional leader, change agent, educator and/or public health manager in Dental Hygiene.

The BSDH program comprises 45 semester credits of General Education and 78 semester credits of Technical courses.

### **Program Curriculum**

#### **General Education Courses**

| <b>CourseNumber</b> | <b>Course Title</b>   | <b>Semester Credits</b> |
|---------------------|---|-------------------------|
| BIO 101             | Anatomy and Physiology I                                      | 4                       |
| BIO 102             | Anatomy and Physiology II                                     | 4                       |
| BIO 110             | Microbiology  | 4                       |
| CHE 101             | General/Organic/ Biochemistry For Allied Health Professionals | 3                       |
| ENG 101             | English Composition   | 3                       |
| PSY 101             | General Psychology  | 3                       |
| SOC 101             | Introduction to Sociology                                     | 3                       |



|         |   |    |
|---------|---|----|
| SPC 101 | Interpersonal Communication                       | 3  |
| MAT 103 | College Algebra                                   | 3  |
| MAT 300 | Basic Statistics and Microsoft Excel Applications | 3  |
| ENG 302 | Research Design & Writing                         | 3  |
| PHI 302 | Bioethics   | 3  |
| REL 302 | World Religions                                   | 3  |
| HEA 304 | Global Health                                     | 3  |
| Total   |   | 45 |

### **Program Major Courses**

| <b>Course Number</b> | <b>Course Title</b>   | <b>Semester Credits</b> |
|----------------------|---|-------------------------|
| DH 100               | Dental Hygiene Preclinical Sciences                                     | 3                       |
| DH101                | Dental Hygiene Clinical Sciences I                                      | 4                       |
| DH 102               | Dental Radiology  | 3                       |
| DH 103               | Dental and Oral Anatomy & Physiology                                    | 2                       |
| DH 104               | General and Oral Pathology  | 3                       |
| DH 105               | Oral Embryology and Histology   | 2                       |
| DH 106               | Medical Emergencies in the Dental Office, Basic Life Support<br>“C” AHA | 1                       |
| DH 200               | Dental Hygiene Clinical Sciences II                                     | 4                       |

|        |   |   |
|--------|---|---|
| DH 201 | Dental Hygiene Clinical Sciences III  | 4 |
| DH 202 | Pharmacology  | 2 |
| DH 203 | Periodontics I  | 2 |
| DH 204 | Periodontics II   | 2 |
| DH 205 | Law and Ethics for the Dental Hygienists: Ethics, Jurisprudence and Practice Management | 2 |
| DH 206 | Foundations of Nutritional Science  | 3 |
| DH 207 | National Board and Case Review  | 2 |
| DH 208 | Community Dentistry & Health Study  | 3 |
| DH 209 | Dental Material & Lab   | 2 |
| DH 210 | Prevention and Control of Oral Disease  | 2 |
| DH 211 | Local Anesthesia & Pain Control   | 2 |
| DH 300 | Educational Methodology for Dental Hygiene  | 3 |
| DH 301 | Cultural Competency & Dental Hygiene Care for Target Populations                        | 3 |
| DH 302 | Educational Concepts in Dental Hygiene  | 3 |
| DH 303 | Statistical & Methodological Aspects to Oral Health Research                            | 3 |
| DH 400 | Dental Practice Management with Oral Health Promotion                                   | 3 |
| DH 401 | Epidemiology of Oral Diseases   | 3 |

|        |  |    |
|--------|--|----|
| DH 402 | Dental Hygiene Care for Culturally Diverse and Special Needs | 3  |
| DH 403 | Leadership Roles for the Dental Hygiene Professional         | 3  |
| DH 404 | Internship Dental Hygiene Program/Teaching                   | 3  |
| Total  |  | 78 |

Total Program Credits: 123

Total Length of Program: 36 months

### **ENG 101 English Composition**

**3 Semester Credits**

This course introduces students to college-level writing and reading skills through critical reading, formal essays and research assignments. Proper sentence, paragraph and essay structure, as well as information and technology literacy, are emphasized throughout the course. *Prerequisites: ENG 098 and ENG 099 or passing of placement exams*

### **SPC 101 Interpersonal Communication**

**3 Semester Credits**

This course is an overview of the process of human communication, with special emphasis on analyzing communication patterns. Students learn skills designed to improve interactions in family, social, and professional settings. The course also addresses effective listening, pacing, attending, making value judgments, summarizing, probing, empathy, handling emotions, perception checking, and conflict management. Hindrances to effective communication are also discussed.

### **BIO 101 Anatomy and Physiology I**

**4 Semester Credits**

This course explores the structure and function of the human body. It includes the study of cells, tissue, and organ systems with a focus on the integumentary, skeletal, muscular, nervous, and endocrine systems.

### **BIO 102 Anatomy and Physiology II**

**4 Semester Credits**

This course is a continuation of Anatomy and Physiology I. Topics include blood, reproductive system, cardiovascular system, blood, digestive system, urinary system, fluid and electrolyte imbalance, respiratory system and the lymphatic and immune system. *Prerequisite: BIO 101*

### **MAT 103 College Algebra**

**3 Semester Credits**

This course covers concepts of algebra. Topics include a review of linear equations and inequalities, systems of linear equations, coordinate geometry, and graphing techniques; exponential and polynomial functions and applications; factoring and applications; rational expressions and applications; roots and radicals; and quadratic equations. *Prerequisite: MAT 099 or passing of placement exams.*

### **PSY 101 General Psychology**

**3 Semester Credits**

This course introduces students to the scientific discipline of psychology. It addresses cross cultural issues, historical perspectives, and the importance of psychological well-being, with topics ranging from psychological disorders,

therapeutic approaches, and personality, to the biological basis of behavior, learning and memory, development, consciousness, and the social nature of human beings.

### **SOC 101 Introduction to Sociology**

**3 Semester Credits**

This course focuses on sociology as a way of understanding the world. Sociology is a field of study that considers social, political, and economic phenomena within the context of social structures, social forces, and group relations. Students will be introduced to the field of sociology by way of engaging with several important sociological topics, including socialization, culture, the social construction of knowledge, inequality, race and ethnic relations, poverty, and political sociology.

### **BIO 110 Microbiology Credits**

**4 Semester**

This course focuses on the study of microbiological concepts and techniques central to the health professions. Topics include anatomy and physiology of microbes, microbial classification, principles of microscopy, sterilization, disinfection, immunology, chemotherapy, epidemiology, disease transmission, pathogenicity and virulence in relation to microbes. Laboratory skills, such as isolating, culturing, evaluation, and identification of microorganisms, are learned.

### **CHE 101 General/Organic/Biochemistry for Allied Health Professionals**

**3 Semester Credits**

This course introduces students to basic concepts in general, organic, and biological chemistry. Topics include atomic structure, chemical quantities and reactions, acids and bases, solutions, organic compounds, nucleic acids, and protein synthesis among others.

### **ENG 302 Research Design and Writing**

**3 Semester Credits**

This course offers students instruction and practice in methods, techniques and process of research writing and dissemination of research information to a variety of audiences. Each student is required to develop a research paper through stages of drafting, editing, revising, and proofreading following conventions of academic writing and the APA style. *Prerequisite: ENG 101*

### **MAT 300 Basic Statistics and Microsoft Excel Applications**

**3 Semester Credits**

This course introduces students to basic statistics and the applications of Microsoft Excel to statistics. Topics include manipulation of data, single variable graphs and statistics, probability distributions, and inferences, among others. The course also includes discussions on statistical thinking and understanding, and numerical summaries of data.

### **REL 302 World Religions**

**3 Semester Credits**

This course introduces students to the world's major religions. Study focuses on the historical development of the world's major religions, as well as on the central beliefs, customs and traditions associated with each religion studied. It is anticipated that throughout this course students will come to respect and learn from the diversity of religion that exists in today's world, whether or not they choose to practice a religion.

### **PHI 302 Bioethics**

**3 Semester Credits**

This course examines ethical dilemmas resulting from advances in medical technology, and discusses ways of analyzing these dilemmas in the light of ethical theories. Issues include abortion, euthanasia and the right to die, in-vitro fertilization, genetic screening and engineering, and allocation of scarce medical resources, among others.

**HEA 304 Global Health****3 Semester Credits**

This course introduces students to global health issues and challenges, programs, and policies. Topics and discussions include analysis of current and emerging global health issues and priorities, major global initiatives for health and disease prevention, and current and past global health problems brought about by poverty, international conflicts, health inequity, and other factors.

**DH 100 Dental Hygiene Preclinical Sciences****3 Semester Credits**

This course shall serve as the foundation for dental hygiene practice. Clinical dental hygiene protocols and techniques will be the primary focus. These protocols will include but not be limited to: infection control, patient management, medical emergency management, data assessment, medical and dental histories, intraoral and extra oral exams, dental charting, data interpretation and treatment planning, instrumentation and homecare therapies. This course will prepare students to provide therapeutic, educational, and preventive services for patients in the Clinical Experience during the following semester. The importance of professional development including legal, ethical, and personal responsibilities will be discussed. *Corequisites: DH 103, DH 105, and DH 106*

**DH 101 Dental Hygiene Clinical Sciences I****4 Semester Credits**

This course shall serve as a continuation of the foundation necessary for dental hygiene practice. The focus will be on preventive therapies and patient management techniques as well as providing the student with an increased knowledge of clinical dental hygiene protocols. Students will provide dental hygiene care including medical history, vital signs, intraoral and extra oral examinations, dental charting data interpretation, treatment planning, instrumentation, homecare therapies, and polishing for a variety of patients. Soft tissue management and periodontal maintenance will also be introduced. *Prerequisites: DH 100, DH 103, DH 105, and DH 106. Corequisites: DH 102, DH 104, DH 110*

**DH 102 Dental Radiology****3 Semester Credits**

This course provides a basic theoretical foundation leading to implementation and application of dental radiographic techniques with special emphasis on radiation safety, exposure techniques, processing, and the interpretation of landmarks and individualizing patient assessment needs. The laboratory component will provide experience in exposing, patient management, and critiquing the quality and interpretation of radiographs. *Prerequisites: DH 100, DH 103, DH 105, DH 106. Corequisites: DH 101 and DH 104*

**DH 103 Dental and Oral Anatomy & Physiology****2 Semester Credits**

This course is designed to study the anatomy and physiology of the teeth and oral structures. Topics will include identification of primary, mixed and permanent dentition, eruption patterns, classification of occlusion and the detailed anatomy of the head and neck. Osteology, muscles, nerve innervation, and blood supply are studied. Cases are correlated to clinical experience. *Corequisites: DH 100, DH 105, and DH 106*

**DH 104 General and Oral Pathology****3 Semester Credits**

This course will help the dental hygiene student facilitate the identification and treatment of oral diseases. The study will focus on understanding the disease process, recognizing deviations from normal, and identifying oral manifestations of local and systemic slide presentations. Presented in the course are current theories on the etiology and pathogenesis, significance of genetics, environment, immune responses, and new therapeutic approaches in the treatment of disease. Case studies are presented to help students distinguish between scientific discovery and its

technological application. *Prerequisites: DH 100, DH 103, DH 105, and DH 106. Co-requisites: DH 101 and DH 102*

### **DH 105 Oral Embryology and Histology**

**2 Semester Credits**

This course will serve as an introductory study of the developing features of the head and face. Specific emphasis will be placed on those structures relating to the oral cavity. In addition, detailed attention will focus on the histologic aspects of the dental tissues in regard to their location, composition, development, structure, function, and clinical importance. This will provide essential fundamental knowledge for the clinical practice of dental hygiene.

*Corequisites: DH 100, DH 103, and DH 106*

### **DH 106 Medical Emergencies in the Dental Office, Basic Life Support “C” AHA**

**1 Semester Credit**

This course will serve to instruct students in the management of medical emergencies that may occur in the dental office. It will explain how to anticipate potential emergencies and what resources must be on hand to deal effectively with these situations. Emergency situations, such as syncope, respiratory distress, seizures, cardiac arrest, and stroke, are addressed. The course also will have a segment of training for a basic life support CPR certification.

*Corequisites: DH 100, DH 103, and DH 105*

### **DH 200 Dental Hygiene Clinical Sciences II Credits**

**4 Semester**

This course of study continues to expand the student’s clinical development and knowledge of current theories. CLII is designed to integrate cognitive knowledge with practical applications of dental hygiene therapies. The primary focus of this course is to prepare the dental hygiene student for the appropriate protocols and techniques for successful periodontal therapies including advanced instrumentation, anxiety/pain control, periodontal and implant maintenance. The development of dental hygiene care plans for medically, physically, and sensory challenged patients is discussed. *Prerequisites: DH 100, DH 101, DH 102, DH 103, DH 104, DH 105, DH 106, DH 202, DH 209, DH 210, and DH211. Corequisites: DH 203, DH 206*

### **DH 201 Dental Hygiene Clinical Sciences III**

**4 Semester Credits**

The primary focus of this course is to prepare the student to make the transition from school to the clinical setting in a dental office. Through lecture, class participation, and hands-on experiences, the student will be exposed to a variety of career opportunities. Ethics, jurisprudence, State Practice Acts/Licensure will be integrated throughout the course and will be a co-content approach for the Ethics and Law 2-credit course given this semester. Emphasis will also be placed on health care delivery systems, dental hygiene practice management, the job search, resume writing, and the interview process as well as professional networking. The clinical component of the course will focus on building speed with efficiency at the dental hygiene chair, incorporating advanced clinical therapies, alternative therapies/medicines-all in preparation for the move from ‘student-hood’ to professional colleagues.

*Prerequisites: DH 100, DH 101, DH 102, DH 103, DH 104, DH 105, DH 106, DH 200, DH 202, DH 203, DH 206, DH 209, DH 210, and DH 211. Corequisites: DH 204, DH205, DH 207, and DH 208*

### **DH 202 Pharmacology**

**1 Semester Credit**

This course presents pharmacology as the study of drugs and how they affect biological systems. Throughout the course of their everyday practice, dental hygienists must frequently draw upon their knowledge of Pharmacology for tasks ranging from the routine, such as obtaining a complete patient medical history and appointment planning, to the extreme, such as handling a medical emergency in the office. In addition to a base of knowledge of

pharmacology and the drugs used in the current therapy of disease states, the dental hygienist must also have a solid foundation in the terminology and vocabulary that is associated with pharmacology. This course examines medications routinely prescribed for medical and dental conditions and the role of the dental hygienist in patient assessment and treatment planning. Systemic medications, complementary medicine, anesthesia, and oral pharmacotherapy will be included. Local anesthetic agents will be emphasized. *Prerequisites: DH 100, DH 101, DH 102, DH 103, DH 104, DH 105, and DH 106. Corequisites: DH 209, DH 210 and DH 211*

### **DH 203 Periodontics I**

**2 Semester Credits**

This course of study focuses on the basic concepts of etiology, disease development and current theories of cure and/or control. Anatomy with emphasis on the gingival and periodontal structure is stressed. Disease pathogens causing the compromise of health in the periodontium and oral environment, epidemiology, biological factors, assessment protocols and evaluation of current philosophies in periodontal disease are reviewed. *Prerequisites: DH 100, DH 101, DH 102, DH 103, DH 104, DH 105, DH 106, DH 202, DH 203, DH 209, DH 210, and DH 211. Corequisites: DH 200 and DH 206*

### **DH 204 Periodontics II**

**2 Semester Credits**

This course is a continuation of Periodontology I. The student will apply the foundation knowledge gained in semester five's Periodontology I. Dental and dental hygiene treatments for the periodontally involved patient are reviewed with a formal presentation of a case developed by each student. Assessment, dental hygiene diagnosis, treatment plan, implementation evaluation of the periodontally challenged patient will be the concentration of this course. The philosophy of co-therapy between the professional and the patient is assessed and evaluated. Current home therapies are considered and reviewed. Dental hygiene therapy and its role with the periodontics specialist are evaluated. Surgical intervention, surgical reconstruction of the periodontium, implant insertion and maintenance with emphasis on the hygienist's role are explained. Alternative and holistic therapy, such as stress reduction, and behavioral habits, such as smoking cessation, for the patient are considered. *Prerequisites: DH 100, DH 101, DH 102, DH 103, DH 104, DH 105, DH106, DH 200, DH 202, DH 203, DH 206, DH 209, DH 210, and DH 211. Corequisites: DH 201, DH 205, DH 207 and DH 208*

### **DH 205 Law and Ethics for the Dental Hygienists: Ethics, Jurisprudence and Practice Management**

**2 Semester Credits**

This course introduces students to the legal and ethical implications of working in medical facilities and the obligations of practitioners and office personnel to follow ethical standards and codes of conduct. Topics include: professionalism, the relationship between physicians/dentists/allied health providers and patients, professional liability, medical ethics, legality of health records as a legal document, and the Health Insurance Portability & Accountability Act (HIPAA). *Prerequisites: DH100, DH 101, DH 102, DH 103, DH 104, DH 105, DH 106, DH 200, DH 202, DH 203, DH 206, DH209, DH 210, DH 211 Corequisites: DH 201, DH 204, DH 207, DH 208*

### **DH 206 Foundations of Nutritional Science**

**3 Semester Credits**

This course is an introduction to general nutrition with an emphasis on the principles relating to human health. The course provides students with an understanding of the basics of the science of nutrition at various stages of the life cycle. Food sources of energy, nutrients and their consequences to health will be explored. Terminology and scientific resources pertinent to the Nutrition field will be introduced. *Prerequisites: DH 100, DH 101, DH 102, DH 103, DH 104, DH 105, DH 106, DH 200, DH 202, DH 206, DH 209, DH210, and DH 211. Corequisites: DH 200 and DH 203*

**DH 207 National Boards and Case Review****2 Semester****Credits**

This course will assist the graduating dental hygiene student in preparing for the National Written Board and State Licensing Boards. Study preparation and test construction are considered. Practiced stress control and test anxiety skills are addressed. Simulated MOCK written boards are given with review and comments. Case studies of patients are reviewed with emphasis on simulated Board cases. The cases will include all assessments, radiographs, patient records and other digitized reproductions for analysis. Short subject review, such as Pathology, Instrumentation, General Sciences, and Pharmacology, among others will be presented by individual student groups. *Prerequisites: DH 100, DH 101, DH 102, DH 103, DH 104, DH 105, DH 106, DH 200, DH 202, DH 203, DH 206, DH 209, DH 210, and DH 211. Corequisites: DH 201, DH 204, DH 205, and DH 208*

**DH 208 Community Dentistry & Health Study****3 Semester Credits**

Dental health education and public health are introduced and evaluated in this 3 credit course. Emphasis is placed on the role of the hygienist in promoting dental health in the private office and community, educational methods, biostatistics, and epidemiology. The course is intended to provide the student with information necessary to enable her/him to understand the foundations upon which community dentistry and dental health education are built. Questions such as what is health, can it be measured, and if so, how and what are the variables influencing health, can these be manipulated, are addressed. Who pays for health and what are the different avenues for delivering this healthcare will be evaluated. Community dental hygiene and oral health is every hygienist's concern. *Prerequisites: DH 100, DH 101, DH 102, DH 103, DH 104, DH 105, DH 106, DH 200, DH 202, DH 203, DH 206, DH 209, DH 210, and DH 211. Corequisites: DH 201, DH 204, DH 205, and DH 207*

**DH 209 Dental Material & Lab****2 Semester Credits**

Dental Materials is a comprehensive study of the science, technology, and application of dental materials. Various dental materials and their specific uses, along with related fundamental and specialty clinical dental hygiene skills, are presented through didactic laboratory and clinical components. *Prerequisites: DH 100, DH 101, DH 102, DH 103, DH 104, DH 105, and DH 106. Corequisites: DH 202, DH 210, and DH 211.*

**DH 210 Prevention and Control of Oral Disease****2 Semester Credits**

Dental hygiene philosophy of care is based on the concept of prevention in all aspects of oral care. Behavioral habits such as smoking, bruxism, infantile swallowing, high sugar intake and dietary concerns, are discussed with emphasis on their cure and/or control. Consumer fluoride products are evaluated along with a myriad of home care items. Patient assessments for childhood dental trauma including abuse are reviewed. *Prerequisites: DH 100, DH 101, DH 102, DH 103, DH 104, DH 105, and DH 106. Corequisites: DH 202, DH 209, and DH 211*

**DH 211 Local Anesthesia & Pain Control****2 Semester Credits**

This course is designed to introduce the student to the principles of local anesthesia and pain control in dentistry and dental hygiene. It will introduce both the didactic and clinical aspects of one of the most important areas of dentistry at the time in which the students are preparing to enter their clinical training. *Prerequisites: DH 100, DH 101, DH 102, DH 103, DH 104, DH 105, and DH 106. Corequisites: DH 202, DH 209, and DH 210*

**DH 300 Educational Methodology in Dental Hygiene****3 Semester Credits**

This course explores the art and science of facilitating the learning experience of future registered dental hygienists.



Students learn to prepare course lectures with topic objectives and competency alignment, diverse student learning concepts with student-centered activities and outcomes, sensitivity in teaching of different cultural groups, and skills in presentation of material with evaluation of instruction outcomes.

### **DH 301 Cultural Competency and Dental Hygiene Care for Target Populations**

**3 Semester**

#### **Credits**

This course focuses on learning to adapt and change in emerging practice areas for dental hygienists that provide care to population groups challenged by access to oral health care. The course emphasizes dental hygiene strategies for the delivery of culturally competent care to pediatric, geriatric, medically compromised and special needs patients. Ethical issues are emphasized regarding care for vulnerable client populations groups.

### **DH 302 Educational Concepts in Dental Hygiene**

**3 Semester Credits**

This course is designed to expand upon educational methodologies for effective instruction in dental hygiene education. Topics include teaching/learning styles, instructional methods/strategies, use of instructional objectives, classroom assessment techniques, and evaluation in dental hygiene educational settings

### **DH 303 Statistical and Methodological Aspects of Oral Health Research**

**3 Semester Credits**

This course is an introduction to research methodology. It discusses oral health research, epidemiology and biostatistics. Provides the student interested in research and development, an overview of methodological aspects of: planning, conducting and analyzing research.

### **DH 304 Grant Writing**

**3 Semester Credits**

This grant writing course focuses on the fundamentals of grant writing and provides instruction on grant types, general grant application requirements, and application elements. The course will focus on key parts of a grant proposal including title page, abstract, statement of need, goals, objectives, procedures, budget, qualifications, evaluation, sustainability, dissemination, sources cited, and appendix. Students will learn to integrate information into a grant proposal that can be utilized in academic research, local government, nonprofit organizations, state and local agencies.

### **DH 400 Dental Practice Management with Oral Health Promotion**

**3 Semester Credits**

This course will enable students to understand the latest skills in dental hygiene, professional practice, oral health promotion, practice management, nutrition with oral health promotion, in addition to business accounting, dental practice marketing and research capabilities.

### **DH 401 Epidemiology of Oral Diseases**

**3 Semester Credits**

This online course covers the understanding of basic epidemiological principles and methods that can help private practice and public health dental hygienists. It will highlight the importance of understanding the risks for future oral disease. Students will look at the impact of society and cultural health views on the status of oral public health.

### **DH 402 Dental Hygiene Care for Culturally Diverse and Special Needs Populations**

**3 Semester Credits**

This course focuses on learning to adapt and change in emerging practice areas for dental hygienists that provide care to population groups challenged by access to oral health care. The course emphasizes dental hygiene strategies for the delivery of culturally competent care to pediatric, geriatric, medically compromised and special needs patients. Ethical issues are emphasized regarding care for vulnerable client populations groups

**DH 403 Leadership Role for the Dental Hygiene Professional****3 Semester Credits**

This course discusses the 100 plus year evolution of the profession of Dental Hygiene. The course focuses on the principles, concepts and roles of leadership and the characteristics that make up the leadership styles. Management, self-reflection, communication, and organizational skills are all components of leadership. The professional association and its leadership are evaluated.

**DH 404 Internship Dental Hygiene Program****3 Semester Credits**

This clinical component course highlights clinical teaching in the dental hygiene field. Students will work with faculty members and assess the needs of dental hygiene students. Topics will include: learning styles, theories, instructional and syllabus design, and teacher/student outcomes assessment.

## **Bachelor of Science in Nursing (BSN) Generic/Pre-Licensure Program**

### **Program Outline**

Eastern International College's BSN degree program prepares graduates to assume nursing positions in a variety of settings within the health care delivery system and to provide nursing care collaboratively with other health care professionals. Students will acquire advanced clinical, research, and leadership skills, including case management methodology, and master complex community nurse skills. The BSN graduate, highly sought after in the profession, will be competent in providing cooperative supervisory leadership within a healthcare team.

The BSN curriculum consists of 57 semester credits of General Education courses and 63 semester credits of major Nursing courses. The Program is approved by the New Jersey Board of Nursing and prepares students to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

The General Education and major nursing courses are integrated throughout the curriculum. They provide the competencies necessary for critical thinking; effective communication; quantitative reasoning; scientific and evidence-based decision-making, clinical judgment and practice; and cultural sensitivity to provide care to diverse populations across the lifespan.

### **General Education Courses**

| <b>CourseNumber</b> | <b>Course Title</b>   | <b>Semester Credits</b> |
|---------------------|---|-------------------------|
| BIO 101             | Anatomy and Physiology I                                      | 4                       |
| BIO 102             | Anatomy and Physiology II                                     | 4                       |
| BIO 201             | Microbiology  | 4                       |
| CHE 101             | General/Organic/ Biochemistry For Allied Health Professionals | 3                       |
| ENG 101             | English Composition I   | 3                       |
| ENG 102             | English Composition II  | 3                       |
| ENG 301             | Early American Literature                                     | 3                       |
| ENG 302             | Research Design and Writing                                   | 3                       |
| IFT 101             | Computer Skills   | 3                       |
| COM 201             | Interpersonal Communication                                   | 3                       |

|         |                            |            |
|---------|----------------------------|------------|
| NUT 101 | Nutrition                  | 3          |
| MAT 103 | College Algebra            | 3          |
| MAT 204 | Fundamentals of Statistics | 3          |
| PSY 202 | Developmental Psychology   | 3          |
| SOC 301 | Cultural Diversity         | 3          |
| PHI 401 | Bioethics                  | 3          |
| HEA 402 | Global Health              | 3          |
| HEA 403 | Women and Health           | 3          |
| Total   |                            | 57 credits |

### Program Major Courses

| Course Number | Course Title                         | Semester Credits |
|---------------|--------------------------------------|------------------|
| NUR 101       | Introduction to Professional Nursing | 3                |
| NUR 102       | Nursing Fundamentals                 | 6                |
| NUR 103       | Health Assessment                    | 3                |
| NUR 104       | Nursing Pathophysiology              | 3                |
| NUR 106       | Nursing Informatics                  | 3                |
| NUR 201       | Adult Health I                       | 6                |
| NUR 202       | Adult Health II                      | 6                |

|         |  |            |
|---------|--|------------|
| NUR 203 | Pharmacology I                                   | 3          |
| NUR 204 | Obstetrical Nursing                              | 3          |
| NUR 205 | Pediatric Nursing                                | 3          |
| NUR 207 | Pharmacology II                                  | 3          |
| NUR 302 | Mental Health Nursing                            | 3          |
| NUR 303 | Population-Centered Health Care in the Community | 3          |
| NUR 306 | Nursing Care of Geriatric Patients               | 3          |
| NUR 307 | Nursing and Evidence-Based Practice              | 3          |
| NUR 406 | Leadership in Nursing                            | 3          |
| NUR 407 | Professional Nursing Capstone                    | 6          |
| Total   |  | 63 credits |

Total Program Credits: 120

Total Length of Program: 36 months

## Course Descriptions

### ENG 101 English Composition I

**3 Semester Credits**

This course further introduces students to college-level writing and reading skills through critical reading, group analysis, formal essays, and research projects. Proper paragraph and essay structure are emphasized throughout the course.

### ENG 102 English Composition II

**3 Semester Credits**

This course gives students practice in the essentials of writing with an emphasis on persuasive writing and oral presentations. Extensive reading and writing are combined with oral presentations, class work and activities to encourage students to assess and respond from their own perspective to notable people, debates, and events in society. Students will learn to write powerfully and credibly and deliver argumentative speeches for a variety of audiences. *Prerequisite: ENG 101*

**ENG 301 Early American Literature****3 Semester Credits**

This course consists of reading and analyzing selected works of American literature from the Colonial Period through the Civil War. This course focuses on literature utilizing a historical perspective. The objective of the course is to introduce students to various types of American Literature, including, but not limited to Native American Literature, slave narratives, literature of exploration and settlement, women's literature, and literature by other early American poets and writers. *Prerequisite: ENG 101*

**ENG 302 Research Design and Writing****3 Semester Credits**

This course offers students instruction and practice in methods, techniques and process of research writing and dissemination of research information to a variety of audiences. Each student is required to develop a research paper through stages of drafting, editing, revising, and proofreading following conventions of academic writing and the APA style. *Prerequisites: ENG 101, ENG 102*

**COM 201 Interpersonal Communication****3 Semester Credits**

This course is an overview of the process of human communication, with special emphasis on analyzing communication patterns. Students learn skills designed to improve interactions in family, social, and professional settings. The course also addresses effective listening, pacing, attending, making value judgments, summarizing, probing, empathy, handling emotions, perception checking, and conflict management. Hindrances to effective communication are also discussed

**BIO 101 Anatomy and Physiology I****4 Semester Credits**

This course explores the structure and function of the human body. It includes the study of cells, tissue, and system organs with focus on the integumentary, skeletal, muscular, nervous, and endocrine systems

**BIO 102 Anatomy and Physiology II****4 Semester Credits**

This course is a continuation of Anatomy and Physiology I. Topics include blood, reproductive system, cardiovascular system, blood, digestive system, urinary system, fluid and electrolyte imbalance, respiratory system and the lymphatic and immune system. *Prerequisite: BIO 101; Corequisite: BIO 201*

**BIO 201 Microbiology****4 Semester Credits**

This course focuses on the study of microbiological concepts and techniques central to the health professions. Topics include anatomy and physiology of microbes, microbial classification, principles of microscopy, sterilization, disinfection, immunology, chemotherapy, epidemiology, disease transmission, pathogenicity and virulence in relation to microbes. *Corequisite: BIO 102*

**MAT 103 College Algebra****3 Semester Credits**

This course covers concepts of algebra. Topics include a review of linear equations and inequalities, systems of linear equations, coordinate geometry, and graphing techniques; exponential and polynomial functions and applications; factoring and applications; rational expressions and applications; roots and radicals; and quadratic equations.

**MAT 204 Fundamentals of Statistics****3 Semester Credits**

This introductory course in statistics is intended for students in a wide variety of areas of study. Topics discussed include displaying and describing data, the normal curve, probability, statistical inference, hypothesis testing, bivariate and multivariate correlation analysis, regression, and confidence intervals. Applications will be made throughout the course to real life, career-related, studies in healthcare.

### **IFT 101 Computer Skills**

**3 Semester Credits**

This course is designed to enhance computer literacy, specifically in the use of Microsoft Office. Students will use both written and practical applications to master computer software terminology and functions. Students will increase typing speed and accuracy, learn computer applications, and become proficient in word processing. Students will use skills in Microsoft Word to create business letters, web pages, memos, tables, and other written documents. Students will also learn to create and develop PowerPoint presentations and Excel workbooks and worksheets. The course will help explore the skills and use of important documents needed to maintain health care businesses today.

### **NUT 101 Nutrition**

**3 Semester Credits**

This course is an introduction to general nutrition with an emphasis on the principles relating to human health. The course provides students with an understanding of the basics of the science of nutrition at various stages of the life cycle. Food sources of energy, nutrients and their consequences to health will be explored. Terminology and scientific resources pertinent to the nutrition field will be introduced. *Prerequisite: BIO 101*

### **CHE 101 General/Organic/Biochemistry for Allied Health Professionals**

**3 Semester Credits**

This course introduces students to basic concepts in general, organic, and biological chemistry. Topics include atomic structure, chemical quantities and reactions, acids and bases, solutions, organic compounds, nucleic acids, and protein synthesis among others.

### **PSY 202 Developmental Psychology**

**3 Semester Credits**

This course centers on the scientific study of psychological changes across the lifespan (birth, infancy, childhood, adolescence, and adulthood). Students will examine the development of motor skills and other psycho-physiological processes; cognitive development involving areas such as problem solving, moral understanding, and conceptual understanding; language acquisition; social, personality, and emotional development; and self-concept and identity formation. Development will be considered from the biological, cognitive, and psychosocial perspectives.

### **SOC 301 Cultural Diversity**

**3 Semester Credits**

This course centers on the role of culture in the development of attitudes, values, perceptions, behaviors, and interpersonal relations. Theories of cultural identity development and cross-cultural exchange as they pertain to living and working in a multicultural society are explored. Students also examine cultural constructs in relationship to social inequities and practice developing the knowledge, skills and awareness needed to serve as culturally competent professionals. *Prerequisite: ENG 101*

### **PHI 401 Bioethics**

**3 Semester Credits**

This course examines ethical dilemmas resulting from advances in medical technology and discusses ways of analyzing these dilemmas in the light of ethical theories. Issues include abortion, euthanasia and the right to die, in-vitro fertilization, genetic screening and engineering, allocation of scarce medical resources, among others. *Note: Taken in the senior year*

### **HEA 402 Global Health**

**3 Semester Credits**

This course introduces students to global health issues and challenges, programs, and policies. Topics and discussions include analysis of current and emerging global health issues and priorities, major global initiatives for health and disease prevention, and current and past global health problems brought about by poverty, international conflicts, health inequity, and other factors. *Note: Taken in the senior year*

### **HEA 403 Women and Health**

**3 Semester Credits**

This course examines current issues relating to women's health across the life span. Through an interdisciplinary approach, students will explore the impact of social, sociological, historical, and cultural perspectives and constructs, and policy issues on women's health. It also includes discussions on current research on women and health. *Note: Taken in the senior year*

### **NUR 101 Introduction to Nursing**

**3 Semester Credits**

This course provides a historical overview of how nursing developed and how it has transformed into contemporary roles in an ever-changing health care delivery system. Students are introduced to basic concepts of the nursing profession, the role of provider of care and the basic physiologic and higher-level needs of man. This course is designed to provide a foundation for all subsequent nursing courses. There is specific emphasis on the non-clinical aspects of nursing. *Prerequisite: Admission to Nursing Program*

### **NUR 102 Fundamentals of Nursing**

**6 Semester Credits**

This course will focus on the concepts, skills, and attitudes fundamental to professional nursing practice within a framework of clinical decision-making. The course provides opportunities to develop the competencies necessary to assist individuals in meeting their health care needs, with emphasis on safe, legal, and ethical issues pertaining to the nursing process. The course will emphasize critical thinking, the establishment of a culturally-sensitive therapeutic nurse-patient relationship, the development of the student's beginning comprehension of the patient's physiologic and psychological responses to health and illness, and an understanding of the patient's Self-Care Deficits at various points on the health-illness continuum. At the conclusion of this course, students will demonstrate competency in performing basic nursing skills for individuals with common health alterations. *Prerequisite: BIO 101, BIO 102, NUR 101; Corequisites: NUR 103, NUR 104, NUR 106*

### **NUR 103 Health Assessment**

**3 Semester Credits**

This course focuses on the development of interviewing skills and physical examination skills to provide the learner with a systematic method for collecting data using the nursing process. Students will learn the psychomotor skills necessary to complete physical, psychosocial, and spiritual assessments. The learner will apply these skills to collect a comprehensive database, demonstrate a complete physical examination, and create a plan of care. This course will begin with a discussion of optimal self-care behaviors through Self-Care Agency, then focus on deviations from those behaviors with assessment results for the healthy individual used as a reference point. The importance of assessment of cultural aspects of health will be emphasized. Students will have lab experiences in the Nursing Learning Laboratory where health assessment skills can be practiced. Students will utilize critical thinking skills in identifying health alterations, formulating nursing diagnoses, and documenting findings appropriate to the practice of nursing. *Prerequisite: NUR 101, BIO 101, BIO 102; Corequisites: NUR 102, NUR 104, NUR 106*

### **NUR 104 Nursing Pathophysiology**

**3 Semester Credits**

**Credits** This course is designed to introduce the nursing student to pathophysiologic concepts related to altered biological processes affecting individuals across the lifespan. The course builds on principles from anatomy, physiology, chemistry, and microbiology. *Prerequisite: NUR 101, BIO 101, BIO 102; Corequisites: NUR 102, NUR 103, NUR 106*

### **NUR 106 Nursing Informatics**

**3 Semester Credits**



This course explores how technology and information management are related to the quality and safety of patient care. The use of informatics to communicate, manage knowledge, mitigate error and support decision making is discussed. Prerequisite: *NUR 101, IFT 101, BIO 101, BIO 102*; Corequisites: *NUR 102, NUR 103, NUR 104*

### **NUR 201 Adult Health I**

**6 Semester Credits**

Using the foundation of Self-Care Deficit Theory and the nursing process, the course focus is on the chronic problems of adult patients associated with common, non-emergent disorders. The acute aspects of these diseases are also discussed. Selected general medical-surgical settings will be used for clinical practice in the management of patients in which students will learn nursing interventions appropriate to their care. Students will have an opportunity to demonstrate effective interpersonal communication skills with patients, families, and members of the healthcare team. Pharmacology principles and rationale are expected during supervised medication administration. Individualization of patient care is developed through the formation and implementation of patient-centered care plans. The student is expected to function progressively as a contributing member of the nursing team while caring for assigned clients with needs of varying complexity in the acute care setting. Nutrition, pharmacology, communication, and cultural concepts are integrated with the nursing process and Self-Care Deficit Theory to form the foundation of comprehensive care planning. Prerequisites: *NUR 102, NUR 103, NUR 104, NUR 106*; Corequisite: *NUR 203*

### **NUR 202 Adult Health II**

**6 Semester Credits**

This course is the second of a two-course sequence in which the focus is on acute problems with associated emergent disorders and their effect on the adult patient. Chronic, long-term impact associated with these disorders is also addressed. The use of effective interpersonal communication skills with patients, their families, and members of the health care team is expected. Pharmacology principles and rationale continue to be applied during supervised medication administration. Students will develop and implement patient-centered care plans. The student is expected to function progressively as a contributing member of the nursing team while caring for assigned clients with needs of moderate complexity in the acute setting. Clinical assignments will be made that will provide an opportunity for students to enhance critical thinking and priority setting skills. Nutrition, pharmacology, communication, and cultural concepts are integrated with the nursing process and Self-Care Deficit Theory to form the foundation of comprehensive care planning. Prerequisites: *NUR 201, NUR 203*; Corequisites: *NUR 204, NUR 205, NUR 206*

### **NUR 203 Pharmacology I**

**3 Semester Credits**

This course is designed to provide students with a basic foundation in clinical pharmacology on which to build. Key concepts in clinical decision making and medication safety are discussed. The course emphasizes pharmacological concepts, drug-body interactions, and nursing care measures to ensure safe and efficacious medication administration and patient education. Prerequisites: *NUR 102, NUR 103, NUR 104, NUR 106*; Corequisite: *NUR 201*

### **NUR 204 Obstetrical Nursing**

**3 Semester Credits**

This course is designed to familiarize students with the normal physiologic processes for nursing care and actions in the care of the childbearing woman, the newborn, and the family. There is specific emphasis on scientific bases for maternal child nursing, nursing process in nursing care, communication in providing safe and effective care with interprofessional collaboration, integration of evidence-based practice, education of the childbearing family, critical thinking, and the impact of cultural diversity related to childbearing families. Prerequisites: *NUR 203, NUR 201*; Corequisites: *NUR 202, NUR 205, NUR 207*

### **NUR 205 Pediatric Nursing**

**3 Semester Credits**

This course emphasizes the major concepts of acute and chronic care for the pediatric patient in a diverse and ever-changing health care delivery setting. There is an emphasis on communication with patients, families, peers, and other members of the inter-professional health care delivery team in a variety of health care delivery settings in the care of pediatric patients with selected acute and chronic health care conditions focusing on developmental milestones. Prerequisites: *NUR 201, NUR 203*; Corequisites: *NUR 202, NUR 204, NUR 207*

**NUR 207 Pharmacology II****3 Semester Credits**

This course builds on the previous course, Pharmacology I, and provides more advanced concepts in clinical pharmacology to further develop a foundation for clinical decision-making and medication safety. Emphasis is placed on advanced medication therapy, medication administration in patients with multiple morbidities, specialty medications, and medication administration across the lifespan and with special patient populations. *Prerequisites:* NUR 201, NUR 203; *Corequisites:* NUR 202, NUR 204, NUR 205

**NUR 302 Mental Health Nursing****3 Semester Credits**

The course focuses on concepts related to the health and wellness of clients with selected psychiatric and behavioral health problems. Therapeutic communication, interprofessional collaboration, and client and staff safety are emphasized. *Prerequisites:* NUR 202, NUR 204, NUR 205, NUR 207; *Corequisites:* NUR 303, NUR 306

**NUR 303 Population-Centered Health Care in the Community****3 Semester Credits**

The application of public health and community health nursing concepts provides the framework for this course. Health indicators, disparities, population health goals and the role of the nurse in the community are discussed. *Prerequisites:* NUR 202, NUR 204, NUR 205, NUR 206; *Corequisites:* NUR 302, NUR 306

**NUR 306 Nursing Care of Geriatric Patients****3 Semester Credits**

The focus of this course is to assist students in knowledge and application of key concepts of gerontology. There is specific emphasis on normal aging processes as well as integration of holistic concepts, evidence-based practice, and challenges in the care of an aging population. Relevance of Self Care Deficit Theory concepts to the aging process will be emphasized. *Prerequisites:* NUR 202, NUR 204, NUR 205, NUR 206; *Corequisites:* NUR 302, NUR 303.

**NUR 307 Nursing and Evidenced-Based Practice****3 Semester Credits**

This course emphasizes research and evidence-based competencies necessary to critically critique nursing research studies. Learning assessments focus on best practice in research utilization informing nursing practice decisions, based on the evidence, and incorporating research findings into professional nursing practice. Application and utilization of technology in the research process is explored. *Prerequisites:* NUR 302, NUR 303, NUR 306  
*Corequisite:* none

**NUR 406 Leadership in Nursing****3 Semester Credits**

This course examines the complex role of the nurse leader in 21st Century healthcare with an emphasis on the knowledge, skills and values essential to facilitate professional collegiality and promote quality nursing practice. The student will gain competence in interprofessional communication, conflict management and negotiation, and use concepts of leadership and management to promote quality care outcomes. *Prerequisite:* NUR 307; *Corequisite:* NUR 407

**NUR 407 Professional Nursing Capstone****6 Semester Credits**

This course affords the senior nursing student with opportunities to develop increasing levels of autonomy in the provision of care for a group of clients. A review of essential concepts and skills that the student needs to prepare for successful transition into an entry level nurse generalist role including a focus on delegation, prioritization and time management skills are provided. *Prerequisite:* NUR 307; *Corequisite:* NUR 406

## **Associate of Applied Science in Dental Hygiene (DH- AAS)-Offered in Jersey City only**

### **Program Outline:**

The dental hygienist is a member of the oral health team who provides treatment to prevent oral health diseases. Clinical skills include performing oral health assessments, examining head, neck and oral regions for disease, exposing and processing dental radiographs, other diagnostic assessments, debridement (removing) of deposits from the tooth structures, applying sealants and fluoride to prevent decay, providing nutritional counseling for maintenance of the oral cavity, fabricate athletic mouth guards, and other patient services allowed by the State Board of Dentistry. Dental hygienists are oral health educators within the community and plan oral health promotion strategies to better inform and serve their patients. The curriculum covers a two-year program culminating in an AAS degree. The DH program teaches the student the essential theoretical and hands-on knowledge to compete for entry-level positions in the field.

The Associates Degree in Dental Hygiene in Jersey City, NJ has accreditation from the American Dental Association (ADA) and Commission on Dental Accreditation (CODA). In New Jersey, dental hygienists are required to be licensed by the NJ State Board of Registration and Examination in Dentistry (the Board) in order to practice. Graduates are eligible to apply to the Board for licensure to become NJ registered dental hygienists by taking the requisite examinations. However, since State licensure requirements are not controlled by the College and are subject to change without notice, Eastern International College cannot guarantee that graduates will be eligible for licensure in New Jersey, at all or at any specific time, regardless of their eligibility status upon enrollment.

The program has a total of 78 semester credits, with 30 credits in general education and 48 credits in the program's major courses. Each semester will build on the student's knowledge of the art and science of dental hygiene, therefore all courses in each semester must be successfully completed before the student can move onto the next semester.

The curriculum outline is below:

### **General Education Courses**

| <b>Course Number</b> | <b>Course Title</b>   | <b>Semester Credits</b> |
|----------------------|---|-------------------------|
| BIO 101              | Anatomy and Physiology I                                      | 4                       |
| BIO 102              | Anatomy and Physiology II                                     | 4                       |
| BIO 110              | Microbiology  | 4                       |
| CHE 101              | General/Organic/ Biochemistry For Allied Health Professionals | 3                       |
| ENG 101              | English Composition   | 3                       |
| PSY 101              | General Psychology  | 3                       |

|         |                             |    |
|---------|-----------------------------|----|
| SOC 101 | Introduction to Sociology   | 3  |
| SPC 101 | Interpersonal Communication | 3  |
| MAT 103 | College Algebra             | 3  |
| Total   |                             | 30 |

### Program Major Courses

| Course Number | Course Title   | Semester Credits |
|---------------|--|------------------|
| DH 100        | Dental Hygiene Preclinical Sciences  | 3                |
| DH 101        | Dental Hygiene Clinical Sciences I   | 4                |
| DH 102        | Dental Radiology   | 3                |
| DH 103        | Dental and Oral Anatomy & Physiology   | 2                |
| DH 104        | General and Oral Pathology   | 3                |
| DH 105        | Oral Embryology and Histology  | 2                |
| DH 106        | Medical Emergencies in the Dental Office, Basic Life Support “C”<br>AHA                    | 1                |
| DH 200        | Dental Hygiene Clinical Sciences II  | 4                |
| DH 201        | Dental Hygiene Clinical Sciences III   | 4                |
| DH 202        | Pharmacology   | 2                |
| DH 203        | Periodontics I   | 2                |
| DH 204        | Periodontics II  | 2                |
| DH 205        | Law and Ethics for the Dental Hygienists: Ethics, Jurisprudence<br>and Practice Management | 2                |
| DH 206        | Foundations of Nutritional Science   | 3                |
| DH 207        | National Board and Case Review   | 2                |
| DH 208        | Community Dentistry & Health Study   | 3                |
| DH 209        | Dental Material & Lab  | 2                |
| DH 210        | Prevention and Control of Oral Disease   | 2                |

|        |                                 |    |
|--------|---------------------------------|----|
| DH 211 | Local Anesthesia & Pain Control | 2  |
| Total  |                                 | 48 |

Total Program Credits: 78

Length of Program: 24 Months

### **Dental Hygiene Program Requirements for General Education Course Progression**

It is required that Dental Hygiene students follow the Course Progression as outlined in the Dental Clinic Manual for General Education courses throughout the Dental Hygiene program, unless otherwise approved by the Academic Committee. This ensures that proper knowledge is obtained prior to taking specific Dental Hygiene courses.

#### **ENG 101 English Composition**

**3 Semester Credits**

This course introduces students to college-level writing and reading skills through critical reading, formal essays and research assignments. Proper sentence, paragraph and essay structure, as well as information and technology literacy, are emphasized throughout the course. *Prerequisites: ENG 098 and ENG 099 or passing of placement exams*

#### **SPC 101 Interpersonal Communications**

**3 Semester Credits**

This course is an overview of the process of human communication, with special emphasis on analyzing communication patterns. Students learn skills designed to improve interactions in family, social, and professional settings. The course also addresses effective listening, pacing, attending, making value judgments, summarizing, probing, empathy, handling emotions, perception checking, and conflict management. Hindrances to effective communication are also discussed.

#### **BIO 101 Anatomy and Physiology I**

**4 Semester Credits**

This course explores the structure and function of the human body. It includes the study of cells, tissue, and organ systems with a focus on the integumentary, skeletal, muscular, nervous, and endocrine systems.

#### **BIO 102 Anatomy and Physiology II**

**4 Semester Credits**

This course is a continuation of Anatomy and Physiology I. Topics include blood, reproductive system, cardiovascular system, blood, digestive system, urinary system, fluid and electrolyte imbalance, respiratory system and the lymphatic and immune system. *Prerequisite: BIO 101*

#### **MAT 103 College Algebra**

**3 Semester Credits**

This course covers concepts of algebra. Topics include a review of linear equations and inequalities, systems of linear equations, coordinate geometry, and graphing techniques; exponential and polynomial functions and applications; factoring and applications; rational expressions and applications; roots and radicals; and quadratic equations. *Prerequisite: MAT 099 or passing of placement exams*

#### **PSY 101 General Psychology**

**3 Semester Credits**

This course introduces students to the scientific discipline of psychology. It addresses cross cultural issues, historical perspectives, and the importance of psychological well-being, with topics ranging from psychological disorders, therapeutic approaches, and personality, to the biological basis of behavior, learning and memory, development, consciousness, and the social nature of human beings.

#### **SOC 101 Introduction to Sociology**

**3 Semester Credits**

This course focuses on sociology as a way of understanding the world. Sociology is a field of study that considers social, political, and economic phenomena within the context of social structures, social forces, and group relations. Students will be introduced to the field of sociology by way of engaging with several important sociological topics,

including socialization, culture, the social construction of knowledge, inequality, race and ethnic relations, poverty, and political sociology.

### **BIO 110 Microbiology**

**4 Semester Credits**

This course focuses on the study of microbiological concepts and techniques central to the health professions. Topics include anatomy and physiology of microbes, microbial classification, principles of microscopy, sterilization, disinfection, immunology, chemotherapy, epidemiology, disease transmission, pathogenicity and virulence in relation to microbes. Laboratory skills, such as isolating, culturing, evaluation, and identification of microorganisms, are learned.

### **CHE 101 General/Organic/Biochemistry for Allied Health Professionals**

**3 Semester Credits**

This course introduces students to basic concepts in general, organic, and biological chemistry. Topics include atomic structure, chemical quantities and reactions, acids and bases, solutions, organic compounds, nucleic acids, and protein synthesis among others.

### **DH 100 Dental Hygiene Preclinical Sciences**

**3 Semester Credits**

This course shall serve as the foundation for dental hygiene practice. Clinical dental hygiene protocols and techniques will be the primary focus. These protocols will include but not be limited to: infection control, patient management, medical emergency management, data assessment, medical and dental histories, intraoral and extra oral exams, dental charting, data interpretation and treatment planning, instrumentation and homecare therapies. This course will prepare students to provide therapeutic, educational, and preventive services for patients in the Clinical Experience during the following semester. The importance of professional development including legal, ethical, and personal responsibilities will be discussed. *Corequisites: DH 103, DH 105, and DH 106*

### **DH 101 Dental Hygiene Clinical Sciences I**

**4 Semester Credits**

This course shall serve as a continuation of the foundation necessary for dental hygiene practice. The focus will be on preventive therapies and patient management techniques as well as providing the student with an increased knowledge of clinical dental hygiene protocols. Students will provide dental hygiene care including medical history, vital signs, intraoral and extra oral examinations, dental charting data interpretation, treatment planning, instrumentation, homecare therapies, and polishing for a variety of patients. Soft tissue management and periodontal maintenance will also be introduced. *Prerequisites: DH 100, DH 103, DH 105, and DH 106. Corequisites: DH 102, DH 104, DH 110*

### **DH 102 Dental Radiology**

**3 Semester Credits**

This course provides a basic theoretical foundation leading to implementation and application of dental radiographic techniques with special emphasis on radiation safety, exposure techniques, processing, and the interpretation of landmarks and individualizing patient assessment needs. The laboratory component will provide experience in exposing, patient management, and critiquing the quality and interpretation of radiographs. *Prerequisites: DH 100, DH 103, DH 105, DH 106. Corequisites: DH 101 and DH 104*

### **DH 103 Dental and Oral Anatomy & Physiology**

**2 Semester Credits**

This course is designed to study the anatomy and physiology of the teeth and oral structures. Topics will include identification of primary, mixed and permanent dentition, eruption patterns, classification of occlusion, and the detailed anatomy of the head and neck. Osteology, muscles, nerve innervation, and blood supply are studied. Cases are correlated to clinical experience. *Corequisites: DH 100, DH 105, and DH 106*

### **DH 104 General and Oral Pathology**

**3 Semester Credits**

This course will help the dental hygiene student facilitate the identification and treatment of oral diseases. The study will focus on understanding the disease process, recognizing deviations from normal, and identifying oral manifestations of local and systemic slide presentations. Presented in the course are current theories on etiology and

pathogenesis, significance of genetics, environment, immune responses, and new therapeutic approaches in the treatment of disease. Case studies are presented on CD- ROM to help students distinguish between scientific discovery and its technological application. *Prerequisites: DH 100, DH 103, DH 105, and DH 106. Co-requisites: DH 101 and DH 102*

### **DH 105 Oral Embryology and Histology**

**2 Semester Credits**

This course will serve as an introductory study of the developing features of the head and face. Specific emphasis will be placed on those structures relating to the oral cavity. In addition, detailed attention will focus on the histologic aspects of the dental tissues in regard to their location, composition, development, structure, function, and clinical importance. This will provide essential fundamental knowledge for the clinical practice of dental hygiene.

*Corequisites: DH 100, DH 103, and DH 106*

### **DH 106 Medical Emergencies in the Dental Office, Basic Life Support “C” AHA**

**1 Semester Credit**

This course will serve to instruct students in the management of medical emergencies that may occur in the dental office. It will explain how to anticipate potential emergencies and what resources must be on hand to deal effectively with these situations. Emergency situations, such as syncope, respiratory distress, seizures, cardiac arrest, and stroke, are addressed. The course also will have a segment of training for basic life support CPR certification. *Corequisites: DH 100, DH 103, and DH 105*

### **DH 200 Dental Hygiene Clinical Sciences II**

**4 Semester Credits**

This course of study continues to expand the student’s clinical development and knowledge of current theories. CLII is designed to integrate cognitive knowledge with practical applications of dental hygiene therapies. The primary focus of this course is to prepare the dental hygiene student for the appropriate protocols and techniques for successful periodontal therapies including advanced instrumentation, anxiety/pain control, periodontal and implant maintenance. The development of dental hygiene care plans for medically, physically, and sensory challenged patients is discussed. *Prerequisites: DH 100, DH 101, DH 102, DH 103, DH 104, DH 105, DH 106, DH 202, DH 209, DH 210, and DH211. Corequisites: DH 203, DH 206*

### **DH 201 Dental Hygiene Clinical Sciences III**

**4 Semester Credits**

The primary focus of this course is to prepare the student to make the transition from school to the clinical setting in a dental office. Through lecture, class participation, and hands-on experiences, the student will be exposed to a variety of career opportunities. Ethics, jurisprudence, State Practice Acts/Licensure will be integrated throughout the course and will be a co-content approach for the Ethics and Law 2-credit course given this semester. Emphasis will also be placed on health care delivery systems, dental hygiene practice management, the job search, resume writing, and the interview process as well as professional networking. The clinical component of the course will focus on building speed with efficiency at the dental hygiene chair, incorporating advanced clinical therapies, alternative therapies/medicines-all in preparation for the move from ‘student-hood’ to professional colleagues. *Prerequisites: DH 100, DH 101, DH 102, DH 103, DH 104, DH 105, DH 106, DH 200, DH 202, DH 203, DH 206, DH 209, DH 210, and DH 211. Corequisites: DH 204, DH205, DH 207, and DH 208*

### **DH 202 Pharmacology**

**1 Semester Credit**

This course presents pharmacology as the study of drugs and how they affect biological systems. Throughout the course of their everyday practice, dental hygienists must frequently draw upon their knowledge of Pharmacology for tasks ranging from the routine, such as obtaining a complete patient medical history and appointment planning, to the extreme, such as handling a medical emergency in the office. In addition to a base of knowledge of pharmacology and the drugs used in the current therapy of disease states, the dental hygienist must also have a solid foundation in the terminology and vocabulary that is associated with pharmacology. This course examines medications routinely prescribed for medical and dental conditions and the role of the dental hygienist in patient assessment and treatment planning. Systemic medications, complementary medicine, anesthesia, and oral pharmacotherapy will be included. Local anesthetic agents will be emphasized. *Prerequisites: DH 100, DH 101, DH 102, DH 103, DH 104, DH 105, and DH 106. Corequisites: DH 209, DH 210 and DH 211*

**DH 203 Periodontics I****2 Semester Credits**

This course of study focuses on the basic concepts of etiology, disease development and current theories of cure and/or control. Anatomy with emphasis on the gingival and periodontal structure is stressed. Disease pathogens causing the compromise of health in the periodontium and oral environment, epidemiology, biological factors, assessment protocols and evaluation of current philosophies in periodontal disease are reviewed. *Prerequisites: DH 100, DH 101, DH 102, DH 103, DH 104, DH 105, DH 106, DH 202, DH 203, DH 209, DH 210, and DH 211.* *Corequisites: DH 200 and DH 206*

**DH 204 Periodontics II****2 Semester Credits**

This course is a continuation of Periodontology I. The student will apply the foundation knowledge gained in semester five's Periodontology I. Dental and dental hygiene treatments for the periodontally involved patient are reviewed with a formal presentation of a case developed by each student. Assessment, dental hygiene diagnosis, treatment plan, implementation evaluation of the periodontally challenged patient will be the concentration of this course. The philosophy of co-therapy between the professional and the patient is assessed and evaluated. Current home therapies are considered and reviewed. Dental hygiene therapy and its role with the periodontics specialist are evaluated. Surgical intervention, surgical reconstruction of the periodontium, implant insertion and maintenance with emphasis on the hygienist's role are explained. Alternative and holistic therapy, such as stress reduction, and behavioral habits, such as smoking cessation, for the patient are considered. *Prerequisites: DH 100, DH 101, DH 102, DH 103, DH 104, DH 105, DH 106, DH 200, DH 202, DH 203, DH 206, DH 209, DH 210, and DH 211.* *Corequisites: DH 201, DH 205, DH 207 and DH 208*

**DH 205 Law and Ethics for the Dental Hygienists: Ethics, Jurisprudence and Practice Management****2 Semester Credits**

This course introduces students to the legal and ethical implications of working in medical facilities and the obligations of practitioners and office personnel to follow ethical standards and codes of conduct. Topics include: professionalism, the relationship between physicians/dentists/allied health providers and patients, professional liability, medical ethics, legality of health records as a legal document, and the Health Insurance Portability & Accountability Act (HIPAA). *Prerequisites: DH 100, DH 101, DH 102, DH 103, DH 104, DH 105, DH 106, DH 200, DH 202, DH 203, DH 206, DH 209, DH 210, DH 211* *Corequisites: DH 201, DH 204, DH 207, DH 208*

**DH 206 Foundations of Nutritional Science****3 Semester Credits**

This course is an introduction to general nutrition with an emphasis on the principles relating to human health. The course provides students with an understanding of the basics of the science of nutrition at various stages of the life cycle. Food sources of energy, nutrients and their consequences to health will be explored. Terminology and scientific resources pertinent to the Nutrition field will be introduced. *Prerequisites: DH 100, DH 101, DH 102, DH 103, DH 104, DH 105, DH 106, DH 200, DH 202, DH 206, DH 209, DH 210, and DH 211.* *Corequisites: DH 200 and DH 203*

**DH 207 National Boards and Case Review****2 Semester Credits**

This course will assist the graduating dental hygiene student in preparing for the National Written Board and State Licensing Boards. Study preparation and test construction are considered. Practiced stress control and test anxiety skills are addressed. Simulated MOCK written boards are given with review and comments. Case studies of patients are reviewed with emphasis on simulated Board cases. The cases will include all assessments, radiographs, patient records and other digitized reproductions for analysis. Short subject review, such as Pathology, Instrumentation, General Sciences, and Pharmacology, among others will be presented by individual student groups. *Prerequisites: DH 100, DH 101, DH 102, DH 103, DH 104, DH 105, DH 106, DH 200, DH 202, DH 203, DH 206, DH 209, DH 210, and DH 211.* *Corequisites: DH 201, DH 204, DH 205, and DH 208*

**DH 208 Community Dentistry & Health Study****3 Semester Credits**



Dental health education and public health are introduced and evaluated in this 3 credit course. Emphasis is placed on the role of the hygienist in promoting dental health in the private office and community, educational methods, biostatistics, and epidemiology. The course is intended to provide the student with information necessary to enable her/him to understand the foundations upon which community dentistry and dental health education are built. Questions such as what is health, can it be measured, and if so, how and what are the variables influencing health, can these be manipulated, are addressed. Who pays for health and what are the different avenues for delivering this healthcare will be evaluated. Community dental hygiene and oral health is every hygienist's concern. *Prerequisites: DH 100, DH 101, DH 102, DH 103, DH 104, DH 105, DH 106, DH 200, DH 202, DH 203, DH 206, DH 209, DH 210, and DH 211. Corequisites: DH 201, DH204, DH 205, and DH 207*

#### **DH 209 Dental Material & Lab**

**2 Semester Credits**

Dental Materials is a comprehensive study of the science, technology, and application of dental materials. Various dental materials and their specific uses, along with related fundamental and specialty clinical dental hygiene skills, are presented through didactic laboratory and clinical components. *Prerequisites: DH 100, DH 101, DH 102, DH 103, DH 104, DH 105, and DH 106. Corequisites: DH 202, DH 210, and DH 211*

#### **DH 210 Prevention and Control of Oral Disease**

**2 Semester Credits**

Dental hygiene philosophy of care is based on the concept of prevention in all aspects of oral care. Behavioral habits such as smoking, bruxism, infantile swallowing, high sugar intake and dietary concerns, are discussed with emphasis on their cure and/or control. Consumer fluoride products are evaluated along with a myriad of home care items. Patient assessments for childhood dental trauma including abuse are reviewed. *Prerequisites: DH 100, DH 101, DH 102, DH 103, DH 104, DH 105, and DH 106. Corequisites: DH 202, DH 209, and DH 211*

#### **DH 211 Local Anesthesia & Pain Control**

**2 Semester Credits**

This course is designed to introduce the student to the principles of local anesthesia and pain control in dentistry and dental hygiene. It will introduce both the didactic and clinical aspects of one of the most important areas of dentistry at the time in which the students are preparing to enter their clinical training. *Prerequisites: DH 100, DH101, DH 102, DH 103, DH 104, DH 105, and DH 106 Corequisites: DH 202, DH 209, and DH 210*

## Associate of Applied Science in Cardiovascular Technology (CVT-AAS)

### Program Outline:

The Cardiovascular Technology Program (CVT) at Eastern International College prepares the student to perform non-invasive diagnostic examinations of the heart and/or blood vessels at the request or direction of a physician in Adult Echocardiography. The CVT program teaches the student the essential theoretical and hands-on knowledge to compete for entry-level positions in the field.

The Associate Degree in Cardiovascular Technology programs at Eastern International College in Belleville and Jersey City are programmatically accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Programmatic accreditation is not required for employment in many cases, but its existence is a further indication that the program meets the standards of the profession, so it could enhance employment opportunities for graduates. The programmatic accreditation can allow graduates to sit for some credentialing exams immediately upon graduation.

The program has a total of 66 semester credits, with 20 credits in general education and 46 credits in major course work. The curriculum outline is below:

### General Education Courses

| Course Number | Course Title                | Semester Credits |
|---------------|-----------------------------|------------------|
| BIO 101       | Anatomy & Physiology I      | 4                |
| BIO 102       | Anatomy & Physiology II     | 4                |
| ENG 101       | English Composition         | 3                |
| PSY 101       | General Psychology          | 3                |
| SPC 101       | Interpersonal Communication | 3                |
| MAT 204       | Fundamentals of Statistics  | 3                |
| Total         |                             | 20               |

### Program Major Courses

| Course Number | Course Title                              | Semester Credits |
|---------------|---|------------------|
| CVT 101       | Introduction to Cardiovascular Technology | 2                |
| CVT 104       | Patient Assessment and Basic Patient Care | 2                |
| CVT 105       | Pharmacology                              | 2                |
| CVT 106       | Physics and Instrumentation I             | 3                |

|         |                                      |    |
|---------|--------------------------------------|----|
| CVT 107 | Physics and Instrumentation II       | 3  |
| CVT 200 | EKG and Interpretation               | 4  |
| CVT 202 | Pathophysiology                      | 3  |
| CVT 203 | Vascular                             | 4  |
| CVT 204 | Echocardiography I                   | 4  |
| CVT 205 | Echocardiography II                  | 4  |
| CVT 206 | Test and Registry                    | 1  |
| CVT 210 | Cardiovascular Technology Externship | 14 |
| Total   |                                      | 46 |

Total Program Credits: 66

Length of Program: 20 Months\*

(\*Three semesters per year)

### **ENG 101 English Composition**

**3 Semester Credits**

This course introduces students to college-level writing and reading skills through critical reading, formal essays and research assignments. Proper sentence, paragraph and essay structure, as well as information and technology literacy, are emphasized throughout the course. *Prerequisites: ENG 098 and ENG 099 or passing of placement exams*

### **SPC 101 Interpersonal Communications**

**3 Semester Credits**

This course is an overview of the process of human communication, with special emphasis on analyzing communication patterns. Students learn skills designed to improve interactions in family, social, and professional settings. The course also addresses effective listening, pacing, attending, making value judgments, summarizing, probing, empathy, handling emotions, perception checking, and conflict management. Hindrances to effective communication are also discussed.

### **BIO 101 Anatomy and Physiology I**

**4 Semester Credits**

This course explores the structure and function of the human body. It includes the study of cells, tissue, and organ systems with a focus on the integumentary, skeletal, muscular, nervous, and endocrine systems.

### **BIO 102 Anatomy and Physiology II**

**4 Semester Credits**

This course is a continuation of Anatomy and Physiology I. Topics include blood, reproductive system, cardiovascular system, blood, digestive system, urinary system, fluid and electrolyte imbalance, respiratory system and the lymphatic and immune system. *Prerequisite: BIO 101*

### **MAT 204 Fundamentals of Statistics**

**3 Semester Credits**

This course introduces students to basic statistical concepts. It focuses on frequency distributions of empirical data, calculations of descriptive statistics, probability distributions, confidence intervals, hypothesis testing, chi square, regression, and correlation. *Prerequisite: MAT 099 or passing of placement exams*

### **PSY 101 General Psychology**

**3 Semester Credits**

This course introduces students to the scientific discipline of psychology. It addresses cross cultural issues, historical perspectives, and the importance of psychological well-being, with topics ranging from psychological disorders,

therapeutic approaches, and personality, to the biological basis of behavior, learning and memory, development, consciousness, and the social nature of human beings.

### **CVT 101 Introduction to Cardiovascular Technology**

**2 Semester Credits**

This course provides students with an understanding of the basic concepts of the Cardiovascular Technology profession. Topics include discussions on invasive and non-invasive cardiology, basic cardiovascular terminology, cardiovascular patient assessment and diagnostic tools, and non-invasive cardiovascular procedures. The course also includes discussions on medical law and ethics with a focus on cardiovascular and other related professions.

### **CVT 104 Patient Assessments and Basic Patient Care**

**2 Semester Credits**

This course introduces the concepts and techniques of patient assessment and patient care. The student will demonstrate proficiency in proper body mechanics, transfer techniques, medical asepsis, measuring vital signs, medical emergencies, and taking a complete patient medical history. Principle of barrier protection for blood and body fluid exposures, isolation precautions, and discussions on OSHA and HIPAA are also included.

### **CVT 105 Pharmacology**

**2 Semester Credits**

This course is an introduction to the principles of pharmacology. Topics include general classification of drugs, types of administration of drugs, adverse effects and drug interactions, and dosage computation. Emphasis is given on cardiovascular pharmacology.

### **CVT 106 Physics and Instrumentation I**

**3 Semester Credits**

This course presents the basic concepts and principles of ultrasound physics as a foundation for understanding image interpretation. Students learn by way of lecture, solving sample problems, and scanning in the student lab. Students review material and take practice exams in preparation for the ARDMS registry examination. *Prerequisite: MAT 099 or pass the placement exam*

### **CVT 107 Physics and Instrumentation II**

**3 Semester Credits**

This course is a continuation of Physics for Ultrasound I. It reinforces concepts learned and presents more advanced concepts in ultrasound theory and instrumentation, fluid hemodynamics, color-flow Doppler spectral analysis, and 3 and 4-D ultrasound, and safety and bioeffects. Emphasis is placed on preparing students for the ARDMS registry examination. *Prerequisite: CVT 106*

### **CVT 200 EKG and Interpretation**

**4 Semester Credits**

This course covers twelve-lead EKG analysis including bundle branch blocks, hypertrophic, infarction patterns, and pediatric EKG interpretation and stress test procedures. The laboratory component of this course focuses on equipment set-up, patient preparation, performance of 12-lead EKGs, preparation and performance of stress testing, and analysis of both normal and abnormal twelve-lead EKG recordings. *Prerequisites: BIO 101. Co-requisite: BIO 102 (if taken in semester 2)*

### **CVT 202 Pathophysiology**

**3 Semester Credits**

This course discusses the aspects of cardiovascular pathophysiology. It includes an in-depth discussion of various cardiac diseases and treatment options. Precedence will be on understanding the etiology and pathogenesis of a given disorder. The function and regulation of the heart and blood vessels, cellular structure and function, electrical activity and cardiovascular integration and adaptation are also discussed. *Prerequisite: BIO 101. Can be taken with BIO 102*

### **CVT 203 Vascular**

**3 Semester Credits**

This course provides an understanding of the use of duplex ultrasound to investigate the extracranial circulation of the brain, and arterial and venous circulation of the upper and lower extremities. Normal and pathological conditions are discussed in correlation with physical and clinical findings. Students actively participate in laboratory scanning in the student lab. Lab sessions include experience and competency testing in vascular sonography. Case studies and

imaging critique are addressed throughout the class. *Prerequisites: CVT 106, BIO 101, Must be taken with CVT 107 and BIO 102 if taken in Semester 2*

### **CVT 204 Echocardiography I**

**4 Semester Credits**

This course is designed to introduce Cardiovascular Technology students to the foundations of Echocardiography, and provides discussions on cardiac ultrasound and its use in the evaluation of normal cardiac anatomy and physiology. Students learn and practice echocardiographic scanning protocols. Basic machine mechanics, basic physics as related to ultrasound, two dimensional, M-mode, Doppler, and Color Doppler techniques are covered. *Prerequisites: CVT 106, BIO 101. Co-requisites BIO 102 and CVT 107.*

### **CVT 205 Echocardiography II**

**4 Semester Credits**

This course focuses on advanced pathophysiology, including stress echo, transesophageal, ischemic and congenital heart diseases. The student learns to determine the presence of cardiac diseases and pathology as seen during an echocardiographic exam. A review of various medical and surgical treatments used in the care of patients with cardiac disease is included. Basic machine mechanics and physics as related to each Echo examination are also covered. The laboratory component of this course focuses on laboratory experiences covering advanced echocardiography studies with Doppler interpretation. *Prerequisite: CVT 204 and CVT 107. Co-requisite SPI review course (will be waived if student passed the SPI) Note: Students will be required to retake the SPI review course as many times as possible until they pass the SPI exam.*

### **CVT 206 Test and Registry**

**1 Semester Credit**

This course provides a comprehensive review of echocardiography and vascular sonography in accordance with the outline published by ARDMS, CCI and taught throughout the Cardiovascular Technology Program. Topics focus on cardiovascular anatomy, physiology, pathological changes and their correlation with Echocardiography and Vascular Sonography. It also covers a comprehensive review of Physical Principals, Hemodynamics, Doppler ultrasound, image artifacts and quality management related to echocardiography and vascular sonography. Main goal is to prepare the students for taking the RDCS (AE) and RCS examination by the American Registry of Diagnostic Medical Sonography (ARDMS) and the Cardiovascular Credentialing International (CCI). *Prerequisite: All CVT courses except CVT 210*

### **CVT 210 Cardiovascular Technology Externship**

**14 Semester Credits**

This course provides clinical experiences which allow the student to perform a noninvasive adult echocardiography exam under the direct supervision of a qualified technologist and/or physician. The clinical site may be a laboratory in a hospital, imaging facility, and/or private office setting. At the start of the semester, the course will meet for a one day classroom orientation session. During the orientation day, students will be instructed on professional behavior expected in a lab, including attendance, and dress code. At the end of the clinical rotation, students prepare and present a case encountered during clinical rotation to current. *Prerequisite : All CVT courses except CVT 206, Passing the ARDMS- SPI examination.*

## **Mandatory Sonography Principles and Instrumentation (SPI) Review Course**

*Effective Fall 2019*

### **Sonography Principles and Instrumentation (SPI) Review Course Description**

This non-credit course provides a comprehensive review of Sonography Principles and Instrumentation (SPI) in accordance with the outlines published by the American Registry of Diagnostic Medical Sonographers (ARDMS) and taught in the Ultrasound Physics courses. Topics include Production of Sound Waves, Interaction of Sound with Matter, Doppler Techniques, Hemodynamics, Transducer Structure and Function, Pulsed and Continuous Wave Techniques, Information Processing Storage and Display, 2D and Doppler Artifacts, QA and QC and Bioeffects. Students will be guided on how to navigate the ARDMS website for the SPI application and identification of the documents needed for registration. Completion of this course includes official registration for the SPI examination.

*Prerequisites: A grade of "C" or better in CVT 106/DMS 105 and CVT 107/DMS 106*

### **Procedure and Policy for the Sonography Principles and Instrumentation (SPI) Review**

The SPI review is a non-credit mandatory free course for all DMS and CVT students in preparation for the SPI examination of the American Registry of Diagnostic Medical Sonographers (ARDMS). The review lasts for eight (8) weeks consisting of three (3) contact hours per week for a total of 24 contact hours for 8 weeks.

1. The SPI review course must be taken immediately following the semester when DMS 106/CVT 107 has been completed. A student who files for a Leave of Absence immediately after completing and passing CVT 107/DMS 106 must take it upon returning.
2. A student must formally register for the SPI review course within the registration period.
3. A student must register for the ARDMS SPI examination within the eight weeks course. A student who fails to register for the SPI exam on or before the end of the course will be required to attend another 8-weeks session immediately following the semester.
4. To successfully finish the course, a student must have completed at least 21 of the 24 contact hours. Tutoring hours outside the course are not included in the 24 hours. Any absence in excess of three (3) contact hours regardless of the reason will result in dropping the student; the student must register for the course again the following semester and any completed hours will be forfeited.
5. A student must take the ARDMS SPI exam 2 to 3 weeks after completing the review course.
6. A student who attempts and fails the SPI will be required to repeat the review course. The attendance policy in #4 applies.
7. A student is encouraged to take or complete additional review courses outside EIC but will not take the place of the review course.
8. Passing the SPI is a prerequisite for externship for the CVT-AAS program.

## **Cardiovascular Technology (CVT) Validation Policy**

*Effective Fall 2019*

A student re-entering the program after one full semester of absence for any reason after completing Echocardiography I (CVT 204) or Echocardiography II (CVT 205) must pass a comprehensive skills test related to CVT 204 or CVT 205 before being allowed to register back into the program. The skills test dates will be arranged by the Department Chair. A mandatory tutoring before the skills test is required.

A student who completes Echocardiography II (CVT 205) but for any reason was unable to start externship rotation immediately following completion of the course must pass a comprehensive skills test related to CVT 205 before being allowed to register for Externship (CVT 210). The skills test dates will be arranged by the Department Chair. A mandatory tutoring before the skills test is required. This policy is applied to the Vascular (CVT 203) course as well.

A student with unsatisfactory scanning skills will be required to audit for free the CVT course recommended by the Chair and attend mandatory tutoring.

### **Skills Validation for Externship**

*Effective Fall 2019*

All students who register for Externship (CVT 210) must attend a mandatory scanning competency test for Echocardiography and Vascular before being sent out to externship sites. The Department Chair will schedule the scanning competency check. A student who does not demonstrate the minimum competency for Echocardiography and Vascular will be required to attend a mandatory tutoring until competency is deemed satisfactory by the Department Chair.

## Associate of Applied Science in Nursing (ADN-AAS)

*Effective Fall 2018*

### Program Outline:

The Nursing Associate Degree program prepares students to work as entry-level nurses in doctors' offices, acute care and rehabilitation settings, long term care facilities, ambulatory and community centers, medical centers and hospitals, among others. The applied science portion of the program has two major components: the theory/didactic/lab component and the clinical externship component. The general education portion of the program includes coursework in Anatomy and Physiology, English, math, developmental psychology, microbiology, and nutrition. Emphasis in this portion of the program is placed on enhancing students' academic and interpersonal skills.

The Associate Degree in Nursing (ADN) program in Belleville, NJ and Jersey City, NJ are approved by the New Jersey Board of Nursing. The ADN programs in both the Jersey City and the Belleville campus are programmatically accredited by the Accreditation Commission for Education in Nursing (ACEN). Since the ADN programs are approved by the New Jersey Board of Nursing, graduates are eligible to apply for state licensure and sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). However, since state licensure requirements are not controlled by the College and are subject to change without notice, Eastern International College cannot guarantee that graduates will be eligible for licensure in New Jersey, at all or at any specific time, regardless of their eligibility status upon enrollment.

The program has a total of 70 semester credits, with 24 credits in general education and 46 credits in program major course work. The curriculum outline is shown below.

### General Education Courses

| Course Number | Course Title             | Semester Credits |
|---------------|--------------------------|------------------|
| BIO 101       | Anatomy & Physiology I   | 4                |
| BIO 102       | Anatomy & Physiology II  | 4                |
| ENG 101       | English Composition I    | 3                |
| ENG 102       | English Composition II   | 3                |
| MAT 103       | College Algebra          | 3                |
| PSY 102       | Developmental Psychology | 3                |
| MIC 101       | Microbiology             | 4                |
| Total         |                          | 24               |

### Program Major Courses

| Course Number | Course Title | Semester Credits |
|---------------|--------------|------------------|
|---------------|--------------|------------------|



|         |  |    |
|---------|--|----|
| NUR 101 | Introduction to Nursing                                      | 3  |
| NUR 102 | Fundamentals of Nursing                                      | 6  |
| NUR 103 | Health Assessment  | 2  |
| NUR 104 | Pharmacology I   | 3  |
| NUR 105 | Pharmacology II  | 2  |
| NUR 201 | Adult Health I   | 6  |
| NUR 202 | Adult Health II  | 6  |
| NUR 203 | Psychiatric-Mental Health Nursing                            | 3  |
| NUR 204 | Obstetrical Nursing  | 3  |
| NUR 205 | Pediatric Nursing  | 3  |
| NUR 206 | Concept Synthesis Capstone                                   | 3  |
| NUR 207 | Senior Clinical Practicum-Leadership in Complex Patient Care | 6  |
| Total   |  | 46 |

Total Program Credits: 70

Length of Program: 24 Months

### **ENG 101 English Composition**

**3 Semester Credits**

This course introduces students to college-level writing and reading skills through critical reading, formal essays and research assignments. Proper sentence, paragraph and essay structure, as well as information and technology literacy, are emphasized throughout the course.

### **ENG 102 English Composition II**

**3 Semester Credits**

This course gives students practice in the essentials of writing, with an emphasis on persuasive writing and oral presentations. Extensive reading and writing are combined with oral presentations, class work and activities to encourage students to assess and respond from their own perspective to notable people, debates, and events in society. Students will learn to write powerfully and credibly and deliver argumentative speeches for a variety of audiences. *Prerequisite: ENG 101*

### **BIO 101 Anatomy and Physiology I**

**4 Semester Credits**

This course explores the structure and function of the human body. It includes the study of cells, tissue, and organ systems with a focus on the integumentary, skeletal, muscular, nervous, and endocrine systems.

### **BIO 102 Anatomy and Physiology II**

**4 Semester Credits**

This course is a continuation of Anatomy and Physiology I. Topics include blood, reproductive system, cardiovascular system, blood, digestive system, urinary system, fluid and electrolyte imbalance, respiratory system, and the lymphatic and immune system. *Prerequisite: BIO 101*

**MAT 103 College Algebra****3 Semester Credits**

This course covers concepts of algebra. Topics include a review of linear equations and inequalities, systems of linear equations, coordinate geometry, and graphing techniques; exponential and polynomial functions and applications; factoring and applications; rational expressions and applications; roots and radicals; and quadratic equations. *Prerequisite: MAT 099 or HESI score in Math*

**MIC 101 Microbiology****4 Semester Credits**

This course focuses on the study of microbiological concepts and techniques central to the health professions. Topics include anatomy and physiology of microbes, microbial classification, principles of microscopy, sterilization, disinfection, immunology, chemotherapy, epidemiology, disease transmission, pathogenicity and virulence in relation to microbes.

**PSY 102 Developmental Psychology****3 Semester Credits**

This course centers on the scientific study of psychological changes across the lifespan (birth, infancy, childhood, adolescence, and adulthood). Students will examine the development of motor skills and other psycho-physiological processes; cognitive development involving areas such as problem solving, moral understanding, and conceptual understanding; language acquisition; social, personality, and emotional development; and self-concept and identity formation. Development will be considered from the biological, cognitive, and psychosocial perspectives.

**NUR 101 Introduction to Nursing****3 Semester Credits**

This course provides a historical overview of how nursing developed and how it has transformed into contemporary roles in an ever-changing health care delivery system. Students are introduced to basic concepts of the nursing profession, the role of provider of care and the basic physiologic and higher-level needs of man. This course is designed to provide a foundation for all subsequent nursing courses. There is specific emphasis on the non-clinical aspects of nursing.

**NUR 102 Fundamentals of Nursing****6 Semester Credits**

This course will focus on the concepts, skills, and attitudes fundamental to professional nursing practice within a framework of clinical decision-making. The course provides opportunities to develop the competencies necessary to assist individuals in meeting their health care needs, with emphasis on safe, legal, and ethical issues pertaining to the nursing process. The course will emphasize critical thinking, the establishment of a culturally-sensitive therapeutic nurse-patient relationship, the development of the student's beginning comprehension of the patient's physiologic and psychological responses to health and illness, and an understanding of the patient's Self-Care Deficits at various points on the health-illness continuum. At the conclusion of this course, students will demonstrate competency in performing basic nursing skills for individuals with common health alterations. *Prerequisite: NUR 101; Co-requisites: NUR 103*

**NUR 103 Health Assessment****2 Semester Credits**

This course focuses on the development of interviewing skills and physical examination skills to provide the learner with a systematic method for collecting data using the nursing process. Students will learn the psychomotor skills necessary to complete physical, psychosocial, and spiritual assessments. The learner will apply these skills to collect a comprehensive database, demonstrate a complete physical examination, and create a plan of care. This course will begin with a discussion of optimal self-care behaviors through Self-Care Agency, then focus on deviations from those behaviors with assessment results for the healthy individual used as a reference point. The importance of assessment of cultural aspects of health will be emphasized. Students will have lab experiences in the Nursing Learning Laboratory where health assessment skills can be practiced. Students will utilize critical thinking skills in identifying health alterations, formulating nursing diagnoses, and documenting findings appropriate to the practice of nursing. *Prerequisite: NUR 101; Co-requisites: NUR 102*

**NUR 104 Pharmacology I****3 Semester Credits**

This course is designed to provide students with a basic foundation in clinical pharmacology on which to build. Key concepts in clinical decision making and medication safety are discussed. The course emphasizes pharmacological concepts, drug-body interactions, and nursing care measures to ensure safe and efficacious medication administration and patient education. *Prerequisite: NUR 101*

**NUR 105 Pharmacology II****2 Semester Credits**

This course builds on the previous course, Pharmacology I, and provides more advanced concepts in clinical pharmacology to further develop a foundation for clinical decision-making and medication safety. Emphasis is placed on advanced medication therapy, medication administration in patients with multiple morbidities, specialty medications, and medication administration across the lifespan and with special patient populations. *Prerequisite: NUR 104*

**NUR 201 Adult Health I****6 Semester Credits**

Using the foundation of Self-Care Deficit Theory and the nursing process, the course focus is on the chronic problems of adult patients associated with common, non-emergent disorders. The acute aspects of these diseases are also discussed. Selected general medical-surgical settings will be used for clinical practice in the management of patients in which students will learn nursing interventions appropriate to their care. Students will have an opportunity to demonstrate effective interpersonal communication skills with patients, families, and members of the healthcare team. Pharmacology principles and rationale are expected during supervised medication administration. Individualization of patient care is developed through the formation and implementation of patient-centered care plans. The student is expected to function progressively as a contributing member of the nursing team while caring for assigned clients with needs of varying complexity in the acute care setting. Nutrition, pharmacology, communication, and cultural concepts are integrated with the nursing process and Self-Care Deficit Theory to form the foundation of comprehensive care planning. *Prerequisite: NUR 102, NUR 103, NUR104; Completion of all General Education courses except MIC 101 and ENG 102*

**NUR 202 Adult Health II****6 Semester Credits**

This course is the second of a two-course sequence in which the focus is on acute problems with associated emergent disorders and their effect on the adult patient. Chronic, long-term impact associated with these disorders is also addressed. The use of effective interpersonal communication skills with patients, their families, and members of the health care team is expected. Pharmacology principles and rationale continue to be applied during supervised medication administration. Students will develop and implement patient-centered care plans. The student is expected to function progressively as a contributing member of the nursing team while caring for assigned clients with needs of moderate complexity in the acute setting. Clinical assignments will be made that will provide an opportunity for students to enhance critical thinking and priority setting skills. Nutrition, pharmacology, communication, and cultural concepts are integrated with the nursing process and Self-Care Deficit Theory to form the foundation of comprehensive care planning. *Prerequisite: NUR 201, NUR 105 and all General Education courses*

**NUR 203 Psychiatric-Mental Health Nursing****3 Semester Credits**

This course is designed to familiarize students with fundamental concepts in nursing care of patients with selected psychiatric-mental health disorders. There is emphasis on the nursing process and foundations of evidence-based clinical decision in providing developmentally appropriate, culturally sensitive care in a variety of health care delivery settings. Concepts from Self Care Deficit Theory will be examined for relevance to the care of psychiatric patients. *Prerequisite: All Nursing courses except NUR 206/207 Co-requisite: NUR 206, NUR 207*

**NUR 204 Obstetrical Nursing****3 Semester Credits**

This course is designed to familiarize students with the normal physiologic processes for nursing care and actions in the care of the childbearing woman, the newborn, and the family. There is specific emphasis on scientific bases for maternal child nursing, nursing process in nursing care, communication in providing safe and effective care with

interprofessional collaboration, integration of evidence-based practice, education of the childbearing family, critical thinking, and the impact of cultural diversity related to childbearing families. *Prerequisite or Corequisite: NUR 202; Co-requisite: NUR 205*

### **NUR 205 Pediatric Nursing**

**3 Semester Credits**

This course emphasizes the major concepts of acute and chronic care for the pediatric patient in a diverse and ever-changing health care delivery setting. There is an emphasis on communication with patients, families, peers, and other members of the inter-professional health care delivery team in a variety of health care delivery settings in the care of pediatric patients with selected acute and chronic health care conditions focusing on developmental milestones. *Prerequisite or Corequisite: NUR 204*

### **NUR 206 Concept Synthesis Capstone**

**3 Semester Credits**

The theoretical component of this course will reinforce and complement prior knowledge developed throughout the nursing curriculum. Students will utilize the nursing process and critical thinking skills to review previously acquired nursing concepts. Students will participate in an NCLEX review that will assist them in preparing them for the NCLEX-RN licensure exam. The course focuses on a review of content using a variety of methods with an emphasis on the case study approach. Emphasis is placed on test-taking skills, computer-assisted simulations and practice tests, development of a prescriptive plan for remediation, and review of selective content specific to professional nursing practice. The HESI Exit Exam will be administered to allow students to assess their areas of strength and weakness as they prepare for the NCLEX-RN exam. Results will permit students to develop a remediation plan specific to their needs. *Prerequisite: All NUR courses; Co-requisite: NUR 203, 207.*

### **NUR 207 Senior Clinical Practicum- Leadership in Complex Patient Care**

**6 Semester Credits**

This course is designed to provide senior nursing students with an opportunity to apply nursing concepts across the curriculum in a culminating practicum, supervised by the clinical instructor, in a designated clinical setting. The overarching goal is to provide students an opportunity to critically think and apply nursing concepts as they transition from student nurse role to nursing practice. The course provides a foundation for the novice nurse entering practice and there is specific emphasis on the leadership role as it pertains to safe delegation of nursing care and managing multiple patients within a health care system utilizing health care informatics and technology to shape and inform decision making. There is an opportunity to examine and assess nursing competency and skills needed to function and communicate as a practicing nurse in a safe, effective, and cost-efficient manner with guidance and oversight by a nurse. *Prerequisite: All NUR courses except NUR 107, NUR 203; Co-requisite: NUR 203, 206.*

## Associate of Applied Science in Nursing (ADN-AAS)

*Effective Prior to Fall 2018*

### Program Description:

The Nursing Associate Degree program prepares students to work as entry-level nurses in doctors' offices, acute care and rehabilitation settings, long term care facilities, ambulatory and community centers, medical centers and hospitals, among others. The applied science portion of the program has two major components: the theory/ didactic/ lab component and the clinical externship component. The general education portion of the program includes coursework in Anatomy and Physiology, English, math, developmental psychology, microbiology, and nutrition. Emphasis in this portion of the program is placed on enhancing students' academic and interpersonal skills.

The Associate Degree in Nursing (ADN) program in Belleville, NJ and Jersey City, NJ is approved by the New Jersey Board of Nursing. The ADN program in the Belleville campus was granted programmatic accreditation by the Accreditation Commission for Education in Nursing (ACEN). The ADN program in Jersey City campus is not programmatically accredited. Since the ADN program is approved by the New Jersey Board of Nursing, graduates are eligible to apply for state licensure and sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). However, since state licensure requirements are not controlled by the College and are subject to change without notice, Eastern International College cannot guarantee that graduates will be eligible for licensure in New Jersey, at all or at any specific time, regardless of their eligibility status upon enrollment.

The program has a total of 78 semester credits, with 27 credits in general education and 51 credits in vocational/program major course work. The curriculum outline is shown below:

### General Education Courses

| Course Semester | Course Title             | Semester Credits |
|-----------------|--------------------------|------------------|
| BIO 101         | Anatomy & Physiology I   | 4                |
| BIO 102         | Anatomy & Physiology II  | 4                |
| ENG 101         | English Composition I    | 3                |
| ENG 102         | English Composition II   | 3                |
| MAT 103         | College Algebra          | 3                |
| PSY 102         | Developmental Psychology | 3                |
| MIC 101         | Microbiology             | 4                |
| NUT 101         | Nutrition                | 3                |
| Total           |                          | 27               |

## Program Major Courses

| Course Semester | Course Title                               | Number Credits |
|-----------------|--|----------------|
| NUR 101         | Introduction to Nursing                    | 3              |
| NUR 102         | Fundamentals of Nursing                    | 6              |
| NUR 103         | Health Assessment                          | 2              |
| NUR 104         | Pharmacology I                             | 3              |
| NUR 105         | Pharmacology II                            | 2              |
| NUR 106         | Concepts in Gerontology                    | 2              |
| NUR 107         | Nursing Theory and Evidence-Based Practice | 3              |
| NUR 201         | Adult Health I                             | 6              |
| NUR 202         | Adult Health II                            | 6              |
| NUR 203         | Psychiatric-Mental Health                  | 3              |
| NUR 204         | Obstetrical Nursing                        | 3              |
| NUR 205         | Pediatric Nursing                          | 3              |
| NUR 206         | Concept Synthesis Capstone                 | 3              |
| NUR 207         | Senior Clinical Practicum                  | 6              |
| Total           |  | 51             |

Total Credits: 78 Length of Program

Length of Program: 24 Months

### ENG 101 English Composition I

**3 Semester Credits**

This course introduces students to college-level writing and reading skills through critical reading, formal essays and research assignments. Proper sentence, paragraph and essay structure, as well as information and technology literacy, are emphasized throughout the course.

### ENG 102 English Composition II

**3 Semester Credits**

This course gives students practice in the essentials of writing, with an emphasis on persuasive writing and oral presentations. Extensive reading and writing are combined with oral presentations, class work and activities to encourage students to assess and respond from their own perspective to notable people, debates, and events in society. Students will learn to write powerfully and credibly, and deliver argumentative speeches for a variety of audiences. *Prerequisite: ENG 101*

### BIO 101 Anatomy and Physiology I

**4 Semester Credits**

This course explores the structure and function of the human body. It includes the study of cells, tissue, and organ systems with a focus on the integumentary, skeletal, muscular, nervous, and endocrine systems.

### **BIO 102 Anatomy and Physiology II**

**4 Semester Credits**

This course is a continuation of Anatomy and Physiology I. Topics include blood, reproductive system, cardiovascular system, blood, digestive system, urinary system, fluid and electrolyte imbalance, respiratory system and the lymphatic and immune system. *Prerequisite: BIO 101*

### **MAT 103 College Algebra**

**3 Semester Credits**

This course covers concepts of algebra. Topics include a review of linear equations and inequalities, systems of linear equations, coordinate geometry, and graphing techniques; exponential and polynomial functions and applications; factoring applications; rational expressions and applications; roots and radicals; and quadratic equations. *Prerequisite: MAT 099 or passing of placement exams*

### **MIC 101 Microbiology**

**3 Semester Credits**

This course focuses on the study of microbiological concepts and techniques central to the health professions. Topics include anatomy and physiology of microbes, microbial classification, principles of microscopy, sterilization, disinfection, immunology, chemotherapy, epidemiology, disease transmission, pathogenicity and virulence in relation to microbes.

### **NUT 101 Nutrition**

**3 Semester Credits**

This course is an introduction to general nutrition with an emphasis on the principles relating to human health. The course provides students with an understanding of the basics of the science of nutrition at various stages of the life cycle. Food sources of energy, nutrients and their consequences to health will be explored. Terminology and scientific resources pertinent to the nutrition field will be introduced.

### **PSY 102 Developmental Psychology**

**3 Semester Credits**

This course centers on the scientific study of psychological changes across the lifespan (birth, infancy, childhood, adolescence, and adulthood). Students will examine the development of motor skills and other psycho-physiological processes; cognitive development involving areas such as problem solving, moral understanding, and conceptual understanding; language acquisition; social, personality, and emotional development; and self-concept and identity formation. Development will be considered from the biological, cognitive, and psychosocial perspectives.

### **NUR 101 Introduction to Nursing**

**3 Semester Credits**

This course provides a historical overview of how nursing developed and how it has transformed into contemporary roles in an ever changing health care delivery system. Students are introduced to basic concepts of the nursing profession, the role of provider of care and the basic physiologic and higher level needs of man. This course is designed to provide a foundation for all subsequent nursing courses. There is specific emphasis on the non-clinical aspects of nursing. *Prerequisite: Completion of 12 credits of General Education coursework including BIO 101 or BIO 102.*

### **NUR 102 Fundamentals of Nursing**

**6 Semester Credits**

This course will focus on the concepts, skills, and attitudes fundamental to professional nursing practice within a framework of clinical decision-making. The course provides opportunities to develop the competencies necessary to assist individuals in meeting their healthcare needs, with an emphasis on safe, legal, and ethical issues pertaining to the nursing process. The course will emphasize critical thinking, the establishment of a culturally-sensitive therapeutic nurse-patient relationship, the development of the student's beginning comprehension of the patient's physiologic and psychological responses to health and illness, and an understanding of the patient's Self-Care Deficits at various points on the health-illness continuum. At the conclusion of this course, students will demonstrate

competency in performing basic nursing skills for individuals with common health alterations. *Prerequisite: NUR 101 and all General Education courses except MIC 101. Corequisites: NUR 103*

### **NUR 103 Health Assessment**

**2 Semester Credits**

This course focuses on the development of interviewing skills and physical examination skills to provide the learner with a systematic method for collecting data using the nursing process. Students will learn the psychomotor skills necessary to complete physical, psychosocial, and spiritual assessments. The learner will apply these skills to collect a comprehensive database, demonstrate a complete physical examination, and create a plan of care. This course will begin with a discussion of optimal self-care behaviors through Self-Care Agency, then focus on deviations from those behaviors with assessment results for the healthy individual used as a reference point. The importance of assessment of cultural aspects of health will be emphasized. Students will have lab experiences in the Nursing Learning Laboratory where health assessment skills can be practiced. Students will utilize critical thinking skills in identifying health alterations, formulating nursing diagnoses, and documenting findings appropriate to the practice of nursing. *Prerequisite: NUR 101 and all General Education courses except MIC 101 Corequisites: NUR 102*

### **NUR 104 Pharmacology I**

**3 Semester Credits**

This course is designed to provide students with a basic foundation in clinical pharmacology on which to build. Key concepts in clinical decision making and medication safety are discussed. The course emphasizes pharmacological concepts, drug-body interactions, and nursing care measures to ensure safe and efficacious medication administration and patient education. *Prerequisite: NUR 101*

### **NUR 105 Pharmacology II**

**2 Semester Credits**

This course builds on the previous course, Pharmacology I, and provides more advanced concepts in clinical pharmacology to further develop a foundation for clinical decision-making and medication safety. Emphasis is placed on advanced medication therapy, medication administration in patients with multiple morbidities, specialty medications, and medication administration across the lifespan and with special patient populations. *Prerequisite: NUR 104*

### **NUR 106 Concepts in Gerontology**

**2 Semester Credits**

The focus of this course is to assist students in knowledge and application of key concepts of gerontology. There is specific emphasis on normal aging processes as well as integration of holistic concepts, evidence-based practice, and challenges in the care of an aging population. Relevance of Self Care Deficit Theory concepts to the aging process will be emphasized. *Prerequisites: NUR 102 and NUR 103*

### **NUR 107 Nursing Theory and Evidence-Based Practice**

**3 Semester Credits**

This course emphasizes research and evidence-based competencies necessary to critically critique nursing research studies. Learning assessments focus on best practice in research utilization informing nursing practice decisions, based on the evidence, and incorporating research findings into professional nursing practice. Application and utilization of technology in the research process is explored. *Prerequisite: NUR 101 and ENG 102*

### **NUR 201 Adult Health I**

**6 Semester Credits**

Using the foundation of Self-Care Deficit Theory and the nursing process, the course focus is on the chronic problems of adult patients associated with common, non-emergent disorders. The acute aspects of these diseases are also discussed. Selected general medical-surgical settings will be used for clinical practice in the management of patients in which students will learn nursing interventions appropriate to their care. Students will have an opportunity to demonstrate effective interpersonal communication skills with patients, families, and members of the healthcare team. Pharmacology principles and rationale are expected during supervised medication administration. Individualization of patient care is developed through the formation and implementation of patient-centered care plans. The student is expected to function progressively as a contributing member of the nursing team while caring for assigned clients with needs of varying complexity in the acute care setting. Nutrition, pharmacology,



communication, and cultural concepts are integrated with the nursing process and Self-Care Deficit Theory to form the foundation of comprehensive care planning. *Prerequisite: NUR 102, NUR 103, NUR 104, and all General Education courses*

### **NUR 202 Adult Health II**

**6 Semester Credits**

This course is the second of a two-course sequence in which the focus is on acute problems with associated emergent disorders and their effect on the adult patient. Chronic, long-term impact associated with these disorders is also addressed. The use of effective interpersonal communication skills with patients, their families, and members of the health care team is expected. Pharmacology principles and rationale continue to be applied during supervised medication administration. Students will develop and implement patient-centered care plans. The student is expected to function progressively as a contributing member of the nursing team while caring for assigned clients with needs of moderate complexity in the acute setting. Clinical assignments will be made that will provide an opportunity for students to enhance critical thinking and priority setting skills. Nutrition, pharmacology, communication, and cultural concepts are integrated with the nursing process and Self-Care Deficit Theory to form the foundation of comprehensive care planning. *Prerequisite: NUR 201, NUR 203, NUR 105 and all General Education courses*

### **NUR 203 Psychiatric-Mental Health Nursing**

**3 Semester Credits**

This course is designed to familiarize students with fundamental concepts in nursing care of patients with selected psychiatric-mental health disorders. There is emphasis on the nursing process and foundations of evidence-based clinical decisions in providing developmentally appropriate, culturally sensitive care in a variety of health care delivery settings. Concepts from Self Care Deficit Theory will be examined for relevance to the care of psychiatric patients. *Prerequisite or Corequisite: NUR 201*

### **NUR 204 Obstetrical Nursing**

**3 Semester Credits**

This course is designed to familiarize students with the normal physiologic processes for nursing care and actions in the care of the childbearing woman, the newborn, and the family. There is specific emphasis on scientific bases for maternal child nursing, nursing process in nursing care, communication in providing safe and effective care with interprofessional collaboration, integration of evidence-based practice, education of the childbearing family, critical thinking, and the impact of cultural diversity related to childbearing families. *Prerequisite or Corequisite: NUR 202; Corequisite: NUR 205*

### **NUR 205 Pediatric Nursing**

**3 Semester Credits**

This course emphasizes the major concepts of acute and chronic care for the pediatric patient in the diverse and ever changing health care delivery setting. There is an emphasis on communication with patients, families, peers, and other members of the inter-professional health care delivery team in a variety of health care delivery settings in the care of pediatric patients with selected acute and chronic health care conditions focusing on developmental milestones. *Prerequisite or Corequisite: NUR 204*

### **NUR 206 Concept Synthesis Capstone**

**3 Semester Credits**

The theoretical component of this course will reinforce and complement prior knowledge developed throughout the nursing curriculum. Students will utilize the nursing process and critical thinking skills to review previously acquired nursing concepts. Students will participate in an NCLEX review that will assist them in preparing them for the NCLEX-RN licensure exam. The course focuses on a review of content using a variety of methods with an emphasis on the case study approach. Emphasis is placed on test-taking skills, computer-assisted simulations and practice tests, development of a prescriptive plan for remediation, and review of selective content specific to professional nursing practice. The HESI Exit Exam will be administered to allow students to assess their areas of strength and weakness as they prepare for the NCLEX-RN exam. Results will permit students to develop a remediation plan specific to their needs. *Prerequisite: All NUR courses except NUR 107. Corequisite: NUR 207.*

**NUR 207 Senior Clinical Practicum****6 Semester Credits**

This course is designed to provide senior nursing students with an opportunity to apply nursing concepts across the curriculum in a culminating practicum, supervised by the clinical instructor, in a designated clinical setting. The overarching goal is to provide students an opportunity to critically think and apply nursing concepts as they transition from student nurse role to nursing practice. The course provides a foundation for the novice nurse entering practice and there is specific emphasis on the leadership role as it pertains to safe delegation of nursing care and managing multiple patients within a health care system utilizing health care informatics and technology to shape and inform decision making. There is an opportunity to examine and assess nursing competency and skills needed to function and communicate as a practicing nurse in a safe, effective, and cost-efficient manner with guidance and oversight by a nurse. *Prerequisite: All NUR courses except NUR 107, Co-requisite: 206.*

## **Associate of Applied Science in Medical Assistant (MA-AAS)**

**(EIC is not accepting new students for this program)**

### **Program Outline:**

The Medical Assistant Associate Degree Program prepares students to work as entry-level medical assistants in doctors' offices, medical imaging laboratories, and hospitals. The program provides students with thorough and practical training in medical and laboratory procedures, as well as general medical knowledge and training in the area of medical office procedures. The general education portion of the program includes coursework in reading, writing, basic math, basic science, psychology, and speech. Emphasis in this portion of the program is placed on enhancing students' academic and interpersonal skills.

The Medical Assistant Associate Degree program at Eastern International College in Belleville and Jersey City are not programmatically accredited by the Accrediting Bureau of Health Education Schools (ABHES) or the Commission on Accreditation for Allied Health Education Programs (CAAHEP). Programmatic accreditation is not required for employment in many cases, but its existence is a further indication that the program meets the standards of the profession, so it could enhance employment opportunities for graduates. The existence of programmatic accreditation can also allow graduates to sit for some credentialing exams upon graduation.

Since the Associate Degree in Medical Assistant is not programmatically accredited, graduates are not eligible to take the Certified Medical Assistant (CMA) examinations offered by the American Association of Medical Assistants (AAMA). However, graduates should be eligible to take the Registered Medical Assistant (RMA) examination offered by American Medical Technologists (AMT), the National Certified Medical Assistant (NCMA) certification exam offered by the National Center for Competency Testing (NCCT), and certification examinations offered by National Health-Career Association (NHA) upon graduation. Requirements for taking and passing certification examinations are not controlled by the College and are subject to change without notice. Therefore, Eastern International College cannot guarantee that graduates will be eligible to take these certification exams, or any other certification exam, at all or at any specific time, regardless of their eligibility status upon enrollment.

The program has a total of 60 semester credits with 20 credits in general education and 40 credits in the program's major courses.

### **General Education Courses**

| <b>Course Number</b> | <b>Course Title</b>          | <b>Semester Credits</b> |
|----------------------|------------------------------|-------------------------|
| BIO 101              | Anatomy and Physiology I     | 4                       |
| BIO 102              | Anatomy and Physiology II    | 4                       |
| MAT 103              | College Algebra              | 3                       |
| ENG 101              | English Composition          | 3                       |
| PSY 101              | General Psychology           | 3                       |
| SPC 101              | Interpersonal Communications | 3                       |

|       |  |    |
|-------|--|----|
| Total |  | 20 |
|-------|--|----|

### Program Major Courses

| Course Number | Course Title                                 | Semester Credits |
|---------------|--|------------------|
| MAP 101       | Medical Terminology                          | 3                |
| MAP 102       | Medical Communications                       | 3                |
| MAP 103       | Law and Ethics for Medical Professionals     | 3                |
| MAP 105       | Fundamentals of Computer Technology          | 2                |
| MAP 200       | Laboratory Techniques                        | 4                |
| MAP 202       | Microbiology for Medical Professionals       | 3                |
| MAP 203       | Clinical Office Procedures                   | 3                |
| MAP 204       | Electrocardiography with Interpretation      | 3                |
| MAP 205       | Pharmacology for Allied Health Professionals | 3                |
| MAP 206       | Advanced Clinical Procedures                 | 4                |
| MAP 207       | Electronic Medical Record Management         | 3                |
| MAP 210       | Medical Assistant Externship                 | 6                |
| Total         |  | 40               |

Total Program Credits: 60

Length of Program: 24 Months

#### ENG 101 English Composition

**3 Semester Credits**

This course introduces students to college-level writing and reading skills through critical reading, formal essays and research assignments. Proper sentence, paragraph and essay structure, as well as information and technology literacy, are emphasized throughout the course. *Prerequisites: ENG 098 and ENG 099 or passing of placement exams*

#### SPC 101 Interpersonal Communications

**3 Semester Credits**

This course is an overview of the process of human communication, with special emphasis on analyzing communication patterns. Students learn skills designed to improve interactions in family, social, and professional settings. The course also addresses effective listening, pacing, attending, making value judgments, summarizing, probing, empathy, handling emotions, perception checking, and conflict management. Hindrances to effective communication are also discussed.

#### BIO 101 Anatomy and Physiology I

**4 Semester Credits**

This course explores the structure and function of the human body. It includes the study of cells, tissue, and organ systems with a focus on the integumentary, skeletal, muscular, nervous, and endocrine systems.

### **BIO 102 Anatomy and Physiology II**

**4 Semester Credits**

This course is a continuation of Anatomy and Physiology I. Topics include blood, reproductive system, cardiovascular system, blood, digestive system, urinary system, fluid and electrolyte imbalance, respiratory system and the lymphatic and immune system.

*Prerequisite: BIO 101*

### **MAT 103 College Algebra**

**3 Semester Credits**

This course covers concepts of algebra. Topics include a review of linear equations and inequalities, systems of linear equations, coordinate geometry, and graphing techniques; exponential and polynomial functions and applications; factoring and applications; rational expressions and applications; roots and radicals; and quadratic equations. *Prerequisite: MAT099 or passing of placement exams*

### **PSY 101 General Psychology**

**3 Semester Credits**

This course introduces students to the scientific discipline of psychology. It addresses cross cultural issues, historical perspectives, and the importance of psychological well-being, with topics ranging from psychological disorders, therapeutic approaches, and personality, to the biological basis of behavior, learning and memory, development, consciousness, and the social nature of human beings.

### **MAP 101 Medical Terminology**

**3 Semester Credits**

This course is designed to provide in-depth knowledge and understanding of medical language used by healthcare professionals, including roots, prefixes, suffixes and word meanings. A systematic approach to the language of diseases, treatments and diagnostic procedures is presented. Common medical abbreviations used in the clinical setting are emphasized.

### **MAP 102 Medical Communications Credits**

**3 Semester**

Students will learn how to communicate effectively in the medical setting while taking medical histories discussing procedures and working with the next-of-kin. The proper way of communicating with the elderly, handicapped, pediatric and even disgruntled patients are examined. Communication skills utilized while working with members of the health care team are also discussed.

### **MAP 103 Law and Ethics for Medical Professional**

**3 Semester Credits**

This course introduces students to the legal and ethical implications of working in medical facilities and the obligations of practitioners and office personnel to follow ethical standards and codes of conduct. Emphasis is placed on professionalism, the relationships between physicians and patients, professional liability, medical ethics, and the Health Insurance Portability & Accountability Act (HIPAA). The legality of the health record as a legal document is also discussed.

### **MAP 105 Fundamentals of Computer Technology**

**2 Semester Credits**

This course will provide an introduction to MS Office applications. Students will learn how to produce, format, and edit documents using MS Word, create a basic spreadsheet using MS Excel, create PowerPoint slides and develop presentations.

### **MAP 200 Laboratory Techniques**

**4 Semester Credits**

This introduces students to aspects of the clinical laboratory sciences, such as laboratory organization, basic laboratory use, blood collection (phlebotomy), CBC (HCT, MCV, MCH, MCHC, HGB), safety, quality control, quality assurance and specimen collection. OSHA and CLIA regulations are stressed and applied to student's performing basic laboratory skills in blood collection (phlebotomy) and microbiology. *Prerequisites: BIO 102*

**MAP 202 Microbiology for Medical Professionals****3 Semester Credits**

This course provides students with knowledge of pathogenic microorganisms. Students are introduced to the biological foundations of viruses and bacteria that are required for their viability. The strategies that microbial pathogens employ to successfully infect humans and because disease are described. Laboratory procedures include gram-staining sensitivity testing and use of microscopes. *Prerequisites: BIO 102*

**MAP 203 Clinical Office Procedures****3 Semester Credits**

This course introduces students to the basic skills that are performed by the medical assistant. Emphasis is placed on patient-centered assessment, examination, discussions of intervention and treatment as directed by a physician, and patient preparation and positioning for physical examination. The course also includes vital signs, patient transfers, OSHA regulations, and charting. Anthropometric measurement and differentiation of signs and symptoms are also discussed. *Prerequisites: BIO 101*

**MAP 204 Electrocardiography with Interpretation****3 Semester Credits**

The course covers anatomy and physiology of the cardiovascular system, cardiovascular diseases, electrophysiology, 12-Lead ECG and interpretation, ECG rhythms, conduction problems and pacemaker recognition. Students learn to set up an ECG machine, prepare patients for testing, and conduct the ECG. Emphasis will also be placed on the relationship of the ECG in interpretation and disease states. *Prerequisites: BIO 102*

**MAP 205 Pharmacology for Allied Health Professionals****3 Semester Credits**

This course is a basic introduction to the principles of pharmacology. Topics include classes of drugs and body systems, antiviral and antibiotic agents, drug nomenclature, drug routes, drug interactions and contraindications, and various types of injections. Basic dosage computations, system of measurements, and unit conversions are included. *Prerequisites: BIO 102*

**MAP 206 Advanced Clinical Procedures****4 Semester Credits**

This course prepares students with advanced clinical skills required in a laboratory. These skills include pulmonary function testing; local application of heat and cold; parenteral administration; phlebotomy; gynecological examination positioning; emergency medical procedures related to heart attack, stroke, shock, bleeding, wounds and wound care, burns, seizures, pulmonary and gastrointestinal problems; preparing a patient for minor office surgery; and assisting for pediatric examinations and immunizations. Discussions and lab activities are coupled with simulations. *Prerequisites: MAP 200 and MAP 203*

**MAP 207 Electronic Medical Records Management****3 Semester Credits**

This course introduces students to the basics of electronic medical records management practices using Medisoft through a hands-on approach. It includes an introduction to medical informatics, use of Medisoft in the medical office, entering patient and case information, transaction entry and claim management, electronic media claims, designing and printing reports, DRG, CPT, ICD-9-CM Codes, ICD-10, claims, HIPAA Security Rule, HIPAA Transaction and Code Sets Rule, and establishing a new practice database.

**MAP 210 Medical Assistant Externship****6 Semester Credits**

This externship course provides students with exposure to a healthcare setting that reflects material covered in phlebotomy, ECG, patient care techniques, vital signs, and billing and coding, among others. The clinical site includes a laboratory in a hospital and/or private office setting. The course will commence with a one-day classroom orientation session. During the orientation, students will be instructed on professional behavior expected in a lab, including attendance and dress code. They will also receive instructions on how to keep an hour's log and the necessary evaluation forms.

**Elective Courses**

Students are permitted to take elective courses in any program of their choice, as long as the prerequisites are satisfied and upon approval of the Department Chairperson and Dean. Students may not receive Title IV funding for elective credits as based on their program outline and are advised to speak with the Financial Aid Office.

## Academic Calendar Semester 2021-2022

| Summer Semester 2021 |   |
|----------------------|---|
| May 11, 2021         | Faculty Orientation   |
| May 12, 2021         | Orientation I (Jersey City)   |
| May 13, 2021         | Orientation II (Belleville)   |
| May 17, 2021         | First day of classes  |
| May 28, 2021         | Last day to add/drop  |
| May 31, 2021         | Memorial Day- College Closed  |
| July 2-5, 2021       | Independence Day- College closed, Friday July 2nd-Monday July 5, 2021 |
| July 16, 2021        | Last day to withdraw from classes                                     |
| August 30, 2021      | Last day of the Summer Semester                                       |
| September 3, 2021    | All Final Summer Semester Grades Due to Registrar                     |

| Fall Semester 2021 |                                   |
|--------------------|-----------------------------------|
| September 6, 2021  | Labor Day - College closed        |
| September 7, 2021  | Faculty Orientation               |
| September 8, 2021  | Orientation I (Jersey City)       |
| September 9, 2021  | Orientation II (Belleville)       |
| September 13, 2021 | First Day of Classes              |
| September 24, 2021 | Last Day to Add/Drop              |
| October 11, 2021   | Columbus Day- College Closed      |
| November 19, 2021  | Last Day to Withdraw from classes |



|                                       |   |
|---------------------------------------|---|
| November 25-27, 2021                  | Thanksgiving–College Closed                     |
| December 23, 2021                     | Last Day of the Fall Semester                   |
| December 24, 2021-<br>January 3, 2022 | College Holidays- College Closed                |
| January 7, 2022                       | All Final Fall Semester Grades Due to Registrar |

| <b>College Holidays - 2021 (Campus will be closed)</b> |   |
|--|---|
| July 2-5, 2021   | Independence Day - Falls on a Sunday, observed on Friday-Monday |
| September 6, 2021                                      | Labor Day   |
| October 11, 2021                                       | Columbus Day  |
| November 25, 2021                                      | Thanksgiving Day  |
| December 24, 2021- January<br>3, 2022                  | College Holidays  |

| <b>Spring Semester 2022</b> |   |
|-----------------------------|---|
| January 11, 2022            | Faculty Orientation                               |
| January 12, 2022            | Orientation I (Jersey City)                       |
| January 13, 2022            | Orientation II (Belleville)                       |
| January 17, 2022            | Martin Luther King Jr. Day- College Closed        |
| January 18, 2022            | Spring Semester Begins                            |
| January 31, 2022            | Last day Spring Semester to add/drop              |
| February 21, 2022           | President’s Day- College Closed                   |
| March 18, 2022              | Last Day to Withdraw from Spring Semester Classes |
| April 15, 2022              | Good Friday- College Closed                       |
| May 3, 2022                 | Spring Semester Ends                              |
| May 6, 2022                 | All Final Spring Semester Grades Due to Registrar |

## Summer Semester 2022

|                   |   |
|-------------------|---|
| May 10, 2022      | Faculty Orientation                               |
| May 11, 2022      | Orientation I (Jersey City)                       |
| May 12, 2022      | Orientation II (Belleville)                       |
| May 16, 2022      | Summer Semester Begins                            |
| May 27, 2022      | Last day to add/drop Summer Semester              |
| May 30, 2022      | Memorial Day- College Closed                      |
| July 4, 2022      | Independence Day- College Closed                  |
| July 15, 2022     | Last day to withdraw from classes                 |
| August 29, 2022   | Last day of the Summer Semester                   |
| September 2, 2022 | All Final Summer Semester Grades Due to Registrar |

## Fall Semester 2022

|                          |  |
|--------------------------|--|
| September 6, 2022        | Faculty Orientation  |
| September 7, 2022        | Orientation I (Jersey City)  |
| September 8, 2022        | Orientation II (Belleville)  |
| September 6, 2022        | First Day of Fall Semester Classes                                     |
| September 23, 2022       | Last Day of Fall Semester Add/Drop                                     |
| November 18, 2022        | Last Day to Withdraw from Fall Semester classes                        |
| November 24-27, 2022     | Thanksgiving Holiday College Closed Thursday, Friday, Saturday, Sunday |
| December 22, 2022        | Last Day of the Semester   |
| December 23-Jan. 3, 2023 | Christmas Holiday Break College Closed                                 |
| January 5, 2023          | Fall Semester Grades Due   |

## Academic Calendar Quarter 2021-2023

| <b>Summer Quarter 2021</b> |  |
|----------------------------|--|
| May 17-23, 2021            | Student Quarter Orientation (online)             |
| May 24, 2021               | Summer Quarter Begins                            |
| May 31, 2021               | Memorial Day College Closed                      |
| June 1, 2021               | Last Day to Add/ Drop Summer Quarter             |
| June 4, 2021               | Last Day to Withdraw from Summer Quarter Classes |
| July 5, 2021               | Independence Day College Closed                  |
| July 30, 2021              | Summer Quarter Ends                              |
| August 4, 2021             | All Final Summer Quarter Grades Due to Registrar |
| <b>Fall Quarter 2021</b>   |  |
| August 9-13, 2021          | Student Quarter Orientation (online)             |
| August 16, 2021            | Fall Quarter Begins                              |
| August 20, 2021            | Last Day to Add/ Drop Fall Quarter               |
| August 27, 2021            | Last Day to Withdraw from Fall Quarter Classes   |
| September 6, 2021          | Labor Day College Closed                         |
| October 11, 2021           | Columbus Day College Closed                      |
| October 22, 2021           | Fall Quarter Ends                                |
| October 27, 2021           | All Final Fall Quarter Grades Due to Registrar   |
| <b>Winter Quarter 2021</b> |  |
| November 1-5, 2021         | Winter Quarter Online Orientation                |
| November 8, 2021           | Winter Quarter Begins                            |
| November 12, 2021          | Winter Quarter Add/Drop Period Ends              |

|                            |   |
|----------------------------|---|
| November 15, 2021          | Winter Quarter Withdrawal Period Ends                               |
| November 25-27, 2021       | Thanksgiving Day- College Closed Thursday, Friday, Saturday, Sunday |
| Dec 20- January 2, 2022    | Quarter Winter break  |
| Dec. 23- January 3, 2022   | College Holidays- College Closed                                    |
| January 17, 2022           | Martin Luther King Jr. Day College Closed                           |
| January 28, 2022           | Winter Quarter Ends   |
| February 2, 2022           | All Final Winter Quarter Grades Due to Registrar                    |
| <b>Spring Quarter 2022</b> |   |
| February 7-13, 2022        | Spring Quarter Orientation  |
| February 14, 2022          | Spring Quarter Classes Begin  |
| February 18, 2022          | Spring Quarter Add/ Drop ends                                       |
| February 21, 2022          | Washington's Birthday College Closed                                |
| February 25, 2022          | Withdrawal for Spring Quarter Deadline                              |
| April 15, 2022             | Good Friday College College Closed                                  |
| April 22, 2022             | Spring Quarter Ends   |
| April 27, 2022             | All Final Spring Quarter Grades Due to Registrar                    |
| <b>Summer Quarter 2022</b> |   |
| May 9-15, 2022             | Summer Quarter Orientation  |
| May 16, 2022               | Summer Quarter Starts   |
| May 20, 2022               | Summer Quarter Add/Drop Ends  |
| May 27, 2022               | Summer Quarter Withdrawal Ends                                      |
| May 30, 2022               | Memorial Day College Closed   |
| July 4, 2022               | Independence Day College Closed                                     |
| July 22, 2022              | Summer Quarter Ends   |

|                          |  |
|--------------------------|--|
| July 27, 2022            | All Final Summer Quarter Grades Due to Registrar |
| <b>Fall Quarter 2022</b> |  |
| August 8-14, 2022        | Fall Quarter Orientation                         |
| August 15, 2022          | Fall Quarter Begins                              |
| August 19, 2022          | Fall Quarter Add/Drop Period Ends                |
| August 26, 2022          | Fall Quarter Withdrawal Period Ends              |
| October 21, 2022         | Fall Quarter Ends                                |
| October 26, 2022         | All Final Fall Quarter Grades Due to Registrar   |

|                            |   |
|----------------------------|---|
| <b>Winter Quarter 2022</b> |   |
| November 7-13, 2022        | Orientation   |
| November 14, 2022          | Winter Quarter Begins   |
| November 18, 2022          | Winter Quarter Add/Drop Period Ends                                 |
| November 24-27, 2022       | Thanksgiving Day- College Closed Thursday, Friday, Saturday, Sunday |
| November 28, 2022          | Winter Quarter Withdrawal Period Ends                               |
| Dec 24- January 1, 2023    | Quarter Winter break  |
| Dec. 24- January 1, 2023   | College Holidays- College Closed                                    |
| January 16, 2023           | Martin Luther King Jr. Day College Closed                           |
| January 27, 2023           | Winter Quarter Ends   |
| February 1, 2023           | All Final Winter Quarter Grades Due to Registrar                    |

## **College Personnel**

### **Board of Directors**

Philip Balis, MBA  
Donald Grunewald, DBA  
Bashir Mohsen, EdD  
Lt. Col. Robert Tilli, Jr.  
Deborah Vilegi-Payne, PhD  
Paula Bloom, MHA, MPH

### **Executive Administration**

Bashir Mohsen, EdD, President and CEO

### **Senior Administration**

Kristine Southard, PhD, Dean of Academic Affairs  
Agnieszka Drupka, BS, Campus Director, Jersey City  
Julius Wangiwang, EdD, Director of Institutional Effectiveness/Chair of General Education

## **College Administration and Staff**

### **Information Technology Services**

Brynn Deprey, PhD, Director of Information Technology and eLearning  
Yentang Yin, BS, Information Technology Officer

### **Career Services and Student Life**

Jennifer Gonzalez, EdS, Director of Career Services and Student Services  
Mary Kurzyna, Student Services Advisor

### **Campus Director- Belleville**

Mayra Sanchez, MS, Campus Director Belleville

### **Registrar/Bursar/Human Resources**

Tina Hamilton, MS, Registrar/Bursar, Jersey City  
Rebecca Jean, Registrar Assistant, Jersey City  
Karen Lopez, BS, Registrar/Bursar, Belleville  
Rachelle Lydzustre, BS, Registrar Assistant, Belleville

### **Library**

Kelsey Gallagher, Director of Libraries/Librarian, Jersey City  
Jaime Moore, Library Assistant, Belleville

### **Student Services, Academic Support, and Advising**

Maria Billings, EdS, Counselor

### **Financial Aid**

Ashley Kende, Financial Aid Director  
Christine Gutierrez, Financial Aid Officer, Jersey City  
Crystal Manuel, Financial Aid Officer, Jersey City  
Andrea Duarte, BS, Financial Aid Officer, Belleville

**Admissions**

Douglas Young, BA, Assistant Director of Admissions  
Madeline Fermin, BA, Admissions Representative, Belleville  
Suhana Ahmed, Admissions Representative, Jersey City  
Alexa Gallo, Admissions Representative, Jersey City  
Felicia Garcia, Admissions Representative, Belleville  
Nevine Soliman, AA, Admissions Representative, Jersey City  
Lei Zhang, Admissions Representative, Jersey City

**Default Management**

Evelyn Lopez, AAS, Default Manager, Jersey City

**Evening Coordinators**

Shahida Qureshi, MD, Evening Coordinator, Jersey City

**Marketing**

Stephanie Bassanini, BA, Social Media/Marketing

**Accounting**

Mei Wu, BS, Accountant

**Reception**

Kenya Culbreth, Belleville  
Cristaly Rentas, Belleville  
Dilaida Alvarado, Jersey City  
Fateema Jones, Jersey City

**Administrative Support Staff**

Zulma Marciano, Dental Hygiene Tech Assistant, Jersey City  
Amirah Young, Dental Hygiene Administrative Assistant, Jersey City  
Kesha Chisolm, Nursing Administrative Assistant, Belleville  
Aneshya Overton, Nursing Administrative Assistant, Jersey City



## **Faculty**

### **General Education Department**

**Nicholas Antoniou**, Computer Skills  
MS, New Jersey Institute of Technology  
BS, New Jersey Institute of Technology

**Maria Billings**, Psychology  
EdS, Seton Hall University  
MA, Seton Hall University  
BS, New York University

**Hong Kim**, Mathematics  
MEd, Rutgers University  
BA, Rutgers University

**Diana Kuyumcu**, English  
MA, Rutgers University  
BA, The New School

**Frances Lombardi-Grahl**, English  
MA, Drew University  
BA, William Paterson University

**Juanito Malana**, Anatomy and Physiology  
MD, University of Santo Tomas  
RDMS (AB, OB/GYN), RDCS-AE

**Bernardo Mucha**, Anatomy and Physiology  
MD, Universidad Nacional Mayor de San Marcos

**Galicano C. Munar**, Law and Ethics  
LLB, Baguio Colleges Foundation  
AB, St. Louis University (Philippines)

**Lamiaa Nokhal**, Anatomy and Physiology  
MBChB (MD), Mansoura University, Faculty of Medicine  
RDMS (AB/OB/GYN), RDCS (AE), RVT

**Abdurrahman Pllana**, Mathematics, Physics  
MA, New Jersey City University  
BA, Rutgers University

**Michele Prezioso**, English  
MAT, William Paterson University  
BA, William Paterson University

**Teuta Pula**, Art Appreciation  
MFA, University of Prishtina  
BFA, University of Prishtina

**Gerswin Reynolds**, Sociology, History  
MALS, Ramapo College  
BA, Ramapo College

**Hayder Said**, Microbiology  
MBChB (MD), University of Baghdad

**Angela ‘Fey’ Schlenther**, Psychology, Bioethics  
Post Grad Cert. Clinical Psychology, Fielding Graduate University  
MS, Saint Leo University  
BS, Saint Leo University

**Nagy Shoukralla**, Mathematics  
MA, New Jersey City University  
BS, Suez Canal University

**Robert Thompson**, Chemistry  
PhD, University of California- Los Angeles

**Russ Wills**, Art and Pop Culture  
MFA, Academy of Art University  
MDiv, Drew Theological School  
BA, The College of New Jersey

**Wagih M. Youssef**, Anatomy and Physiology, Microbiology  
MBChB (M.D.), Ain Shams University Medical School  
RDCS (AE)

**Haytham Zghaib**, Anatomy and Physiology  
MD, University of Damascus  
RDMS (OB/GYN), RDCS (AE), RVT

### **Cardiovascular Technology Department**

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MD, Punjabi Medical College  
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**Haytham Zghaib**  
MD, University of Damascus  
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## **Dental Hygiene Department**

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Doctor of Health Education and Promotion (DHED), Arizona School of Health Sciences (ATSU University)

MS, New York University

MPH, University of Medicine and Dentistry of New Jersey

Orofacial Pain Fellowship, University of Medicine and Dentistry of New Jersey

BDS, University of Baghdad

U. S. Active Licensed Dentist

**Robin Apton**

MS, Columbia University School of Dentistry, Division of Dental Hygiene

BS, Columbia University School of Dentistry, Division of Dental Hygiene

**Shakinah Campbell**, RDH, MS

BS, Rutgers University School of Health Related Professions

AAS, Rutgers University School of Medicine and Dentistry/School of Health Related Professions

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BS, University of Bridgeport

AAS, Rutgers University

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MHS, Nova Southeastern University

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AAS, New York City College of Technology

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DMD, University of Medicine and Dentistry

MPH, Columbia University

BA, Rutgers University

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DMD, Rutgers University-UMDNJ  
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**Health Leadership**

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MSN - FNP, South University  
MSN, Western Governors University  
BSN, Excelsior College

## **Nursing Department**

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DNP, Grand Canyon University  
MSN, College of St. Elizabeth  
BSN, College of St. Elizabeth

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MSN, University of Lasalle  
BSN, Pamantasan ng Lungsod ng Maynila

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BSN, Wesleyan University

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ADN, Hudson County Community College

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BSN, NJCU

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AA, Union County College

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BSN, Kean University  
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BSN, St. Peter's University  
ADN, Holy Name School of Nursing

**Regina O'Donnell, MSN, CCRN, RN**  
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BSN, St Jude College

**Romanus Saahkem, MSN, RN**  
MSN, Seton Hall University  
BS, University of Dschang

**Rodolfo Sangalang, DNP, MSN, BSN**  
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MSN, Walden University  
BSN, St Peter's University

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MSN, Rutgers University  
BSN, Towson University



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