



Eastern International College Catalog

2025-2026



201.216.9901



www.eicollege.edu



684 Newark Avenue, Jersey City, NJ 07306

Table of Content

<u>About Eastern International College</u>	
<u>Mission Statement</u>	9
<u>The History of Eastern International College</u>	10
<u>Accreditation and Approvals</u>	12
<u>Description of the Facilities and Equipment</u>	13
<u>Admissions</u>	
<u>Admission Information</u>	15
<u>Admission Requirements by Program</u>	15
<u>Admissions Requirements for the BS in Diagnostic Medical Sonography (DMS-BS) Program</u>	15
<u>Admission Requirements for the Bachelor of Science in Dental Hygiene (BSDH)</u>	16
<u>Admission Requirements for the Associate of Applied Science in Nursing Program (ADN)(Effective Fall 2024)</u>	19
<u>Admission Requirements for the Bachelor of Science in Nursing Program (BSN)</u>	20
<u>Admissions Requirements for Bachelor of Science Health Leadership (BSHL) Completion Program - Online</u>	23
<u>Admissions Requirements for the Dental Hygiene Completion Program (BSDH) - Online</u>	24
<u>Admission Requirements for the Bachelor of Science in Nursing Completion Program (RN to BSN) - Online</u>	24
<u>International Students</u>	25
<u>Non-Matriculated Students</u>	26
<u>Cross-Registration Policy and Procedure</u>	26
<u>Transferring Credits to Eastern International College by Program</u>	27
<u>Tuition and Financial Aid</u>	
<u>Tuition and Fees</u>	36
<u>Clinic Tools, Instruments, Equipment, and Patches</u>	39
<u>Textbooks for Nursing, DMS, and General Education Courses</u>	39
<u>Enrollment Agreement and Refund Policy</u>	39
<u>Military Benefits</u>	40
<u>Return of Title IV Funds Policy</u>	42
<u>Return of State Aid (TAG) Policy</u>	42
<u>Tuition Refund Policy for Cash Students</u>	42
<u>Institutional Scholarship Opportunities</u>	43

<u>Institutional Policies</u>	
<u>Rules and Regulations</u>	45
<u>Student Code of Conduct and Professional Behavior Policy</u>	45
<u>Suspension, Probation, and Dismissal</u>	46
<u>Program Dismissal Grading Policy</u>	46
<u>Course Progression</u>	47
<u>Grievance/Complaint and Academic Complaint Protocol</u>	47
<u>Student Complaint Procedure</u>	47
<u>Criminal Activity</u>	48
<u>Crime Awareness and Security Act- (CLERY Act)</u>	48
<u>Dress Policy/Uniform Policy</u>	50
<u>Drug and Alcohol-Free Campus Policy</u>	50
<u>College Property</u>	50
<u>Attendance and Class Make-Up Policy</u>	50
<u>Enrollment Termination</u>	52
<u>Students Called to Military Service Obligation</u>	52
<u>Re-enrollment after military service obligation</u>	52
<u>Leave of Absence (LOA)</u>	54
<u>Pregnancy Leave of Absence or Withdrawal</u>	55
<u>Medical Withdrawal</u>	55
<u>Maximum Time Frame to Complete a Degree Program</u>	55
<u>Withdrawal from Degree Program</u>	56
<u>Coronavirus (COVID-19) Withdrawal Effective March 2020-September 30, 2021</u>	56
<u>Course Withdrawal</u>	57
<u>Withdrawal from a Nursing Course</u>	57
<u>Withdrawal from the Nursing Program</u>	57
<u>Readmission Policy for Nursing</u>	57
<u>Indemnification</u>	58
<u>Disaster</u>	58
<u>Damaged, Lost, or Stolen Items</u>	58
<u>Academic Policies Orientation</u>	58
<u>Definition of Clock Hours</u>	58
<u>Conversion to Semester Credits for Semester Programs</u>	58
<u>Examinations</u>	58
<u>Hours of Operation</u>	59
<u>Amendments to Programs, Policies or Procedures</u>	59

<u>Academic Freedom</u>	59
<u>Academic Integrity and Plagiarism Policy</u>	60
<u>Academic Recognition: President's and Dean's List Criteria</u>	60
<u>Student Services</u>	61
<u>Library/Learning Resource Center</u>	61
<u>Housing</u>	62
<u>Transportation</u>	62
<u>Maintenance of Records</u>	62
<u>Counseling & Academic Advising</u>	62
<u>Americans with Disabilities Act</u>	62
<u>The Family Educational Rights and Privacy Act (FERPA)</u>	65
<u>Student Rights and Responsibilities</u>	66
<u>College Rights and Responsibilities</u>	66
<u>Computer Access & Technology</u>	66
<u>Online Students</u>	67
<u>Online Students Enrolled in New Jersey Programs: Complaint Policy and Procedure</u>	67
<u>Definition of Course Prerequisite and Corequisite</u>	68
<u>Incomplete Grade</u>	68
<u>Satisfactory Academic Progress (SAP)</u>	68
<u>Failure to Meet Satisfactory Academic Progress</u>	70
<u>Final Grades, Failures, and Course Prerequisites</u>	70
<u>The Appeal Process</u>	71
<u>Other Academic Concerns</u>	72
<u>Graduation Requirements</u>	73
<u>Electronic Devices Policy</u>	74
<u>Artificial Intelligence (AI) Use Policy</u>	75
<u>Academic Programs</u>	
<u>General Education</u>	
<u>General Education Student Learning Outcomes</u>	77
<u>General Education Course Descriptions (Semester Courses)</u>	79
<u>Basic Skills Assessment and Developmental Education</u>	83
<u>Course Descriptions of Developmental Courses</u>	85

<u>Bachelor of Science in Dental Hygiene</u>	
<u>Program Description</u>	86
<u>Program Curriculum</u>	86
<u>Course Descriptions</u>	89
<u>Remediation Policy for Dental Hygiene Students</u>	98
<u>Repeating a Dental Hygiene Course</u>	99
<u>Bachelor of Science in Nursing-Generic</u>	
<u>Program Description</u>	100
<u>Program Curriculum</u>	100
<u>Course Description</u>	104
<u>Associate in Applied Science in Nursing (ADN)</u>	
<u>Program Description</u>	110
<u>Program Curriculum</u>	110
<u>Course Description</u>	111
<u>Remediation Policy for Nursing Students</u>	115
<u>Validation Policy for Nursing</u>	116
<u>Repeating a Nursing Course</u>	116
<u>Grading System for Nursing Major Courses (ADN and BSN)</u>	117
<u>Medication Calculation Testing</u>	117
<u>Nursing Progression</u>	118
<u>Bachelor of Diagnostic Medical Sonography</u>	
<u>Program Description</u>	119
<u>Program Curriculum</u>	119
<u>Course Descriptions</u>	121
<u>Diagnostic Medical Sonography DMS-BS Validation Policy</u>	127
<u>Skills Validation for Externship</u>	127
<u>Elective Courses</u>	127
<u>Clinical Externship Policies and Procedures for DMS Students</u>	127
<u>Externship Agreement</u>	130
<u>Externship-Related Injuries</u>	130
<u>Grading System</u>	131
<u>General Procedures for Externship Remediation- DMS</u>	132
<u>Online Programs</u>	
<u>Bachelor of Science in Dental Hygiene (Completion Program)</u>	
<u>Program Description</u>	133
<u>Program Curriculum</u>	133
<u>Course Descriptions</u>	134
<u>Grading System</u>	138

<u>Bachelor of Science in Health Leadership (Completion Program)</u>	
<u>Program Description</u>	139
<u>Program Curriculum</u>	139
<u>Course Descriptions</u>	140
<u>Grading System</u>	144
<u>Bachelor of Science in Nursing (RN to BSN) Completion Program</u>	
<u>Program Description</u>	145
<u>Program Curriculum</u>	145
<u>Course Descriptions</u>	146
<u>Grading System</u>	148
<u>Academic Calendar Semester</u>	
<u>Semester Calendar 2025-2026</u>	150
<u>Academic Calendar Quarter</u>	
<u>Quarter Calendar 2025-2026</u>	154
<u>College Personnel</u>	157
<u>College Administration and Staff</u>	157
<u>Faculty Directory</u>	159

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.

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/Department Dean (for Nursing) 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.

About Eastern International College

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.

The 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 from 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 which 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 the Fall of 2017, the College faculty and administration reviewed its core curriculum requirements to ensure 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 the Summer of 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 at 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.

On August 28, 2018, EIC's application to participate in the State Authorization Reciprocity Agreement (SARA) was approved by the Office of the Secretary of Higher Education, which is recognized by the New England Board of Higher Education as New Jersey's Portal Entity,

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 workstations, 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 the 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, and 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.

On February 17-20, 2020, EIC hosted the MSCHE site visit, and in July 2020, the College received accreditation from the Middle States Commission on Higher Education (MSCHE) and therefore withdrew its accreditation with ACCSC in December 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.

On March 12, 2020, the Accreditation Commission for Education in Nursing (ACEN) approved EIC's application for the addition of a new off-campus program instructional site, the Jersey City campus.

On October 29, 2020, the MSCHE approved EIC's substantive change request application to include an alternative delivery method- distance education- within EIC's scope of accreditation.

On December 15, 2021, The New Jersey Board of Nursing approved EIC's application to establish a Bachelor of Science in Nursing Generic Program with a provisional accreditation status. The first BSN cohort started in the Spring 2022 semester.

On June 22, 2022, MSCHE approved EIC's substantive change request applications to close the Belleville campus and the teach-out of the Cardiovascular Technology Program. All Belleville students are able to complete their courses on the Jersey City campus.

The petition of Eastern International College to change its programmatic mission from an associate degree granting institution to a baccalaureate degree granting was approved by the New Jersey Office of the Secretary of Higher Education on October 13, 2023

On July 15, 2024, MSCHE reaffirmed EIC's accreditation, and the next accreditation visit will be 2031-2032.

Accreditation and Approvals

Eastern International College is accredited by the Middle States Commission on Higher Education, 1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801 Tel (267) 284-5011 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 Associate 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.

The Bachelor of Science in Nursing Program was granted provisional accreditation 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.

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 Bachelor of Science in 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. *Date of next review: 2023.*

Eastern International College is approved to offer online education programs and participate in the State Authorization Reciprocity Agreement (“SARA”) of the National Council for State Authorization Reciprocity Agreements (NC-SARA), 3005 Center Green Drive, Suite 130, Boulder, Colorado 80301 Phone: 303.848.3275 info@nc-sara.org. For a current list of SARA member states, see <http://nc-sara.org>.

Non-SARA States: California: Due to state regulations for distance education, Eastern International College cannot accept residents of California into its online courses or education programs.

Description of the Facilities and Equipment

EIC Campus Facilities

The Jersey City campus, located at 684 Newark Avenue, comprises a three-floor building that opened in October 2013 and is furnished with the technology and resources appropriate for EIC programs. The campus can be reached via public transportation, which is the preferred mode of travel because parking is limited. The building is approximately 34,000 square feet and houses seven classrooms, five labs/computer rooms, and 30 dental hygiene workstations as well as a lounge for student and staff use. The campus offers 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:

Diagnostic Medical Sonography Labs

The ultrasound laboratories are equipped with seven (7) ultrasound machines, one (1) of which is a portable machine, and ultrasound phantoms for breast, scrotum, transvaginal (GYN), and obstetric scanning.

Nursing Labs

The main nursing laboratory is equipped with four (4) simulated hospital patient care settings and Lucina, a High Fidelity 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. In addition, the nursing labs are equipped with five low-fidelity simulation mannequins along with the software components to make the mannequins fully functional. Each bay is complete with an electronic bed, overbed table, and headwall containing overbed lighting, suction, and air/oxygen outlets. The second laboratory is equipped with two (2) simulated hospital patient care settings. Both nursing labs are equipped with wireless access to the campus network. The main lab is also equipped with a large TV monitor.

Dental Hygiene Labs

The Dental Hygiene Program is equipped with 30 chairs in its hygiene clinic, Seven (7) radiology rooms, one (1) Panorex suite, two (2) sterilization rooms, a student and faculty simulator laboratory, classrooms, faculty office spaces, storages, and the dental clinic reception area. The lab currently has twenty (20) student dental simulators and one (1) instructor simulator. These simulators provide a realistic learning experience to develop the necessary motor skills and clinical knowledge. The Clinical facility is equipped with computers and patient monitors at every station. Digital radiographs can be brought up on the computer screen for treatment planning and patient education, while digital patient record keeping instills a paper-free environment.

Administrative Departments

The 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.

Online Campus

EIC students are provided an ejc@ejc.edu email hosted by Google. EIC uses Canvas Learning Management System available at ejc.instructure.com through a single sign-on integration with Google Suite. Canvas also uses the TurnItIn plagiarism checking tool to assess student work for plagiarized content before submission. Canvas is also integrated with the DiamondD Student Information System. DiamondD provides students' schedules and provides their final grades back to their Canvas course shells.

Minimum Technology Requirements for Online Courses

The minimum technology requirements for online classes are as follows:

1. Access to a desktop or laptop (phones or tablets are unacceptable for assignments, quizzes, or exams)
2. Regular access to high-speed broadband internet connection
3. Webcam (most laptops have built-in webcams)
4. Headset with microphone
5. Software (Windows 10 or higher) { *Effective in October 2025, EIC will no longer support Windows 10*}

Admissions

Admission Information

Applicants to all programs must follow the program-specific criteria listed below. Each applicant will be interviewed and given a college tour 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.

Admission Requirements by Program

I. BS in Diagnostic Medical Sonography (DMS-BS) Program

- 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 and dismissal from the Program will be revoked.
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 a 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 are administered at Eastern International College. EIC utilizes the Next-Generation Quantitative Reasoning for math and the Next-Generation Reading and Writing 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. The 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 an accredited institution.
- d) Earned English Composition and Math credits 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 College Math and English.

II. Bachelor of Science in Dental Hygiene (BSDH) Program

- 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 BSDH 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. HESI validity is one year and must be taken in EIC

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 student is allowed to take the HESI no more than three times a year with at least two weeks in between each attempt. The HESI exam must be taken in EIC. If a student retakes the HESI, the higher cumulative score will be considered.

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. Interview
All applicants selected for admission based on their entire application package will have a personal interview with the Dental Hygiene Admissions Committee.

HESI-A2 Exemption for Foreign Educated Dentist and Registered Dental Assistant (RDA)/Licensed Dental Assistant (LDA)

1. Foreign Educated Dentist

Applicants who hold foreign dentistry degrees, such as Bachelor of Dentistry; Bachelor of Dental Science; Bachelor of Science in Dentistry; Bachelor of Medicine in Dental Medicine, are exempt from taking the HESI-A2 test. A copy of the transcript indicating conferment of the degree must be submitted.

2. Registered Dental Assistant/ Licensed Dental Assistant

Registered Dental Assistants/Licensed Dental Assistants are exempt from the HESI-A2 entrance requirement. The applicant must submit an unexpired copy of the RDA or LDA license

Policy on Conditional Admission to the Bachelor of Science in Dental Hygiene (BSDH) Program Based on the HESI Scores (*Effective Fall 2025*)

Applicants to the Bachelor of Science in Dental Hygiene (BSDH) program who achieve a HESI Admission Assessment (HESI-A2) score between 60% and 69.99% may be considered for conditional admission. However, the following conditions must be complied with:

1. No transfer credit will be accepted for the basic science courses (BIO 101, BIO 102, BIO 111, CHE 101)
2. The applicant must complete all required basic science courses (BIO 101, BIO 102, BIO 111, CHE 101) at Eastern International College while enrolled in the BSDH program.
3. Transfer credits for English, math and general education courses follow the standard transfer credit policy for the BSDH program following grade and HESI score requirements for English and math
4. All standard course requirements and academic policies will apply to these students without exception. This policy ensures that all students admitted under conditional status receive consistent academic preparation aligned with the program's standards.

Transfer Credit for Foreign Educated Dentist and Registered Dental Assistant (RDA)/ Licensed Dental Assistant (LDA)

The HESI-A2 score requirement for transfer credits for English, math, Anatomy and Physiology, and chemistry is waived but must comply with the other requirements (e.g. grade of "C" or better, five years for A&P, etc)

Health Requirements, Drug Screen, and Criminal Background Check

Students admitted to the program must have a physical examination and health clearance done by their Healthcare Provider. Complete physical examinations, certified verification of a negative criminal background check through Castle Branch, and a drug screen that verifies negative results 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 the 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

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.

Applicants to the Bachelor of Science in Dental Hygiene program should be aware of the following:

Licensure Eligibility: Completion of the dental hygiene program, including all board exam requirements, does not guarantee eligibility for licensure. The New Jersey Board of Dentistry has strict requirements regarding criminal background checks and drug screening results.

Background Checks & Drug Testing:

- Applicants with a positive drug test or a criminal record may be ineligible for licensure as a dental hygienist in New Jersey.
- It is the applicant's responsibility to verify their eligibility for licensure directly with the New Jersey Board of Dentistry.

Program Completion vs. Licensure:

- The dental hygiene program complies with all rules and regulations set forth by the NJ Board of Dentistry and The Commission on Dental Accreditation (CODA).
- Students may complete the academic and clinical requirements of the program, but the school cannot guarantee that graduates with prior offenses or drug-related issues will be granted a dental hygiene license.

Recommendation: Applicants with concerns about their background should consult the Board before enrolling to avoid investing time and resources into a program that may not lead to licensure.

III. 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 Health Education Systems Incorporated A2 (HESI- A2) for diagnostic purposes and transfer credit evaluation. To be eligible for admission, a student must obtain a cumulative score of 70%.
- Cumulative GPA of 2.00 for transfer students.

The following steps must be taken to complete the admissions process for the ADN 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 and dismissal from the Program will be revoked.

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 a 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. Health Education Systems Incorporated A2 (HESI) A2 Examination

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. 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; the score in each area will be used to determine course registration and transfer credits.

The HESI exam score validity is one year and must be taken in EIC. A change in the HESI coverage may invalidate a previously taken one. If a student retakes the HESI, the higher cumulative score will be considered. A student is allowed only one retake within a year and it should be at least a week after the first take.

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

4. Cumulative GPA of 2.00 for internal and external transfers. If there is more than one transcript of records, the last school attended will be the basis for this GPA requirement

5. Proof of Citizenship/Legal Status

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

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. Due to the cohort nature of the Nursing Programs, no ADN student will be allowed to transfer to the BSN Program or BSN to the ADN Program.

IV. Bachelor of Science in Nursing (BSN) Program Effective Fall 2025

1. Proof of Identification (State-issued ID or signed passport)
2. Social Security Card (must be signed)
3. Proof of Citizenship or Legal Status
4. High School Diploma or recognized equivalency (e.g., GED)
5. Complete the Admission Process
6. Minimum Cumulative GPA of 2.00 for both internal and external transfer students. For more than one transcript of records, the average of the cumulative GPAs of each transcript will be computed.
7. Submit transcripts of records from all colleges/universities attended.
8. Take the Accuplacer (Refer to the Basic Skills Assessment and Developmental Education Policy)
9. Sign the BSN Disclosure Acknowledgment Form

Admission Process

The following steps must be taken to complete the admissions process for the Bachelor of Science in Nursing:

1. Admissions Application

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

1. 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 a 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.

2. Accuplacer Exam

All applicants for the BSN program are required to take the Next-Generation Accuplacer placement tests in reading, sentence skills, and mathematics, which are administered at Eastern International College. EIC utilizes the Next-Generation Quantitative Reasoning for math and the Next-Generation Reading and Writing 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 (ENG 099), Developmental Writing (ENG 098), and Elementary Algebra (MAT 099) while enrolled in the college.

Please refer to the policy below for waiving the Accuplacer requirement.

The Accuplacer is waived for any of the following reasons:

1. Combined SAT score of 1100 or better (if applicable)
2. Earned associate's degree (or higher) obtained from a nationally or regionally accredited institution with an official transcript of record. A degree earned outside the United States 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. The transcript evaluation is the responsibility of the applicant.
3. 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 an accredited institution.
4. Earned English Composition and Math credits through the College Level Examination Program (CLEP). CLEP score must be "50" or better.
5. An Advanced Placement (AP) score of "3" or better in College Math and English.

Health Requirements, Criminal Background, and Drug Screen Test Requirements for the Associate of Applied Science in Nursing and Bachelor of Science in Nursing

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 design. Students are eligible for advising and registration after completion of all health requirements, and the certified background check verifies a negative drug screen and a negative criminal background.

A student will be dismissed from the Nursing Program with no right to appeal if health and clinical requirement documents/records and certified criminal background and drug screen test results 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. A positive criminal background or drug screen test will result in dismissal from the Nursing Program. EIC requires that the student utilize Castle Branch to complete background checks, drug screening, and other requirements. 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 the clinical site
- Quantitative titers (bloodwork) indicating immunity to measles, mumps, rubella, varicella, and hepatitis B. Those who have not had immunization for 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)
- Drug Screen
- Criminal background
- Proof of health insurance
- Malpractice insurance
- National Student Nurses' Association (NSNA) membership
- COVID-19 vaccination

All students must comply with the Covid-19 vaccination policy of the clinical rotation agencies/sites. A student with a medical and/or religious exemption may not be able to complete the clinical requirement if the rotation agency/ site rejects the student's religious or medical exemption. The student may be asked to drop or withdraw the course.

A positive criminal background or drug screen test may prevent a student from being placed on a clinical rotation site/agency which will result in non-completion of degree. The student will be asked to drop or withdraw from the course. EIC requires that the student utilizes Castle Branch to complete background check, drug screening, and other requirements.

The New Jersey for Consumer Affairs (N.J.S.A. 45:1-28) requires that all applicants for licensure undergo a criminal history background check as a condition for nursing licensure.

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 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.

V. Bachelor of Science in Health Leadership Completion (BSHL) Program Online

- Completion of an associate degree or completion of at least 60 semester credits*
- 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

*Only credits with grade of "C" or better will be counted

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.

VI. Bachelor of Science in 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.

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

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.

EIC accepts official results of the Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), and Pearson's Test of English with the following minimum score requirement:

- TOEFL: 70
- IELTS: 6.0
- Pearson's Test of English: 54

At its sole discretion, EIC reserves the right to make exceptions to these proficiency requirements or waive the submission of required official test results when considering a student for admission.

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
- 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
- Nigeria

Please contact the Admissions Department for additional requirements.

Non-Matriculated Students

Students seeking to participate in specific coursework as a special non-matriculated student must satisfy all prerequisites for the course.

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.

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.

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 six (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.
- 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.

Transferring Credits to Eastern International College By Program

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 based on an official transcript of records. Official electronic transcripts (e-transcripts) are accepted.
3. Science courses (Anatomy and Physiology) must have been taken within 10 years from the date of acceptance. **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 must have been sent from the originating institution. 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 for the science courses 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). Any petition after the Add/drop period will not be considered.

Transfer Credit Policy by Degree Program

I. Associate of Applied Science in Nursing (ADN)

In addition to the General Transfer Credit Policy, the ADN follows the following guidelines for credit transfer:

1. The ADN Program accepts a maximum of 21 general education credits.
2. Transfer credit for a science course (Anatomy and Physiology I & II, Microbiology, and Chemistry) 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 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 Anatomy and Physiology section of the HESI-A2 entrance examination with a minimum score of 70% in the A&P section.
5. Transfer credit for English Composition I and II will be accepted if 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.

6. Transfer credit for Mathematics (College Algebra) will be accepted if the student passes the Math section of the HESI-A2 examination with a score of 70% or better). A student with a score below 70% (HESI-A2) in Math would be required to repeat College Algebra even if the student took the class before.

Elementary Algebra Requirement: A student who scored less than 70% in the Math section of the (HESI-A2) 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 70% 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, and Trigonometry.

Courses graded as Pass (P), Satisfactory (S), Credit (CR), or equivalent are not eligible for transfer credit evaluation, regardless of the credit hours earned or institutional policy of the sending school. (*Note: Courses taken during the Spring 2020 through Spring 2021 academic terms with Pass/Fail grading may be considered for transfer credit on a case-by-case basis, only if accompanied by official documentation from the originating institution verifying that the "Pass" grade represents performance equivalent to a "C" (2.0) or higher.*)

II. Bachelor of Science in Nursing (BSN) Effective Fall 2025

In addition to the General Transfer Credit Policy, the BSN Program follows these specific guidelines:

1. A total of 45 semester credits of General Education course credits are eligible for credit transfer. All nursing courses must be completed at EIC
2. Anatomy & Physiology I & II
 - a. Completed within the last five years
 - b. Minimum grade of “B” or better
 - c. Minimum score of 70% in the Anatomy and Physiology section of the HESI A2 test
3. Microbiology: Completed within the last five years and a minimum grade of “B” or better
4. Chemistry: Completed within the last five years and a minimum grade of “C” or better
5. Minimum grade of “C” or higher is required for any course to be eligible for transfer credit.
6. Computer courses must have been completed within the past five years

Courses graded as Pass (P), Satisfactory (S), Credit (CR), or equivalent are not eligible for transfer credit evaluation, regardless of the credit hours earned or institutional policy of the sending school. (*Note: Courses taken during the Spring 2020 through Spring 2021 academic terms with Pass/Fail grading may be considered for transfer credit on a case-by-case basis, only if accompanied by official documentation from the originating institution verifying that the "Pass" grade represents performance equivalent to a "C" (2.0) or higher.*)

III. Bachelor of Science in Dental Hygiene (BSDH)

In addition to the General Transfer Credit Policy, the Dental Hygiene follows the following guidelines for credit transfer:

1. Only general education courses are accepted for credit transfer. All Dental Hygiene courses must be completed in EIC
2. Dental Hygiene accepts a maximum of thirty-five (36) general education credits
3. 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.
4. 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 70% or higher. A student who scores below 70% in A & P will be required to repeat A & P I & II even if the student took the class before.
5. Transfer credit for Chemistry will be accepted only with a 70% or higher score in the Chemistry part of the HESI A2 entrance examination.
6. 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 even if the student took the class before.
7. 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 even if the student took the class before.
8. A grade of "C" or better is required for credit transfer.

Courses graded as Pass (P), Satisfactory (S), Credit (CR), or equivalent are not eligible for transfer credit evaluation, regardless of the credit hours earned or institutional policy of the sending school. *(Note: Courses taken during the Spring 2020 through Spring 2021 academic terms with Pass/Fail grading may be considered for transfer credit on a case-by-case basis, **only if accompanied by official documentation from the originating institution verifying that the "Pass" grade represents performance equivalent to a "C" (2.0) or higher.***

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.

IV. Bachelor of Science in Diagnostic Medical Sonography (DMS)

In addition to the General Transfer Credit Policy, the Diagnostic Medical Sonography program follows the following guidelines for credit transfer:

1. The program accepts up to 54 semester credits toward general education requirements. Transfer credit for DMS courses is on a case-by-case basis.
2. Anatomy and Physiology and Computer courses must have been completed within the past 10 years
3. A grade of "C" or higher is required for all courses considered for transfer credit
4. Computer course must have been completed within the last 10 years.

Courses graded as Pass (P), Satisfactory (S), Credit (CR), or equivalent are not eligible for transfer credit evaluation, regardless of the credit hours earned or institutional policy of the sending school. *(Note: Courses taken during the Spring 2020 through Spring 2021 academic terms with Pass/Fail grading may be considered for transfer credit on a case-by-case basis, **only if accompanied by official documentation from the originating institution verifying that the "Pass" grade represents performance equivalent to a "C" (2.0) or higher.***

V. Bachelor of Science in Dental Hygiene Completion (Online)

The program consists of a total of 180 quarter credits. Students will transfer a minimum of 90 credits from their previous associate's degree, with the ability to transfer a maximum of up to 132 of the 180 quarter credits requirement to earn a Bachelor of Science in Dental Hygiene.

The transfer credits for Dental Hygiene courses will include the following 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.

Courses graded as Pass (P), Satisfactory (S), Credit (CR), or equivalent are not eligible for transfer credit evaluation, regardless of the credit hours earned or institutional policy of the sending school. *(Note: Courses taken during the Spring 2020 through Spring 2021 academic terms with Pass/Fail grading may be considered for transfer credit on a case-by-case basis, **only if accompanied by official documentation from the originating institution verifying that the "Pass" grade represents performance equivalent to a "C" (2.0) or higher.***

VI. Bachelor of Science in Health Leadership Completion (Online)

The program consists of a total of 180 quarter credits. Students will transfer a minimum of 90 credits from their previous associate's degree or earned credits, with the ability to transfer a maximum of up to 132 of the 180 quarter credits requirement to earn a Bachelor of Science in Health Leadership.

A grade of "C" or better is required for credit transfer.

Courses graded as Pass (P), Satisfactory (S), Credit (CR), or equivalent are not eligible for transfer credit evaluation, regardless of the credit hours earned or institutional policy of the sending school. *(Note: Courses taken during the Spring 2020 through Spring 2021 academic terms with Pass/Fail grading may be considered for transfer credit on a case-by-case basis, **only if accompanied by official documentation from the originating institution verifying that the "Pass" grade represents performance equivalent to a "C" (2.0) or higher.***

VII. Bachelor of Science in Nursing- RN to BSN Completion (Online)

The program consists of a total of 180 quarter credits. Students will transfer a minimum of 90 credits from their previous associate's degree in Nursing with the ability to transfer a maximum of up to 132 of the 180 quarter credits requirement to earn a Bachelor of Science in Nursing.

A grade of "C" or better is required for credit transfer.

Courses graded as Pass (P), Satisfactory (S), Credit (CR), or equivalent are not eligible for transfer credit evaluation, regardless of the credit hours earned or institutional policy of the sending school. *(Note: Courses taken during the Spring 2020 through Spring 2021 academic terms with Pass/Fail grading may be considered for transfer credit on a case-by-case basis, **only if accompanied by official documentation from the originating institution verifying that the "Pass" grade represents performance equivalent to a "C" (2.0) or higher.***

Transfer Credit Policy for Diagnostic Medical Sonography Student with a Bachelor's 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)

Courses graded as Pass (P), Satisfactory (S), Credit (CR), or equivalent are not eligible for transfer credit evaluation, regardless of the credit hours earned or institutional policy of the sending school. *(Note: Courses taken during the Spring 2020 through Spring 2021 academic terms with Pass/Fail grading may be considered for transfer credit on a case-by-case basis, **only if accompanied by official documentation from the originating institution verifying that the "Pass" grade represents performance equivalent to a "C" (2.0) or higher.***

Credit 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 (Developmental Psychology)	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's transfer credit policy.

Credit 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.

Graduates of the EIC DMS Ultrasound Diploma and AAS Program

Scanning credits (Abdomen, OB/GYN, Vascular, Echocardiography) earned from EIC's Ultrasound Diploma and AAS program graduates will be accepted for credit transfer if the student passes a skills validation to be conducted on campus. This ensures that the student has the skills necessary to succeed in the succeeding scanning courses. The student may opt to audit scanning courses or attend remediation scanning sessions for free before officially registering for the BSDMS program. The DMS Chair or a designated DMS faculty member will facilitate the skills validation and certify the successful demonstration of skills.

The skills validation requirement will be waived if the student can show proof of current national certification (e.g., RDMS, RVT, RDCS-AE) from the ARDMS or CCI for any of the modalities, or a letter/certification from the student's employer indicating that the student is actively working as a sonographer. The letter must bear the logo or letterhead of the company or facility where the student is working.

Nursing and Dental Hygiene Admission Deferment

A student who deferred admission must re-apply through the Admission Office. Acceptance is not guaranteed.

Non-Discrimination Policy

Eastern International College is committed to providing equal access to educational and employment opportunities. The 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 and the recruitment, retention, 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	Address	Telephone
Dr. Hany Zaky	684 Newark Avenue Jersey City, NJ 07306	201-216-9901
Phillippa Gordon, MS		
Dr Julius Wangiwang		

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

Name	Address	Telephone
Dr. Hany Zaky	684 Newark Avenue Jersey City, NJ 07306	201-216-9901
Phillippa Gordon, MS		
Dr. Julius Wangiwang		

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

Name	Address	Telephone
Dr. Hany Zaky	684 Newark Avenue Jersey City, NJ 07306	201-216-9901
Phillippa Gordon, MS		
Dr Julius Wangiwang		

Tuition and Financial Aid

Tuition and Fees

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

Tuition and Semester Fees	
Nursing - AAS 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	\$8,715.00
Full-Time Supplies/Laboratory Fee per Term	\$1,260.00
Part-Time Tuition (up to 11 and above 18 semester credits) per Credit	\$716.00
Part-Time Supplies/Laboratory Fee per Term	\$630.00
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	\$11,077.00
Full-Time Supplies/Laboratory Fee per Term	\$1,701.00
Part-Time Tuition (up to 11 and above 18 semester credits) per Credit	\$924.00
Part-Time Supplies/Laboratory Fee per Term	\$850.00
Diagnostic Medical Sonography - BS Degree	
Registration Fee (one time)	\$125.00
Full-Time Tuition (12-18 semester credits) per Term	\$7,927.00
Full-Time Supplies/Laboratory Fee per Term	\$304.00
Part-Time Tuition (up to 11 and above 18 semester credits) per Credit	\$651.00
Part-Time Supplies/Laboratory Fee per Term	\$152.00

Nursing - 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	\$10,017.00
Full-Time Supplies/Laboratory Fee per Term	\$1,575.00
Part-Time Tuition (up to 11 and above 18 semester credits) per Credit	\$834.00
Part-Time Supplies/Laboratory Fee per Term	\$787.00
Tuition and Quarter Fees	
Dental Hygiene - BS Completion Degree	
Registration Fee (one time)	\$75.00
Full-Time Tuition (12-18 quarter credits) per Term	\$3,150.00
Full-Time Supplies/Technology Fee per Term	\$394.00
Part-Time Tuition (up to 11 and above 18 quarter credits) per Credit	\$262.00
Part-Time Supplies/Technology Fee per Term	\$176.00
Health Leadership - BS Completion Degree	
Registration Fee (one time)	\$75.00
Full-Time Tuition (12-18 quarter credits) per Term	\$3,150.00
Full-Time Supplies/Technology Fee per Term	\$394.00
Part-Time Tuition (up to 11 and above 18 quarter credits) per Credit	\$262.00
Part-Time Supplies/Technology Fee per Term	\$176.00
Nursing - BS Completion Degree	
Registration Fee (one time)	\$75.00
Full-Time Tuition (12-18 quarter credits) per Term	\$3,150.00
Full-Time Supplies/Technology Fee per Term	\$394.00
Part-Time Tuition (up to 11 and above 18 quarter credits) per Credit	\$262.00
Part-Time Supplies/Technology Fee per Term	\$176.00

**Paid by applicant per attempt prior to enrollment	
Tuition and fees are determined by the Board of Directors of the College and are subject to change without notice.	
Note on Supplies Fee	
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. Fees include: Academic support fees such as ATI and HESI specialty 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.	
Clinic Tools, Instruments, Equipment, and Uniforms	
<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 the specific semesters these tools and equipment are needed. 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>	

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. Payment installment plans are designed to help students manage college expenses and avoid incurring debt. Students are responsible for payment in full by the due dates as listed on the College Payment Plan (CPP). The CPP is signed in conjunction with the Enrollment Agreement upon term enrollment. The CPP and Enrollment Agreement are binding contractual agreements that acknowledge the student's financial obligations to the institution.

The student is provided a copy of the signed CPP upon completion of registration and has access to this document electronically. Students have the ability to check their financial accounts via the College's Student Portal to regularly monitor updates on payments received and outstanding balances. It is the student's full responsibility to ensure that any amount owed to the College is paid in full.

The CPP **immediately** becomes delinquent if payment is not received by the College on the designated due date. **A Bursar Hold is placed on the student's enrollment status record that indicates delinquency. Once a Hold is assigned, the student's access to College systems, including the Learning Management System (Canvas), is revoked or suspended. Additionally, the student is not permitted to register for classes or receive a copy of their grades, official transcripts, verification of enrollment, or degree.** A Bursar Hold in place as of the term census date (Last Day to Add/Drop) will result in the immediate cancellation of student's registration for that term. Any funds received at the College for canceled enrollment are subject to the Institutional Refund Policy.

The College makes a good faith effort to conduct outreach to students to avoid assessing a Bursar Hold. This includes notifications sent via the College's official method of communication (Eastern International College email, @eicollege.edu accounts), follow-up calls or notification to devices, and updates through the College's mobile app.

Clinic Tools, Instruments, Equipment, and 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 the specific semesters these tools and equipment are needed. 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.. Clinical-ready students need to purchase their own uniforms.

Students in the Online Completion Program are not required to purchase uniforms, clinic tools, instruments, and/or equipment.

Textbooks for Nursing, 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. All students are required to purchase all required textbooks and resources as indicated in the course syllabi. It is the student's responsibility to purchase required textbooks/resources by the end of the add/drop period each semester.

Enrollment Agreement and Refund Policy

Once a College official signs the Enrollment Agreement, it constitutes a contract. If a student cancels within three (3) business days of executing the Enrollment Agreement, all money paid will be refunded even if instruction has begun. If a student cancels more than three business (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) business 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 intentionally misrepresented or provided fraudulent information during the enrollment process. Additionally, if the College does not accept the Enrollment Agreement or cancels it prior to the first day of class attendance, all money will be refunded.

Military Benefits

Principles of Excellence

As an educational institution that receives federal funding, Eastern International College complies with the Principles of Excellence (POE) as outlined in Executive Order 13607. The following guidelines apply to service members, their spouses, and families:

- 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 who are 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.

The Vocational Rehabilitation Education Benefit (Chapter 31) and the Post 9/11 GI Bill (Chapter 33)

Eastern International College maintains compliance with the *Vocational Rehabilitation Education Benefit (Chapter 31)* and the *Post 9/11 GI Bill (Chapter 33)*. Individuals covered by these benefits are able to attend courses starting on the date indicated on their certificate of eligibility. This certificate will indicate:

- 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 Academic Affairs, and the 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:

Time of Withdrawal	Percentage of Tuition Refund
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 toward the student's account.

Institutional Scholarship Opportunities

*This is applicable for earned semester and cumulative GPA in the Fall 2023 semester

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 on the following criteria:

- Students with an earned Semester GPA of 3.80 - 4.0 and a cumulative GPA of 3.50 or better will be awarded a scholarship of \$350.00 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 terms of the program, the student must maintain a cumulative GPA of 3.50 or greater.
- The amount of the award is \$500.00 per semester (\$250.00 for online students)
- Students must apply for this scholarship upon registration for their first semester

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 a 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 bachelor's 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.

Institutional Policies

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 personal protective equipment (PPE) in the lab or designated place where PPE is required
- 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 President 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., the final exam, will be calculated as a zero "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.

Course Progression

It is the responsibility of the students to check their portal for information on final grades. It is also the responsibility of the student to know course prerequisites and inform the advisor or the Dean of any error in a course choice because of a course prerequisite failure. All indicated course prerequisites must be completed. Any student that progresses in error will be dismissed from the program and will not be allowed to appeal.

Grievance/Complaint and Academic Complaint Protocol

The administration, faculty, and staff of Eastern International College maintain 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 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 is 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 feels that the College needs to adequately address 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 wish 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

College Accrediting Agency
 Middle States Commission on Higher Education
 1007 North Orange Street, 4th Floor, MB #166
 Wilmington, DE 19801
 Telephone: (267) 284-5011
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 Director of Operations (201) 273-7208. More information on emergency procedures is available at 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 and when on campus. 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.

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. Asynchronous 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 is 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. Nursing and Dental Hygiene students should refer to the handbook specific for attendance guidelines.

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. Students are required to attend all scheduled clinical and lab sessions. There are no allowances for unexcused absences. A student may be granted one excused absence for clinical or lab sessions if they provide valid documentation and receive approval. Make-up opportunities for excused absences are subject to approval and must be arranged in accordance with the guidelines provided by the clinical instructor and the lab director.
- Students who are excused from class because of religious beliefs or practices will be excused from class or examinations on that specific 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.
- Nursing students are not permitted to make up any missed quizzes. Missed exams may only be made up in cases of extenuating circumstances, which must be communicated with the instructor within 24 hours of the exam. Requests for a make-up exam must be supported by appropriate documentation and are subject to approval by the Dean of Nursing.
- 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, or for curricular or extracurricular activities approved in advance by the Dean of Nursing will be excused. Students must communicate directly with the faculty member when they need to miss a class for those reasons.
- Faculty members who require documentation of those specific student absences will communicate directly with their students.
- The DMS and General Education syllabi contain an attendance and exam makeup 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.

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.

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 Lab Director 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. 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/DMS scanning 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."

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 begin once the College has approved the request. Additionally, the LOA period may be at most 180 days within any 12-month period. Any unauthorized leave exceeding one semester will result in program dismissal, and students will be required to re-apply to the respective program.

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 do 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 start of the designated semester. It cannot be requested during the same semester. The Financial Aid Officer reports changes to enrollment status and failure to return from Leave of Absence to the National Student Loan Data System (NSLDS) and confirms them 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 can be at most 1.5 times the credit hours required to complete the program. There are implications when a student needs to 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, refusal to follow the course progression).

Withdrawal from Degree Program

Students who officially withdraw from the program may be eligible for a tuition charge refund. To do so, 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 (e.g., 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.

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 withdrawal process. 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 (After the due date), the final grade will be a WF, which is equivalent to a course failure.

Withdrawal from a Nursing Course

Students are not permitted to withdraw from a course that they have previously withdrawn from. Students may withdraw from a maximum of two courses during their entire enrollment in the program. 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 one semester or more must comply with the Validation Policy for Nursing. A student who has been out for more than two semesters for any reason will not qualify for readmission.

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. Failure in any general education or nursing course disqualifies a student for reinstatement
2. The student must not have been out of the nursing program for more than one semester
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 Dean 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 one full semester or more 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.

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 the mandatory 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 lecture
- One semester credit equals 30 hours of supervised laboratory instruction
- One semester credit equals 45 hours of externship or 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

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

Friday: 7:30am- 10:00pm

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.

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.

Faculty members' teaching decisions will generally reflect the objectives and content of the approved course syllabus and 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 Criteria

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 failed grade (Refer to the passing grade for Nursing, Dental Hygiene, Diagnostic Medical Sonography, General Education)
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 failed grade (Refer to the passing grade for Nursing, Dental Hygiene, Diagnostic Medical Sonography, General Education)
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 Library/Learning Resource Center has a physical holding of about 4,400+ books. It contains a multi-disciplinary collection of print and electronic books, general & subject-specific databases covering an ever-expanding collection of peer-reviewed e-journals. Through partnership with JerseyClicks, it provides digital access to other resources from the NJ State Library. The Library is an active member of the National Network of Libraries of Medicine where students can have access to all resources shared by a nationwide network of health science libraries and information centers around the country. It also provides Interlibrary Loans through its partnerships with Jersey Cat.

The library hosts multiple computer stations that provide Internet access and are equipped with Windows and Google Suite/ Google Workspace functionalities. A networked high-capacity printer/photocopier/scanner is also available for academic usage. Wi-Fi is available for students to utilize for their personal devices as well.

The library subscribes to PROQUEST eBook Central, an online library which offers over 200,000+ eBooks covering various subjects and disciplines; to PROQUEST Nursing & Allied Health and Publicly Available Content databases where students can find subject-specific, full-text scholarly journals and periodicals; to PubMed Central, Google Scholar and other online platforms.

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, develop research skills, 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.

College Success Course

College Success is a non-credit, tuition-free course offered to first-term students at EIC who are entering college for the first time, including recent high school graduates and individuals with no prior college experience. The course is designed to support a successful transition into college by developing essential academic and personal skills. While it does not carry academic credit, successful completion is strongly encouraged to help students build the foundational skills necessary for academic success and long-term retention. The course is currently being piloted during the 2025 spring, summer, and fall semesters.

Structured around biweekly modules, the curriculum includes lectures, assignments, and interactive content such as videos, articles, and resource links. Topics focus on areas critical to student success, including study strategies, time management, critical thinking, and effective communication. The course promotes foundational competencies that will benefit students throughout their academic journey at EIC.

Housing

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

Transportation

The Eastern International College Campus is easily accessible by New Jersey Transit buses, and the Jersey City campus is accessible by the PATH train. However, the college does not offer transportation services.

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 the Department Chairperson or Program Dean 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 Dean of Academic Affairs 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 (DC) 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. Requests for adjustment must be done in writing every semester. The College may ask for new documentation of disability if necessary.

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 Dean of Academic Affairs.

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 an access request.
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," 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

Contact the Information Systems: support@eicollege.edu Helpdesk: (201) 273-7208 (Jersey City) for complaints regarding technology and access-related issues. When you email 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.

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: Complaint Policy and Procedure

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

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

Non-SARA States: California

Due to state regulations regarding 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.

Eastern International College is authorized by the Office of the Secretary of Higher Education (OSHE) for New Jersey residents. For complaint instructions and a complaint form, see the OSHE website.

Accreditation Information

Eastern International College is accredited by the Middle States Commission on Higher Education, 1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801. (267-284-5000) www.msce.org. The MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

Minimum Technology Requirements for Online Courses

To effectively participate in distance education at Eastern International College, you should meet the minimum technology requirements listed below:

1. Access to a desktop or laptop (iPhone is not acceptable)
2. Regular access to high-speed Broadband Internet connection
3. Webcam (most laptops have built-in webcams)
4. Headset with microphone
5. Software (Windows 10 or higher)

Definition of Course Prerequisite and Corequisite

Prerequisite: course or other requirement that a student must have taken prior to enrolling in a specific course or program.

Corequisite: course or other requirement that a student must take at the same time as another course or requirement.

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. The same policy applies to students who missed the midterm and/or final examinations. Students who can present medical documentation for illness may be granted an extension of seven days or until cleared by a doctor.

If the minimum course requirements are still not met, the Incomplete (I) will convert to a final failing grade of F. 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 meet the academic requirements for graduation successfully 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.

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

EIC Credits	Attempted	ADN & DH Programs ONLY	All Other Programs
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 **DMS-BS**, **DH** completion, **HL** completion, **RN to BSN**
- 2.50 GPA required for graduation **ADN-AAS**, **BSDH**, and **BSN**

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 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

$$\frac{\text{Completed Credits (including Transfer Credits)}}{\text{Attempted Credits (including Withdrawal [W] grade)}} \times 100\% = \text{Pace of Completion}$$

Maximum Timeframe: Students must complete their program of study within a maximum frame of at most 150% of the required length of the program credits.

Completed Credits		
DMS-BS	122 semester credits	183 semester credits max
BSN (Pre-Licensure, Generic)	120 semester credits	180 semester credits max
DH-BS (Pre-Licensure, Generic)	123 semester credits	185 semester credits max.
ADN-AAS	70 semester credits	105 semester credits max.
DH-AAS	78 semester credits	117 semester credits max.
DH-BS (Completion Program) Online	180 quarter credits	270 quarter 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.

SAP Appeal Process

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.

Final Grades, Failures, and Course Prerequisites

It is the responsibility of the students to check their portal for final grades. A student who fails a course must contact the advisor or Department Chair/Dean for advising. A student must repeat a failed course and pass prerequisites.

Introduction to Nursing Policy (NUR 101)

A student who fails NUR 101 will be dismissed from the nursing program and this dismissal will not be subject to any appeal.

Academic Appeals 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 Chair/Dean, and one staff member depending on the nature of the 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 the first week of the upcoming semester. 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 or Program Dean 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 Department Chairperson or Program Dean of the decision (email is acceptable) within the first week of the upcoming semester. 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 Department Chairperson or Program Dean 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 submitted three (3) business days after the final course grades are posted.

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 the first week of the following semester. The decision of the AAC is final and not subject to further appeal.

Filing a Complaint with the Middle States Commission on Higher Education

Federal regulations obligate the Middle States Commission on Higher Education 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. The Director of Institutional Effectiveness can request a copy of the MSCHE complaints policy and procedure in writing.

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 Diagnostic Medical Sonography; C+ (2.5) for Dental Hygiene (see DH Clinic Manual for minimum passing grade for Preclinical, Clinical I, II, & III); C+ (2.5) for Nursing students; and C (2.0) for all online programs.
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.

Graduation Fee: One-time non-refundable graduation fee of \$125. The graduation fee covers the diploma, ceremony participation, cap and gown, and processing. This fee applies regardless of whether the student chooses to attend or not the graduation ceremony.

Academic Standing (Nursing Program)

To progress through the program, students must earn a grade of B 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 2.5 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.
3. A student who fails any nursing course *with the exception of NUR 101* 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. Failure of NUR 101 results in dismissal from the Nursing Program with no chance of appeal.
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 Dean. 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 Dean will provide written notification to students of changes in academic standing.
6. It is the responsibility of the student to seek academic advising from the designated advisor, Dean, or Associate Dean regarding a course failure and change in course due to a failed prerequisite/s. An add/drop must be completed by the student on or before the last day of the Add/drop period. Failure to comply with this policy and non-compliance with course prerequisite requirements may result in dismissal from the Nursing Program.

Additional academic requirements can be found in the Nursing Student Handbook

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

Electronic Devices Policy

Purpose and Scope

This policy governs the use of electronic devices during academic activities at Eastern International College to maintain academic integrity and ensure compliance with New Jersey state and federal laws. This policy applies to all enrolled students and covers all electronic devices capable of storing, transmitting, or receiving information.

Prohibited Devices and Activities

During examinations, assessments, and other designated academic activities, students are prohibited from:

1. Possessing or using any unauthorized electronic devices, including but not limited to:
 - Smartphones, cellular phones, or smart watches
 - Tablets or laptop computers (unless explicitly authorized)
 - Bluetooth-enabled devices
 - Calculators with communication capabilities
 - Any device capable of recording, storing, viewing, or transmitting data
2. Engaging in any form of electronic communication or data access, including:
 - Sending or receiving messages
 - Accessing stored information
 - Connecting to the internet or any wireless network
 - Using cloud storage or remote access services
 - Taking photographs or recordings

Authorized Devices

- Only college-approved calculators or devices explicitly authorized by the instructor in writing may be used during examinations
- Accommodations for documented disabilities requiring the use of electronic devices must be approved in advance through the Disability Coordinator/Campus Director

Enforcement and Consequences

- Students must power off and store all unauthorized electronic devices in a designated area before examinations begin
- Violation of this policy constitutes academic misconduct under the College's Academic Integrity Policy
- Violations may result in:
 - Immediate examination termination
 - Grade penalties up to and including course failure
 - Disciplinary action according to the Student Code of Conduct
 - **Potential legal action for violations of applicable state or federal laws**

Emergency Procedures

Students expecting emergency communications must:

1. Notify the instructor before the examination and store their device with their instructor who will notify the student of any emergency messages
2. Documentation of the emergency may be requested kept in the student's file

Policy Updates

Eastern International College reserves the right to modify this policy as needed to address emerging technologies and maintain academic integrity. Students will be notified of any changes through their college email address.

Artificial Intelligence (AI) Use Policy

Enrollment constitutes acknowledgment and agreement to comply with this policy.

This policy governs the use of artificial intelligence (AI) systems that perform tasks requiring human intelligence (including but not limited to ChatGPT, Google Bard, Claude) in all academic activities.

Scope and Purpose

Healthcare education requires demonstrable competency in critical thinking, clinical reasoning, and direct patient care. While AI may enhance learning, it cannot substitute for developing essential clinical skills and decision-making abilities.

Permitted and Prohibited Uses

Permitted:

- Study materials organization and practice question generation
- Complex medical concept clarification
- Assignment brainstorming and grammar checking

Prohibited:

- Clinical documentation or patient care assignments
- Discussion board/essay responses
- Case studies/clinical scenarios without attribution
- Any graded submissions without disclosure
- Skill demonstration requirements

Compliance Requirements

1. Students must disclose:
 - o AI tool usage in submissions
 - o Specific tools used
 - o How AI-generated content was modified or incorporated into the final work
2. Violations constitute academic dishonesty, subject to penalties including:
 - o Grade reduction through program dismissal
 - o Enforcement under College's Academic Integrity Policy

Implementation

Faculty maintain authority to modify requirements, prohibit AI use with valid rationale, or implement verification methods for specific assignments.

This policy undergoes tri-annual review before the start of each semester. Students are bound by the current version posted in course syllabi.

Academic Programs

General Education

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.

The science and math courses (BIO 101, BIO 102, NUT 101, BIO 201/110/MIC 101, CHE 101, and all math courses) are taught on campus. In special circumstances, any of the science and math courses may be delivered online. The rest of the Gen Ed courses are taught online. Students who register for online courses should make sure they have the technology requirements before signing up for an online course.

General Education 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

General Education 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

3 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 101 Anatomy and Physiology I Lab (virtual)

1 Semester Credit

The virtual lab supports lecture topics through interactive simulations and activities. Students will explore anatomical models, histology slides, and physiological processes such as muscle contraction and nerve signaling. Emphasis is placed on identifying structures, understanding system functions, and applying scientific reasoning to human biology.

BIO 102 Anatomy and Physiology II

3 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.

BIO 102 Anatomy and Physiology II Lab (virtual)**1 Semester Credit**

The virtual lab expands on the concepts from BIO 101 through simulations and activities that examine the structure and function of organ systems. Students will engage with digital models, system reviews, and physiology experiments related to circulation, respiration, digestion, and immunity. Critical thinking and application of knowledge are emphasized in lab reports and assessments

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 (same as 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.

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.

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 program 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 degree (or higher) obtained from an accredited institution* with an official transcript of records. A degree earned outside the United States must be evaluated by any accredited agency for US degree equivalency. A transcript evaluation is the responsibility of the applicant, not EIC.

**Accrediting agency is recognized by CHEA*

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 Developmental Courses

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

In the developmental reading course, the student learns essential college level reading skills such as vocabulary, reading comprehension, analysis, and interpretation of texts. The developmental 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 semester credits 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 Advisor 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 the Department Chairperson or Program Dean 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.

Bachelor of Science in Dental Hygiene (BSDH)

Program Description

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 students 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

Course Number	Course Title	Semester Credits
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
REL 302	World Religions	3
HEA 304	Global Health	3
PHI 302	Bioethics	3
Total		45

** Students may take SOC 301 in lieu of SOC 101

Major Courses

Course Number	Course Title	Semester Credits
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 “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 304	Grant Writing	3
DH 305	Epidemiology of Oral Diseases	3
DH 400	Dental Practice Management with Oral Health Promotion	3
DH 401	Management of Oral Healthcare Delivery	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 (Clinical Rotation)	0
Total		78

**Student may take SOC 301 in lieu of SOC 101*

Total Program Credits: 123

Total Length of Program: 36 months (Summer, Fall, Spring)

Grading System

1. Bachelor of Science in Dental Hygiene

Passing grade for Dental Hygiene courses = **C+ or better**

Passing grade for General Education courses = **C or better**

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 Students who officially withdraw within the withdrawal period or qualify for medical withdrawal	N/A
WO	Withdrawal Without Permission Grade applicable to a student who violated the 14 calendar days attendance policy	0.0
WF	Withdrawal Failing Students who officially withdraw after the withdrawal period	0.00
WL	Withdrawal for military service	N/A
AU	Audit, No Credit	N/A
TR	Transfer	N/A

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.

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**3 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 101 Anatomy and Physiology I Lab (virtual)**1 Semester Credit**

The virtual lab supports lecture topics through interactive simulations and activities. Students will explore anatomical models, histology slides, and physiological processes such as muscle contraction and nerve signaling. Emphasis is placed on identifying structures, understanding system functions, and applying scientific reasoning to human biology.

BIO 102 Anatomy and Physiology II**3 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*

BIO 102 Anatomy and Physiology II Lab (virtual)**1 Semester Credit**

The virtual lab expands on the concepts from BIO 101 through simulations and activities that examine the structure and function of organ systems. Students will engage with digital models, system reviews, and physiology experiments related to circulation, respiration, digestion, and immunity. Critical thinking and application of knowledge are emphasized in lab reports and assessments. *Prerequisite: BIO101 Lab*

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.

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*

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.

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 they choose to practice a religion.

PHI 302 Bioethics (same as PHI 401)**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:** *BIO 101, 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:** *BIO 101, DH 100, DH 103, DH 105, and DH 106. Corequisites:* *BIO 102, DH 102, DH 104*

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:** *BIO 101, DH 100, DH 103, DH 105, DH 106. Corequisites:* *BIO 102, 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:** *BIO 101, 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:** *BIO 101, DH 100, DH 103, DH 105, and DH 106. Co-requisites: BIO 102, 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:** *BIO 101, 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:** *BIO 101, 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, and periodontal and implant maintenance. The development of dental hygiene care plans for medically, physically, and sensory-challenged patients is discussed. **Prerequisites:** *BIO 101, BIO 102, BIO 110, CHE 101, 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: BIO 101, BIO 102, BIO 110, CHE 101, 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 dental hygienist's role in patient assessment and treatment planning. Systemic medications, complementary medicine, anesthesia, and oral pharmacotherapy will be included. Local anesthetic agents will be emphasized. **Prerequisites:** BIO 101, BIO 102, DH 100, DH 102, DH 103, DH 104, DH 105, and DH 106. **Corequisites:** CHE 101, BIO 110, DH 101, 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:** BIO 101, BIO 102, BIO 110, CHE 101, DH 100, DH 101, DH 102, DH 103, DH 104, DH 105, DH 106, DH 202, 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, and implementation evaluation of periodontally challenged patients will be the focus 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: BIO 101, BIO 102, BIO 110, CHE 101, 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, the legality of health records as a legal document, and the Health Insurance Portability & Accountability Act (HIPAA). **Prerequisites:** BIO 101, BIO 102, BIO 110, CHE 101, 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 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 nutrition science at various life cycle stages. 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:** BIO 101, BIO 102, BIO 110, CHE 101, DH 100, DH 101, DH 102, DH 103, DH 104, DH 105, DH 106, DH 202, 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 graduating dental hygiene students 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 reviews, such as Pathology, Instrumentation, General Sciences, and Pharmacology, among others, will be presented by individual student groups. **Prerequisites:** BIO 101, BIO 102, BIO 110, CHE 101, 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 hygienist's role in promoting dental health in the private office and community, educational methods, biostatistics, and epidemiology. The course is intended to provide the student with the information necessary to enable her/him to understand the foundations upon which community dentistry and dental health education are built. Questions such as what health is, can it be measured, and if so, how and what are the variables influencing health? Can these be manipulated and 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:** BIO 101, BIO 102, BIO 110, CHE 101, 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:** BIO 101, BIO 102, DH 100, DH 102, DH 103, DH 104, DH 105, and DH 106. **Corequisites:** BIO 110, CHE 101, DH 101, 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:** BIO 101, BIO 102, DH 100, DH 101, DH 102, DH 103, DH 104, DH 105, and DH 106. **Corequisites:** BIO 110, CHE 101, DH 101, 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:** BIO 101, BIO 102, DH 100, DH 102, DH 103, DH 104, DH 105, and DH 106. **Corequisites:** BIO 110, CHE 101, DH 101, 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 the teaching of different cultural groups, and skills in the presentation of material with an 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, and state and local agencies.

DH 305 Epidemiology of Oral Diseases 3 Semester Credits

This 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 social and cultural health views on the status of oral public health.

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 Management of Oral Healthcare Delivery 3 Semester 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 the community partnerships, non-profit corporations, fundamentals of tax laws, overhead costs, benefit packages, billings, and negotiation with third party payers and agencies are examined.

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 population 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

0 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.

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 55-60% or better and didactic by 40-45% or better to pass DH 200/DH 201 Instrument Proficiency (Technique Evaluations) General Rules.

- In the Dental Hygiene Pre-clinical course, skills 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 instrumentations 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.

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. A student must complete two (2) dental hygiene courses during a semester to 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 on space availability. All dental hygiene courses require a minimum grade of 75 or higher.

Bachelor of Science in Nursing (BSN) Generic/Pre-Licensure Program

Program Description

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 New Jersey Board of Nursing approves the Program and prepares students to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

Program Curriculum

General Education Courses

Course Number	Course Title	Semester Credits
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

Major Courses

Course Number	Course Title	Semester Credits
NUR 101B	Introduction to Professional Nursing	3
NUR 102B	Nursing Fundamentals	6
NUR 103B	Health Assessment	3
NUR 104B	Nursing Pathophysiology (BSN)	3
NUR 106B	Nursing Informatics (BSN)	3
NUR 201B	Adult Health I	6
NUR 202B	Adult Health II	6
NUR 203B	Pharmacology I (BSN)	3
NUR 206B	Pharmacology II (BSN)	3
NUR 302B	Mental Health Nursing (BSN)	3
NUR 303B	Population-Centered Health Care in the Community (BSN)	3
NUR 306B	Nursing Care of Geriatric Patients (BSN)	3
NUR 307B	Nursing and Evidence-Based Practice (BSN)	3
NUR 406B	Leadership in Nursing (BSN)	3
NUR 407B	Professional Nursing Capstone (BSN)	6
Total		63 credits

Total Program Credits: 120

Total Length of Program: 36 months (Fall, Spring, Summer) following cohort course progression

PHASE I: GENERAL EDUCATION COURSES and NUR 101

In the first phase of the program, students complete a series of general education courses that provide a broad foundation in the sciences, humanities, and social sciences. These courses are designed to enhance critical thinking, communication, and problem-solving skills, which are essential for effective nursing practice. During this phase, students will engage in coursework that covers courses such as composition, mathematics, anatomy, physiology, psychology, nutrition, and ethics, which form the basis of understanding the human body and its health needs. Successful completion of all general education courses and the Introduction to Nursing course is required before advancing to the next phase of the program.

Required Courses (60 credits)

Anatomy and Physiology 1 and 2- 8 credits

Microbiology- 4 credits

Chemistry- 3 credits

Nutrition- 3 credits

English Composition 1 and 2 – 6 credits

Early American Literature – 3 credits

Research Design and Writing – 3 credits

Computer Skills- 3 credits

Interpersonal Communication – 3 credits

College Algebra – 3 credits

Statistics – 3 credits

Developmental Psychology – 3 credits

Cultural Diversity – 3 credits

Bioethics – 3 credits

Global Health – 3 credits

Women and Health – 3 credits

Introduction to Nursing – 3 credits

PHASE II: NURSING CORE COURSES

Once students have completed their general education requirements, they can submit the eligibility requirement form to qualify for the Phase II Nursing Core Courses of the BSN program. Phase II Nursing Core Courses focus on nursing theory and hands-on clinical training. Students apply theoretical knowledge in real healthcare settings under the supervision of experienced nursing faculty; students will gain practical experience in various healthcare facilities. Clinical rotations will cover multiple specialties, including medical-surgical nursing, pediatrics, obstetrics, and psychiatric nursing, providing students with a comprehensive understanding of patient care. Adhering to the Phase II Nursing Core Courses progression criteria and policies ensures that only those students who are academically prepared will be able to advance into this important phase of their education.

Eligibility Requirements for Progression to Phase II Nursing Core Courses

1. Academic Prerequisites
 - a. Successful completion of the required 60 credits
 - b. A minimum cumulative GPA of “B” or better (3.0 on a scale of 4.0). Only credits earned in EIC will be included in the computation of the cumulative GPA. Credits from MAT 099, ENG 098, and ENG 099 are included in the cumulative GPA computation.
 - c. Successful completion of the Basic Life Support (BLS) certification accredited by the American Heart Association (AHA)
2. Health Requirements
 - a. Completion of required background checks (criminal and drug screenings) in accordance with EIC policies. A positive criminal and/or drug screen test automatically disqualifies the student.
 - b. Compliance with all immunization and health clearance requirements as stipulated by the nursing program. Note: The institutional requirement for immunization may differ from the nursing requirements.
 - c. Completion of Castle Branch requirements

Complete and submit the Phase II Nursing Core Course Progression form by the end of the add/drop period of the last semester of Phase I General Education, or within the deadline stipulated by the Nursing Department

NOTE: Only students who meet all the above requirements will be allowed to enter Phase 2 of the BSN program. Any student who fails to comply with or satisfy all the requirements for Phase 2 will be dismissed from the BSN program.

3. Progression Process and Notification of Progression
 - a. Students must submit a Phase II Nursing Core Course progression form by the end of the add/drop period of the last semester of Phase I General Education.
 - b. Submit a personal statement outlining career goals and commitment to the nursing profession.
 - c. Students will be notified of their progression into the Phase II Nursing Core Course upon completion of NUR 101.

Clinical Placement: Students must be willing to travel to clinical sites, which may include hospitals, clinics, long-term care facilities, or other healthcare settings. EIC does not provide transportation to the clinical sites.

Policies on Progression: To continue in the BSN program during the Phase II Nursing Core Course, students must maintain a minimum grade of “B” in all nursing courses. Refer to the Nursing academic policies.

Clinical Competencies and Professionalism

- a. Students must demonstrate satisfactory performance in clinical settings as determined by clinical instructors and preceptors. Clinical evaluations will include assessments of patient care skills, professionalism, communication, and critical thinking.
- b. Failure to meet clinical performance standards may result in dismissal from the program.

Remediation: Students who do not meet academic or clinical performance standards throughout the course will be provided with opportunities for mandatory remediation, including additional tutoring, and advisement. Failure to comply with remediation guidelines may result in dismissal from the program

Introduction to Nursing (NUR 101) Policy: Students enrolled in NUR 101 are allowed to take the course only twice. If a student fails the course on the first attempt, they must submit a formal petition letter to the Dean of Nursing within three (3) business days after issuance of the grade to request permission for a second and final attempt. The letter must include the circumstances that contributed to the failure and a detailed plan of action to succeed if allowed to retake the course. Students who fail NUR 101 a second time are disqualified from progressing to Phase II of the BSN program and will be dismissed from the nursing program. The passing grade for NUR 101 and all other NUR courses is “B” or better.

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 (same as SPC 101)

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**3 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 101 Anatomy and Physiology I Lab (virtual)**1 Semester Credit**

The virtual lab supports lecture topics through interactive simulations and activities. Students will explore anatomical models, histology slides, and physiological processes such as muscle contraction and nerve signaling. Emphasis is placed on identifying structures, understanding system functions, and applying scientific reasoning to human biology.

BIO 102 Anatomy and Physiology II**3 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 102 Anatomy and Physiology II Lab (virtual)**1 Semester Credit**

The virtual lab expands on the concepts from BIO 101 through simulations and activities that examine the structure and function of organ systems. Students will engage with digital models, system reviews, and physiology experiments related to circulation, respiration, digestion, and immunity. Critical thinking and application of knowledge are emphasized in lab reports and assessments. *Prerequisite: BIO 101 Lab*

BIO 201 Microbiology (same as MIC 101, BIO 110)**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. *Must be completed in semester 1 or 2.*

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 (same as COM 101)**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.

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 (same as PHI 302)

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:** BIO 101; **Corequisite:** BIO 102 (*waived if BIO 102 was accepted as credit transfer*)

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 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 Maternal Child Nursing
Clinical****6 Semester Credits**

This course prepares students to provide nursing care for childbearing women, newborns, and pediatric patients across acute and chronic care settings. Students will learn normal physiologic processes, evidence-based practice, and the nursing process while emphasizing communication, interprofessional collaboration, critical thinking, and cultural diversity considerations. The course focuses on developmental milestones and safe, effective care delivery in diverse healthcare environments for maternal-child and pediatric populations.. **Prerequisites:** *NUR 203, NUR 201*; **Corequisites:** *NUR 202, 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 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 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 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 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 senior nursing students 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 a successful transition into an entry-level nurse generalist role, including a focus on delegation, prioritization, and time management skills, is provided. ***Prerequisite:** NUR 307; **Corequisite:** NUR 406*

Associate of Applied Science in Nursing (ADN-AAS)

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 Nursing is approved by the New Jersey Board of Nursing and programmatically accredited by the Accreditation Commission for Education in Nursing (ACEN). 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).

The program has a total of 70 semester credits, with 24 credits in general education and 46 credits in program major coursework. The curriculum outline is shown below.

Program Curriculum

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

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	Maternal Child Nursing	6
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

Course Description

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

3 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 101 Anatomy and Physiology I Lab (virtual)**1 Semester Credit**

The virtual lab supports lecture topics through interactive simulations and activities. Students will explore anatomical models, histology slides, and physiological processes such as muscle contraction and nerve signaling. Emphasis is placed on identifying structures, understanding system functions, and applying scientific reasoning to human biology.

BIO 102 Anatomy and Physiology II**3 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*

BIO 102 Anatomy and Physiology II Lab (virtual)**1 Semester Credit**

The virtual lab expands on the concepts from BIO 101 through simulations and activities that examine the structure and function of organ systems. Students will engage with digital models, system reviews, and physiology experiments related to circulation, respiration, digestion, and immunity. Critical thinking and application of knowledge are emphasized in lab reports and assessments.

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 (Same as BIO 201)**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, BIO 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 *Corequisite:* NUR 206, NUR 207

NUR 204 Maternal Child Nursing**6 Semester Credits**

This course prepares students to provide nursing care for childbearing women, newborns, and pediatric patients across acute and chronic care settings. Students will learn normal physiologic processes, evidence-based practice, and the nursing process while emphasizing communication, interprofessional collaboration, critical thinking, and cultural diversity considerations. The course focuses on developmental milestones and safe, effective care delivery in diverse healthcare environments for maternal-child and pediatric populations. **Prerequisite or Corequisite:** NUR 202;

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.

Remediation Policy for Nursing Students

The Nursing Program's didactic, laboratory, and clinical course curriculum requires each to comply with a mandatory 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 2 weeks of the assessment in which the student is underperforming. At the time the faculty member requires a remediation activity for a failed examination, students must receive a remediation plan 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 this academic policy of the Program and are subject to denial of course progression, academic probation, or program dismissal.

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 100%. 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 Dean 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.

Repeating a Nursing Course

A student who fails NUR 101 will be dismissed from the Nursing program and will not be allowed to appeal the dismissal.

Students may repeat one nursing course during their enrollment in the program. However, a student is permitted to repeat no more than one nursing course throughout the duration of the program. Failure of two nursing courses during program enrollment will result in dismissal from the program. Any student who fails two (2) Nursing courses will be dismissed from the Nursing program but may 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 failed two (2) Nursing courses at any point in the program and are dismissed but believe that mitigating or extenuating circumstances exist should submit a written appeal to the Academic Appeals Committee c/o Dean, Nursing Department. Students may only exercise the appeal option once during their time attending Eastern International College.

Grading System for Nursing Major Courses (ADN and BSN)

Passing grade for all Nursing courses = B or better

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 Students who officially withdraw within the withdrawal period or qualify for medical withdrawal	N/A
WO	Withdrawal Without Permission Grade applicable to a student who violated the 14-day attendance policy	0.0
WF	Withdrawal Failing Students who officially withdraw after the withdrawal period	0.00
WL	Withdrawal for military service	N/A
TR	Transfer	N/A

*IE - An approved 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/BIO 201 for the ADN and BSN programs is **B**

Students must achieve 100% in med math.

Medication Calculation Testing

At the beginning of each nursing course with a clinical component, students will be required to take a basic medication calculation exam. A grade of 100% is required to pass. Students who do not pass on the first attempt will be allowed a second and third opportunity to retest. A maximum of three attempts will be provided to students to achieve the minimum score. Failure on all three attempts to meet the minimum score will result in failure of the course. The student may opt to withdraw from the course, if desired, after failure of the second attempt.

Progression through the program is dependent upon students meeting the following criteria:

- Passing medication calculation exams with a minimum score of 100%
- Successful passing of all courses with a grade of B or better
- Satisfactory completion of all clinical/laboratory experiences including skills assessments

Nursing Progression

As part of the program requirements for Nursing (ADN-AAS) and Bachelor of Nursing (BSN), all students must take the **HESI Predictor Exam** in NUR 207 (ADN-AAS) and NUR 407 (BSN), respectively. Students are expected to achieve a score of 875 or higher on the exam. Failure to achieve the benchmark score **875** exam demonstrates a knowledge gap that requires remediation. All students are required to remediate following each exam, regardless of the score, for all questions. The remediation requirements are dependent on each individual student's score. **Failure to complete remediation will result in earning a zero for the HESI test which may result in course failure.**

Additional Academic Policies and Requirements for Nursing can be found in the Nursing Handbook.

It is the responsibility of the student to read and understand all policies, including academic, behavioral, program dismissal, course, and program withdrawals contained in the student handbook.

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

Program Description

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.

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. Graduates of this program are eligible to sit for the specialty exam/s. 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.

Program Curriculum

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

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)**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**3 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 101 Anatomy and Physiology I Lab (virtual)**1 Semester Credit**

The virtual lab supports lecture topics through interactive simulations and activities. Students will explore anatomical models, histology slides, and physiological processes such as muscle contraction and nerve signaling. Emphasis is placed on identifying structures, understanding system functions, and applying scientific reasoning to human biology

BIO 102 Anatomy and Physiology II**3 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*

BIO 102 Anatomy and Physiology II Lab (virtual)**1 Semester Credit**

The virtual lab expands on the concepts from BIO 101 through simulations and activities that examine the structure and function of organ systems. Students will engage with digital models, system reviews, and physiology experiments related to circulation, respiration, digestion, and immunity. Critical thinking and application of knowledge are emphasized in lab reports and assessments.

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. *Prerequisite* BIO 102

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. *Prerequisite: 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, elastography, 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, DMS 102 and DMS 105*

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 and DMS 105*

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 (If student has not taken DMS 106 yet, DMS 204 must be taken together with DMS 106)*

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 311, DMS 312, 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 311, DMS 312, 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**

The clinical externship provides the students with exposure to supervised scanning in a clinical setting at an approved medical facility, which can be a laboratory in a hospital, a private office, a mobile scanning service, or a clinical setting. The students are supervised and evaluated utilizing the site supervisor's EIC competency evaluation form. Attendance at a pre-externship orientation is mandatory. Completion of 720 hours on-site and a satisfactory competency evaluation rating by the site supervisor are requirements to pass this course.

Diagnostic Medical Sonography DMS-BS Validation Policy

Any DMS student who has been out for more than one semester for any reason must undergo a mandatory scanning competency test for Abdomen, OB-GYNE, Vascular, and Echocardiography before being allowed to register for an externship. A student who does not successfully demonstrate the basic scanning skills for any of these areas will be required to audit (with no fee) the course/s. The student will agree to the scanning lab schedules and must attend the classes regularly for the duration of the semester or until the student successfully demonstrates minimum scanning skills as evaluated by the instructor or a designated faculty. A student who was dropped from the program and refused to comply with this policy will not be allowed back into the program.

Skills Validation for Externship

All students who register for Externship DMS 400 must attend remediation scanning sessions for Abdominal Sonography, OB/GYN, Echocardiography and Vascular Sonography 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 Abdominal, OB/GYN, Echocardiography and Vascular Sonography will be required to continue attending mandatory tutoring until competency is deemed satisfactory by the Department Chair.

Elective Courses

Students are permitted to take elective courses in any program of their choice if the prerequisites are satisfied and upon approval of the Department Chairperson or Program Dean. **Students may not receive Title IV funding for elective credits based on their program** outline and are advised to speak with the Financial Aid Office.

Clinical Externship Policies and Procedures for DMS Students

Eastern International College will place 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 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 Program Chair Clinical Externship Placement Coordinator, Campus Director, or designee.

Clinical Externships will be provided to all students in programs requiring clinical externships. Students enrolled in the DMS program, 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 who 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. No student is allowed to switch externship sites without permission from the College.

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 or sponsor sonographer who directly observed the student's scanning skills in a clinical setting. The CV form is not required for the Sonography Principles and Instrumentation (SPI) examination. Students should check the specifications of the ARDMS for any changes in their policy regarding examinations.

More information on ARDMS resources is available at:

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.

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. Switching of externship sites without the permission of the College is not allowed. Any hours completed in an unauthorized site will not be counted toward completed hours, and the student will be subject to disciplinary measures.
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. COVID-19 Vaccination. All students must comply with the Covid-19 vaccination policy of the externship sites. A student with a medical and/or religious exemption may not be able to complete the externship requirement if the externship site rejects the student's religious or medical exemption. The student may be asked to drop or withdraw from the course. EIC does not provide on-campus externship for DMS students.
14. A positive criminal background or drug screen test may prevent a student from being placed on a clinical rotation site/agency which will result in non-completion of degree. The student will be asked to drop or withdraw from the course. EIC requires that the student utilizes Castle Branch to complete background check, drug screening, and health requirements.
15. 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.

16. 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 Agreement

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

- Acceptance of the clinical externship site that EIC offers
- 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 for securing his/her externship site and completing the required number of clinical hours per the student's program requirements. Failure to secure a site approved by EIC within 14 consecutive days (calendar days) after dismissal will result in the student being terminated from their degree program.

COVID-19 Vaccination, Criminal Background Check, Drug Testing, and Castle Branch

All students must comply with the COVID-19 vaccination policy of the clinical rotation agencies/sites. A student with a medical and/or religious exemption may not be able to complete the clinical requirement if the rotation agency/ site rejects the student's religious or medical exemption. The student may be asked to drop out or withdraw from the course. EIC does not provide externships or clinical rotations on campus.

A positive criminal background or drug screen test may prevent a student from being placed on a clinical rotation site/agency, which will result in non-completion of a degree. The student will be asked to drop out or withdraw from the course. EIC requires that the student utilizes Castle Branch to complete background check, drug screening, and other requirements.

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 receive 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.

Grading System

Grading System for DMS-BS

Passing grade for all courses = C or better

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 (minimum passing grade)	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
IS	Incomplete due to Military Service (Grade assigned for externship)	N/A
W	Withdrawal Students who officially withdraw within the withdrawal period or qualify for medical withdrawal	N/A
WO	Withdrawal Without Permission Grade applicable to a student who violated the 14 calendar days attendance policy	0.00
WF	Withdrawal Failing Students who officially withdraw after the withdrawal period	0.00
WL	Withdrawal for military service	N/A
AU	Audit, No Credit	N/A
TR	Transfer	N/A

DMS Externship Competency Grading Scale *(Please refer to the syllabus for a complete description of the grading scale)*

Meets Expectations (ME)- The student demonstrates expected performance in a particular category/item(s) (skills/professionalism). The 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 Externship Remediation- DMS

1. Upon midterm and final evaluations during clinical externship, if a student receives (DE) 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 Academic Affairs
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.
A student who obtains a ***Does not Meet Expectation (DE)*** in the midterm evaluation will be required to attend a midterm remediation. If the DE rating is obtained in the scanning part, the student must attend an on-campus remediation (to be scheduled by the Department Chair)
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 a *Meets Expectation (ME)* rating in the required competencies.
5. If a student fails one or more skills after remediation, the preceptor in coordination with the clinical coordinator, schedules additional training.
A student who obtains a ***Does not Meet Expectations (DE)*** rating in the final evaluation will be required to attend final remediation. If the DE rating is obtained in the scanning part, the student must attend an on-campus remediation (to be scheduled by the Department Chair)

To successfully complete the externship course, a student must obtain a rating of *Meets Expectations ME* in each of the items in the competency evaluation form.

6. An additional evaluation by a designated faculty or the Department Chair 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.

Online Programs

Bachelor of Science in Dental Hygiene (Completion Program)

Program Description

The online 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. Additional transfer credits will be accepted for General Education up to a total of 60 quarter credits based on grade in the course, the length of the course, course description, and credit hours, among other factors. The program runs in quarters with ten-week courses.

Program Curriculum

General Education Courses

Course Number	Course Title	Quarter Credits
OENG 303	Research Design and Writing	6
OSOC 301	Cultural Diversity	6
OPHI 401	Bioethics	6
OHEA 402	Global Health	6
OART 302	Art and Popular Culture	6
Total		30

Major Courses

Course Number	Course title	Quarter Credits
ODH 300	Educational Methodology for Dental Hygiene	6
ODH 301	Cultural Competency and Dental Hygiene Care for Target Populations	6
ODH 302	Grant Writing	6
ODH 303	Statistical and Methodological Aspects of Oral Health Research	6
ODH 400	Educational Concepts in Dental Hygiene	6
ODH 401	Leadership Roles for the Dental Hygiene Professional	6
ODH 402	Dental Hygiene Care for Culturally Diverse and Special Needs Populations	6
ODH 403	Epidemiology of Oral Diseases	6
ODH 404	Management of Oral Healthcare Delivery	6
ODH 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

*May vary for students with additional General Education transfer credits

Course Descriptions

OSOC 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.

OENG 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.

OPHI 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.

OHEA 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.

OART 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.

ODH 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.

ODH 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.

ODH 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.

ODH 303 Statistical and Methodological Aspects of Oral Health Research**6 Quarter Credits**

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.

ODH 400 Educational Concepts in Dental Hygiene

6 Quarter Credit

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 work. 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

ODH 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.

ODH 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.

ODH 403 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.

ODH 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.

ODH 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.

Grading System

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

Passing grade for all online completion BSDH courses = **C or better**

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 Students who officially withdraw within the withdrawal period or qualify for medical withdrawal	N/A
WO	Withdrawal Without Permission Grade applicable to a student who violated the 14 calendar days attendance policy	0.0
WF	Withdrawal Failing Students who officially withdraw after the withdrawal period	0.00
WL	Withdrawal for military service	N/A
AU	Audit, No Credit	N/A
TR	Transfer	N/A

Bachelor of Science in Health Leadership (Completion Program)

Program Description

The online Bachelor of Science in Health Leadership Completion Program is designed for those who have completed an associate degree, or have completed at least 60 semester credits of college level courses*. It is intended for those who desire career advancement in healthcare management 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.

The program has a total of 180 quarter credits with 90 credits transferred in from the associate's degree. Additional transfer credits will be accepted for General Education up to a total of 60 quarter credits based on grade in the course, the length of the course, course description, credit hours, among other factors. The program runs in quarters with ten-week courses.

(* Only courses with grades of C or higher will be counted)

Program Curriculum

General Education Courses

Course Number	Course Name	Quarter Credit
OSOC 301	Cultural Diversity	6
OENG 303	Research Design and Writing	6
OHEA 402	Global Health	6
OPHI 401	Bioethics	6
OART 302	Art and Pop Culture	6
Total		30

Major Courses

Course Number	Course Name	Quarter Credit
OHCL 300	Introduction to Healthcare Management	6
OHCL 301	Quality Management and Patient Safety	6
OHCL 302	Organizational Theory and Leadership	6
OHCL 303	Regulatory, Legal, and Ethical Issues in Healthcare	6
OHCL 400	Research Methods in Healthcare Management	6
OHCL 401	Finance and Budgeting in Healthcare	6
OHCL 402	Leadership	6
OHCL 403	Health Policy	6
OHCL 404	Management of Human Resources and Health Prof.	6
OHCL 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

*May vary for students with additional General Education transfer credits (*Refer to the transfer credit policy for the BSHL Program*)

Course Descriptions

OSOC 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.

OENG 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.

OPHI 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.

OHEA 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.

OART 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.

OHCL 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.

OHCL 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.

OHCL 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.

OHCL 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.

OHCL 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.

OHCL 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.

OHCL 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.

OHCL 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.

OHCL 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.

OHCL 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.

Grading System

Bachelor of Science in Health Leadership

Passing grade for all online completion courses = **C or better**

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 Students who officially withdraw within the withdrawal period or qualify for medical withdrawal	N/A
WO	Withdrawal Without Permission Grade applicable to a student who violated the 14 calendar days attendance policy	0.0
WF	Withdrawal Failing Students who officially withdraw after the withdrawal period	0.00
WL	Withdrawal for military service	N/A
AU	Audit, No Credit	N/A
TR	Transfer	N/A

Bachelor of Science in Nursing (RN to BSN) Completion Program

Program Description

The online RN to BSN Program is designed for associate prepared registered nurses (RN) 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 program has a total of 180 quarter credits with 90 credits transferred in from the associate degree in Nursing. Additional transfer credits will be accepted for General Education up to a total of 66 quarter credits based on grade in the course, the length of the course, course description, credit hours, among other factors. The program runs in quarters with ten-week courses. All level 300 Nursing courses must be completed in EIC.

Program Curriculum

General Education Courses

Course Number	Course Title	Quarter Credits
OSOC 301	Cultural Diversity	6.0
OENG 303	Research Design and Writing	6.0
OMAT 300	Basic Statistics and Microsoft Excel Applications	6.0
OHEA 402	Global Health	6.0
OHEA 403	Women and Health	6.0
OPHI 401	Bioethics	6.0
Total		36

Major Courses

Course Number	Course Title	Quarter Credits
ONUR 301	Health Promotions	6.0
ONUR 302	Nursing Informatics	6.0
ONUR 303	Population-Centered Health Care in the Community	6.0
ONUR 306	Advanced Health Assessment	6.0

ONUR 307	Nursing and Evidence-Based Practice	6.0
ONUR 406	Leadership in Nursing	6.0
ONUR 407	Health Policy	6.0
ONUR 409	Inter-professional Collaboration in Healthcare	6.0
ONUR 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

*May vary for students with additional General Education transfer credits (*Refer to the transfer credit policy for the RN to BSN Program*)

Course Descriptions

OSOC 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.

OENG 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 for them to incorporate the skills that they acquired through this process of learning and apply them to their research work and design

OPHI 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, and allocation of scarce medical resources, among others. Students are required to submit a literature review using APA style.

OHEA 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 healthcare policies and search various global healthcare issues and controversies in various public health settings.

OHEA403 Women's Health

6 Quarter Credits

This course examines current issues relating to women's health across the life span. Through an interdisciplinary approach, students explore the impact of social, sociological, historical, and cultural perspectives and constructs, and policy issues on women's health. It also includes discussions and critiques on current research on women's health; health technologies; and policies, services, and programs that affect the underserved in the United States.

OMAT 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.

ONUR 301 Health Promotion Credits

6 Quarter

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.

ONUR 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.

ONUR 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.

ONUR 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.

ONUR 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.

ONUR 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.

ONUR 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.

ONUR 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.

ONUR 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.

Grading System

Passing grade for all online completion courses = **C or better**

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 Students who officially withdraw within the withdrawal period or qualify for medical withdrawal	N/A
WO	Withdrawal Without Permission	0.0

	Grade applicable to a student who violated the 14 calendar days attendance policy	
WF	Withdrawal Failing Students who officially withdraw after the withdrawal period	0.00
WL	Withdrawal for military service	N/A
AU	Audit, No Credit	N/A
TR	Transfer	N/A

Academic Calendar

Semester Calendar 2025-2026

Spring Semester 2025	
January 16, 2025	Faculty Orientation
January 17, 2025	Orientation for New Students
January 20, 2025	Martin Luther King Jr. Day- College Closed
January 21, 2025	Spring Semester Begins
January 31, 2025	Last Day for Add/Drop
February 17, 2025	President's Day- College Closed
March 14, 2025	Last Day to Withdraw from Spring Semester Classes
April 18, 2025	Good Friday- College Closed
May 3, 2025	Spring Semester Ends
May 5, 2025	All Final Spring Semester Grades Due to Registrar

Summer Semester 2025	
May 8, 2025	Faculty Orientation
May 9, 2025	Orientation for New Students
May 12, 2025	Summer Semester Begins
May 23, 2025	Last Day for Add/Drop
May 26, 2025	Memorial Day- College Closed
June 20, 2025	Juneteenth- College Closed (The State of NJ celebrates Juneteenth every third Friday of June)
July 4, 2025	Independence Day- College Closed
July 14, 2025	Last Day to Withdraw from Classes
August 23, 2025	Last Day of the Summer Semester
August 29, 2025	All Final Summer Semester Grades Due to Registrar

Fall Semester 2025	
September 4, 2025	Orientation for New Students
September 5, 2025	Faculty Orientation
September 8, 2025	First Day of Fall Semester Classes
September 19, 2025	Last Day for Add/Drop
November 14, 2025	Last Day to Withdraw from Fall Semester classes
November 27-28, 2025	Thanksgiving Holiday College Closed Thursday, Friday, Saturday, Sunday
December 20, 2025	Last Day of the Semester
December 22- Jan. 2, 2026	Christmas Holiday Break- College Closed
January 5, 2026	Fall Semester Grades Due

Spring Semester 2026	
January 15, 2026	Orientation for New Students
January 16, 2026	Faculty Orientation
January 19, 2026	Martin Luther King Jr. Day- College Closed
January 20, 2026	Spring Semester Begins
January 30, 2026	Last Day for Add/Drop
February 16, 2026	President's Day- College Closed
March 13, 2026	Last Day to Withdraw from Spring Semester Classes
April 3, 2026	Good Friday- College Closed
May 2, 2026	Spring Semester Ends
May 4, 2026	All Final Spring Semester Grades Due to Registrar

Summer Semester 2026	
May 7, 2026	Orientation for New Students
May 8, 2026	Faculty Orientation
May 11, 2026	Summer Semester Begins
May 22, 2026	Last Day for Add/Drop
May 26, 2026	Memorial Day- College Closed
June 20, 2026	Juneteenth- College Closed (The State of NJ celebrates Juneteenth every third Friday of June)

July 4, 2026	Independence Day- College Closed
July 13, 2026	Last Day to Withdraw from Classes
August 21, 2026	Last Day of the Summer Semester
August 28, 2026	All Final Summer Semester Grades Due to Registrar

Fall Semester 2026	
September 3, 2026	Orientation for New Students
September 4, 2026	Faculty Orientation
September 7, 2026	First Day of Fall Semester Classes
September 18, 2026	Last Day for Add/Drop
November 13, 2026	Last Day to Withdraw from Fall Semester classes
November 27-28, 2026	Thanksgiving Holiday College Closed Thursday, Friday, Saturday, Sunday
December 18, 2026	Last Day of the Semester
December 22-Jan. 2, 2027	Christmas Holiday Break- College Closed
January 5, 2027	Fall Semester Grades Due

Quarter Calendar 2025-2026

Spring Quarter 2025	
February 3-9, 2025	Spring Quarter Orientation
February 10, 2025	Spring Quarter Begins
February 14, 2025	Last day for Add/Drop
February 17, 2025	President's Day- College Closed
February 21, 2025	Last Day to Withdraw from Classes
April 18, 2025	Good Friday - College Closed
April 19, 2025	Spring Quarter Ends
April 23, 2025	All Final Spring Quarter Grades Due to Registrar

Summer Quarter 2025	
May 5-11, 2025	Summer Quarter Orientation
May 12, 2025	Summer Quarter Starts
May 16, 2025	Last Day for Add/Drop
May 23, 2025	Last Day to Withdraw from Classes
May 26, 2025	Memorial Day- College Closed
June 20, 2025	Juneteenth -College Closed
July 4, 2025	Independence Day College Closed
July 18, 2025	Summer Quarter Ends
July 23, 2025	All Final Summer Quarter Grades Due to Registrar

Fall Quarter 2025	
August 3-10, 2025	Fall Quarter Orientation
August 11, 2025	Fall Quarter Begins
August 15, 2025	Fall Quarter Add/Drop Period Ends
August 22, 2025	Fall Quarter Withdrawal Period Ends

October 17, 2025	Fall Quarter Ends
October 22, 2025	All Final Fall Quarter Grades Due to Registrar

Winter Quarter 2025	
November 2-8, 2025	Winter Quarter Orientation
November 9, 2025	Winter Quarter Begins
November 14, 2025	Winter Quarter Add/Drop Period Ends
November 20, 2025	Winter Quarter Withdrawal Period Ends
November 27-28, 2025	Thanksgiving Day- College Closed Thursday, Friday, Saturday, Sunday
Dec 24, 2025- January 1, 2026	Winter Quarter Break
January 19, 2026	Martin Luther King Jr. Day- College Closed
January 22, 2026	Winter Quarter Ends
January 28, 2026	All Final Winter Quarter Grades Due to Registrar

Spring Quarter 2026	
February 1-7, 2026	Spring Quarter Orientation
February 8, 2026	Spring Quarter Classes Begin
February 12, 2026	Spring Quarter Add/ Drop ends
February 15, 2026	President's Day- College Closed
February 19, 2026	Withdrawal for Spring Quarter Deadline
April 2, 2026	Good Friday- College Closed
April 16, 2026	Spring Quarter Ends
April 23, 2026	All Final Spring Quarter Grades Due to Registrar

Summer Quarter 2026	
May 3-9, 2026	Summer Quarter Orientation
May 10, 2026	Summer Quarter Starts

May 17, 2026	Last Day for Add/Drop
May 21, 2026	Last Day to Withdraw from Classes
May 24, 2026	Memorial Day- College Closed
June 20, 2026	Juneteenth -College Closed
July 4, 2026	Independence Day College Closed
July 16, 2026	Summer Quarter Ends
July 23, 2026	All Final Summer Quarter Grades Due to Registrar

Fall Quarter 2026	
August 2-8, 2026	Fall Quarter Orientation
August 9, 2026	Fall Quarter Begins
August 13, 2026	Fall Quarter Add/Drop Period Ends
August 20, 2026	Fall Quarter Withdrawal Period Ends
October 15, 2026	Fall Quarter Ends
October 18, 2026	All Final Fall Quarter Grades Due to Registrar

Winter Quarter 2026	
November 1-7, 2026	Winter Quarter Orientation
November 8, 2026	Winter Quarter Begins
November 15, 2026	Winter Quarter Add/Drop Period Ends
November 21, 2026	Winter Quarter Withdrawal Period Ends
November 27-28, 2026	Thanksgiving Day- College Closed Thursday, Friday, Saturday, Sunday
Dec 24, 2025- January 1, 2027	Winter Quarter Break
January 19, 2027	Martin Luther King Jr. Day- College Closed
January 21, 2027	Winter Quarter Ends
January 28, 2027	All Final Winter Quarter Grades Due to Registrar

College Personnel

Board of Directors

Philip Balis, MBA
 Donald Grunewald, DBA (Emeritus)
 Bashir Mohsen, EdD
 Lt. Col. Robert Tilli, Jr., MDiv
 Paula Bloom, MHA, MPH
 Melda Yildiz, EdD
 Carolyn Breen, EdD
 Nividita Puri, DDS
 Bakir Altai, MD
 Julius Wangiwang, EdD

Executive Administration

Bashir Mohsen, EdD, CEO
 Julius Wangiwang, EdD, President

College Administration and Staff

Academic Affairs

Dr. Kavitha Govindasamy, Dean of Academic Affairs

Assessment and Institutional Effectiveness

Hany Zaky, EdD, Director

Campus Operations

Phillippa Gordon, MS, Campus Director

Dental Hygiene

Alaa Mohsen, MS, MPH, DHED, Department Chairperson

Nursing

Suzanne Mullings, RN, MSN, PhD, Dean of Nursing

Diagnostic Medical Sonography

Shahida Qureshi, MD, Department Chairperson

Library

Emily Mercado, MLS, MEd, Director

Financial Aid

Andrea Ojeda, MBA, Director
 Marlin Polcanco, BS, Associate Director
 Christine Gutierrez, Financial Aid Officer

College Auditor

Yasmin Sharaf, BCA, Auditor

Registrar

Karen Lopez, BA, College Registrar
Betty Woodham, Assistant to the Registrar

Default Management

Shamel Mateo

Student and Career Services

Kristine Watco, BA, Student Services and Academic Support Coordinator

Externship

Melina Pareja, BS, Externship Coordinator

Accounting

Shumon Ahmed, CPA, BS, Accountant

Digital Marketing and Social Media

Crystal George, BS, Coordinator

Information Technology Services

Yentang Yin, BS, Information Technology Officer

Admissions

Madeline Quinones, AAS, Admissions Representative
Nevine Soliman, AA, Admissions Representative
Kandice Espinal, BS, Admissions Representative

Counseling and Advising

Maria Billings, PhD, Counselor

Bursar

Charlene Duan, AAS

Maintenance and Personnel

Mary Kurzyna, BS, Coordinator

Administrative Support Staff

Huda Mohsen, DPh, Executive Administrative Assistant to the CEO
Carle McLean, Nursing Administrative Assistant
Manesha Singh, BS, Administrative Assistant

Reception

Fateema Jones, Reception Officer
Yashminie Singh, Reception Officer

Security

Nicholas Githinji, Security Officer
Gabriel Silva, Security Officer

Faculty Directory

General Education Department

Zainab Abd Al-Jaleel, PhD

PhD, Rutgers University
MS, University Technology, Baghdad
zainab.abdaljaleel@eicollege.edu

Maria Billings, PhD

PhD, EdS, MA, Seton Hall University
maria.billings@eicollege.edu

Ahmed Attia, MD

MD, Mansoura Faculty of Medicine
ahmed.attia@eicollege.edu

Nadine Talja-Banchitta, MS

MS, Brooklyn College
nadine.blanchitta@eicollege.edu

Shazneka Blue, MS

MS, Kean University
shazneka.blue@eicollege.edu

Phill Carrillo, MA

MA, BA, New Jersey City University
phill.carrillo@eicollege.edu

Sherif Guirgis, MD

MD, Alexandria University
sherif.guirgis@eicollege.edu

Margo Goldstein, MS

MS, CUNY – Brooklyn College
margo.goldstein@eicollege.edu

Marissa Halum, DMD

DMD, Rutgers University – UMDNJ
BS, Rutgers University – Cook College
Pediatric Dentistry, UMDNJ
marissa.halum@eicollege.edu

Rowaida Mohamed, MD

MD, Alexandria University

MS, Suez canal University

rowaida.mohamed@eicollege.edu

Carolyn Murdoch, MS

MS, Sarah Lawrence College

carolyn.murdoch@eicollege.edu

Bilal Manzoor, MS

MS, University of Central Punjab

BC, Punjab College of Commerce

bilal.manzoor@eicollege.edu

Teuta Pula, MFA

MFA, University of Prishtina

BFA, University of Prishtina

teuta.pula@eicollege.edu

Attiq Rehman, MD

MD, Qingdao University

attiq.rehman@eicollege.edu

Gerswin Reynolds, MALS

MALS, Ramapo College

BA, Ramapo College

gerswin.reynolds@eicollege.edu

Arthur Sergi, MS

MS, BS, Fairleigh Dickinson University

arthur.sergi@eicollege.edu

Nagy Shoukralla, MA

MA, New Jersey City University

BS, Suez Canal University

nagy.shoukralla@eicollege.edu

Angela Adel Tadros, MA

MA, New Jersey City University

angela.tadros@eicollege.edu

Hany Zaky, EdD

EdD, Indiana University of Pennsylvania

MEd, American International College

hany.zaky@eicollege.edu

Dental Hygiene Department

Program Director

Alaa Mohsen, DHED, Department Chairperson

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

alaa.mohsen@eicollege.edu

Faculty

Ariel Greenblatt, DMD, MPH

DMD, University of Medicine and Dentistry

MPH, Columbia University

BA, Rutgers University

ariel.greenblatt@eicollege.edu

Marissa Halum, DMD

DMD, Rutgers University-UMDNJ

BS, Rutgers University-Cook College

Pediatric Dentistry, UMDNJ

marissa.halum@eicollege.edu

Sharon Konigsberg, DMD

DMD, University of Medical and Dentistry of NJ

sharon.konigsberg@eicollege.edu

Daniel Leff, DDS

DDS, University of Buffalo, School of Dental Medicine

BA, Queens College CUNY

daniele.leff@eicollege.edu

Nneka Obi, BA, MPH, DDS

BS, Montclair State University

MPH, Montclair State University

DDS, Meharry Medical College

nneka.obi@eicollege.edu

Devang Modi, DMD

DMD, Rutgers University-UMDNJ

devang.modi@eicollege.edu

Catherine (Mimi) Samson, RDH, BS, MPA

MPA, Fairleigh Dickinson University
 BS, DeVry University
 RDH, UMDNJ
mimi.samson@eicollege.edu

Evelyn Garcia, RDH, MS

MS, Southeastern Oklahoma State University
 BS, St Petersburg College
 AAS, Bergen Community College
evelyn.garcia@eicollege.edu

Tiffany Puccia-Janajreh, RDH, MSDH

MSDH, University of Bridgeport
 BSDH, Massachusetts College of Pharmacy and Health Sciences
tiffany.janajreh@eicollege.edu

Alyssa DePiro, RDH, BS

BS, University of Bridgeport
 AAS, Rutgers University School of Health Related Professions
alyssa.depiero@eicollege.edu

Jigna Gurjar, RDH, BDS

BS, K.M. Shah Dental School
 AAS, NYU Dental School
jigna.gurjar@eicollege.edu

Tina Modi, RDH, BS

BS, Long Island University
 AAS, Middlesex County College
tina.modi@eicollege.edu

Neda Nazem, RDH, MS

MS, Montclair University,
 BS, Montclair University
 AAS, Essex County Community College
 AAS, Rutgers University
neda.nazem@eicollege.edu

Mary Lou Nicoletti, RDH, MSHS, MS

MSHS, Touro Worldwide University
 BS, Montclair State University
 AAS, Dental Hygiene, Bergen Community College
marylou.nicoletti@eicollege.edu

Dawn Sergi, RDH, MSHS

MSHS, Touro Worldwide University
 BS, Montclair State University
 AAS, Bergen Community College
dianne.romer@eicollege.edu

Diana Guerrier, RDH, BS

BS, Queens College

RDH, Hostos College

Diana.guerrier@eiccollege.edu**Victoria Gonzalez, RDH, BSDH**

BSDH, Eastern International College

AAS, Eastern International College

AAS, Bergen Community College

victoria.gonzalez@eiccollege.edu**Courtney Chavis, RDH, BSDH**

BSDH, Eastern International College

AAS, Eastern International College

courtney.chavis@eiccollege.edu**Elizabeth Serrano, RDH, BSDH**

BSDH, Eastern International College

AAS, Rutgers School of Health Related Professions

elizabeth.serrano@eiccollege.edu**Antoinette Mucha, RDH, BSAT**

BSAT, Thomas Edison State College

AAS, Bergen Community College

antoinette.mucha@eiccollege.edu**Michelle Torres, RDH, MS**

MS, University of Bridgeport

BSDH, Eastern International College

AAS, Eastern International College

michelle.torres@eiccollege.edu**Jessica De Los Santos, RDH, MBA**

MBA, Massachusetts College of Pharmacy and Health Sciences

BA, Hunter College

AAS, Hostos Community College

jessica.delossantos@eiccollege.edu**Jasdeep Gallo, RDH, BSDH**

BSDH, Eastern International College

jasdeep.gallo@eiccollege.edu

Diagnostic Medical Sonography

Program Director

Shahida Qureshi, MD

MBBS MD, Punjab Medical College
RDMS AB, OB/GYN, RVT, RDCS-AE
shahida.qureshi@eicollege.edu

Faculty

Mubashir Mirza, MD

MBBS MD, Chandaka Medical University
RDMS AB, OB, RVT
mubashir.mirza@eicollege.edu

Tapas Bhowmik, MD

MD, University of Calcutta
MMSC, Central University of Nicaragua
RCDS-AE
tapas.bhowmik@eicollege.edu

Haytham Zghaib, MD

MD, University of Damascus
RDMS (OB/GYN), RDCS (AE), RVT
haytham.zghaib@eicollege.edu

Gilbert Merisier, MD

MPH, Monroe College
MD, University of Quisqueya Haiti
RDMS (ABD)
gilbert.merisier@eicollege.edu

Meron Kassa-Jote

CVT-AAS
Eastern International College
RDMS, RCDS-AE

Lab Instructor

Siaba Swaray, BS

BS Diagnostic Medical Sonography
Eastern International College
RDMS (ABD)
siaba.swaray@eicollege.edu

Lab Remediation Instructor

Faizia Imtaiz, AAS

DMS-AAS, Eastern International College

RDMS (AB), RVT (VT)

faizia.imtaiz@eiccollege.edu

Nursing Department

Dean Of Nursing

Suzanne Mullings, PhD, RN

PhD, City University of New York, The Graduate Center

MSN, Lehman College, The Graduate Center

AAS, Bergen Community College

suzanne.mullings@eiccollege.edu

Faculty

Rino Alcantara, RN, MSN, CCRN

MSN, Walden University

BSN, Wesleyan University

rino.alcantara@eiccollege.edu

Ingrid Aviles, RN, MSN, ANCC

MSN, Aspen University

BSN, Thomas Edison State University

AAS, Hudson County Community College

ingrid.aviles@eiccollege.edu

Joan Brown, RN, MSN

MSN, Jacksonville University

BSN, Jacksonville University

joan.brown@eiccollege.edu

Angela Caballero, RN, MSN

MSN, Grand Canyon University

BSN, Felician University

angela.caballero@eiccollege.edu

Jenny Chen, RN, DNP, MSN, ANP

DNP, Aspen University

MSN, University of Medicine and Dentistry of New Jersey

AAS, Queensborough Community College

jenny.chen@eiccollege.edu

Joseph Dario, RN, MSN

MSN, Sabal College

BSN, New Jersey City University

joseph.dario@eiccollege.edu

Saideh Labibi, RN, DNP, MSN

DNP, Rutgers University

MSN, Rutgers University

saideh.labibi@eicollege.edu**Julia Ladyzga, RN, MSN**

MSN, Midwifery, SUNY, Stony Brook

MSN, Family Practice, SUNY, Stony Brook

BSN, SUNY, Stony Brook

julia.ladzyga@eicollege.edu**Maria Christina Llarenas, RN, MSN**

MSN, Walden University

BSN, Wesleyan University

christy.llarenas@eicollege.edu**Michelle Matthews, RN, PhD, MSN, NE-BC**

PhD, Capella University

MSN, William Paterson University

BSN, Jersey City University

AAS, Passaic County Community College

michelle.matthews@eicollege.edu**Tracey Morales-Wright, RN, MSN**

MSN, Kean University

BSN, Kean University

tracey.morales-wright@eicollege.edu**Mamdouh Mounir, RN, MSN**

MSN, Capella University

BSN, Capella University

AAS, Eastern International College

mamdouh.mounir@eicollege.edu**Sherod Nicholas, RN, DNP, MSN**

DNP, Fairleigh Dickinson University

MSN, Fairleigh Dickinson University

BSN, St. Peter's University

sherod.nicholas@eicollege.edu**Sam Samour, RN, MSN**

MSN, University of South Carolina

BSN, University of Jerusalem

sam.samour@eicollege.edu

Samantha Hernandez, RN, MBA, MA-HCA, MSN, MSW, RN, LMSW

MBA, The University of Arizona Global Campus

MHA, Ashford University

MSN, Seton Hall University

MSW, Adelphi University, School of Social Work

BA, Queens College, SUNY

samantha.hernandez@eiccollege.edu

Jacinta Ukah-Ogbonna, RN, DNP, MSN

DNP, John Hopkins University, School of Nursing

MSN, Rutgers, The State University

jacinta.ukah-ogbonna@eiccollege.edu

Solomon Weaver, RN, MSN

MSN, Chamberlain University

BS, Nursing University of Texas Arlington

solomon,.weaver@eiccollege.edu