



Eastern International College

Distance Learning Student Handbook

2026-2027



201.216.9901



www.eiccollege.edu



684 Newark Avenue, Jersey City, NJ 07306

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Welcome to Eastern International College

Institutional Mission

Eastern International College (EIC) is a student-centered and career-orientated 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 technologies.

Accreditation

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 and accredited 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 has been granted full 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"). 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.

Introduction: Bachelor of Science Dental Hygiene Degree Completion

The Bachelor of Science in Dental Hygiene Degree Completion (BSDH) is a degree completion program that provides associate degree registered dental hygienists (RDH) with advanced educational opportunities to successfully fulfill new and exciting roles within the profession of Dental Hygiene.

Offered entirely online, the Bachelor of Science in Dental Hygiene (BSDH) degree completion program available through Eastern International College provides registered dental hygienists (RDH) who hold an associate's degree with high-quality education which paves the way for a wide range of exciting career opportunities.

About the BS Dental Hygiene Degree Completion Program at EIC

Encompassing a total of 90 quarter credits, the BS in Dental Hygiene Degree Completion at Eastern International College comprises 30 general education quarter credits and 60 core quarter credits in the program's major courses. Our dental hygiene curriculum is designed to help current registered dental hygienists learn the skills and diverse treatment plans needed to provide quality preventative oral healthcare.

Through in-depth, highly specialized instruction, students who successfully complete the BSDH program will be prepared to compete for beyond-entry-level positions in the dental hygiene field. Coursework covers a number of topics essential to dental hygiene-related careers through such courses as Educational Methodology for Dental Hygiene, Management of Oral Healthcare Delivery and Leadership Roles for the Dental Hygiene Professional.

Introduction: Bachelor of Science Health Leadership Degree Completion

Offered entirely online, the Bachelor of Science in Health Leadership (BSHL) degree completion program available through Eastern International College provides allied health professionals with an associate's degree with high-quality education who wish to assume leadership positions in the healthcare field. The program provides training in various aspects of health leadership in the areas of management, finance, managed care and reimbursement, healthcare ethics and policy, and delivery of healthcare services.

About the BS Health Leadership Degree Completion Program at EIC

Encompassing a total of 90 quarter credits, the BS in Health Leadership degree completion program at Eastern International College comprises 30 general education quarter credits and 60 core quarter credits in the program's major courses. Our health leadership curriculum is designed to provide theoretical knowledge in cultural diversity, writing, healthcare leadership/management, health policy and healthcare ethics, budget and finance, and health informatics.

Through in-depth, highly specialized instruction, students who successfully complete the BSHL program will be prepared to compete for beyond-entry-level positions in the healthcare field. Coursework covers a number of topics essential to health leadership careers through such courses as Quality Management and Patient Safety, Regulatory, Legal, and Ethical Issues in Healthcare, and Finance and Budgeting in Healthcare.

Introduction: Bachelor of Science in Nursing (RN to BSN) Degree Completion

The Bachelor of Science in Nursing (RN to BSN) Degree Completion Program is designed for registered nurses who want to earn a Bachelor of Science in Nursing degree. The curriculum provides opportunities for a nurse to develop critical thinking skills, cultural communication competence, decision-making skills, evidence-based practice, leadership skills, and incorporate research in practice and patient advocacy.

Offered entirely online, the Bachelor of Science in Nursing (RN to BSN) degree completion program available through Eastern International College is intended for students who have earned an Associate Degree in Nursing (ADN), passed their NCLEX-RN, and are interested in achieving the Bachelor of Science in Nursing to expand their career opportunities and potential earnings. The online program prepares graduates to assume nursing positions in a broad range of related occupations with a need for B.S. level employment settings, including, but are not limited to, urgent care facilities, outpatient surgery units, group and individual settings for outpatient therapy and counseling, various departments in nursing homes, assisted living facilities and home health agencies.

About the BS in Nursing (RN to BSN) Degree Completion Program at EIC

Encompassing a total of 90 quarter credits, the BS in Nursing (RN to BSN) degree completion program comprises 36 quarter credits of levels 300 and 400 General Education courses and 54 quarter credits of nursing courses. Our nursing curriculum centers on an effective balance of professional, general education, and competency-based courses designed to enable its graduates to successfully enter nursing careers in a broad range of health-related occupations.

Getting Started

How to be a successful online learner

- ☐ Log into Canvas and post to your classes regularly, at least three times a week.
- ☐ An online class is not the same as a face-to-face class; however, this does not make it “easier.” Ensure you review the syllabus, course learning objectives, and keep track of due dates to ensure your success.
- ☐ Know how to contact your Professor if you are experiencing any difficulties with your coursework. Details are in your Canvas course.
- ☐ Know how to access Student Services (studentservices@eicollege.edu) if you need additional support or are experiencing any non-technical difficulties.
- ☐ Know how to contact the IT Support (support@eicollege.edu) if you are having technical difficulties.
- ☐ Know how to use technology properly. A prerequisite to online learning is familiarity with using the Internet, email, downloading and uploading files.
- ☐ Most of the communication for online classes is through written communication. You should be comfortable expressing yourself appropriately through electronic communication.
- ☐ Ensure you have the appropriate equipment to ensure your success. EIC has put together a helpful checklist for technology requirements.

Are you ready to take an online course?

Want to make sure you have everything you need to take an online course through Eastern International College? [Visit our eLearning page](#) to learn more about how online courses work, view additional tips on how to be successful in your online course, and [take our self-assessment technology survey](#) to check your online readiness and review our technology requirements to make sure your computer and Internet connection are robust enough to ensure a quality online course experience.

Getting Help

IT Support

Please contact the IT Department for technology concerns by emailing support@eiccollege.edu

Email is the most efficient way of reaching us and to ensure a quick resolution of your issue. You may also contact us by phone at: 201.216.9901 ext 110 in Jersey City.



If your issue is an error message within Canvas (EIC's Learning Management System) the most effective way to resolve your issue is to reach out to Canvas directly. There is a help icon to the left on your Canvas dashboard and a live chat option. In addition, EIC students have a dedicated help number: 877.875.6340.

Academic Assistance

Various academic resources, including course catalog information, accessing grades, and registering for courses, are available through EIC's student portal. Please see the EIC portal section of this document for details on how to access these resources.

If you have questions about course materials, course policies, or grades in a specific course, please direct them to the instructor of your course. You can contact your instructor directly through Canvas or by email to set up a meeting time during their office hours or request an appointment.

Students can utilize email to contact faculty to set up online tutoring services via Google Hangouts and Google Doc-sharing to allow for real-time, face-to-face tutoring.

See EIC's e-Learning page for more information

Netiquette

Netiquette is important to you as an online student.

Proper conduct in an online class is just as important as in a face-to-face classroom with similar potential repercussions for failing to maintain decorum. Remember, that in an online class it is common for a very substantial portion of your grade to be a function of how well you perform in online discussion areas and other “classroom participation” activities. Your ability to clearly and properly communicate in an online class can be every bit as important to your success as how you perform on multiple-choice tests and written assignments.

General Guidelines

When communicating online, you should always:

- Treat your instructor(s) and fellow classmates with respect, in email, online discussions, or in any other online communication.
- Always use your professor’s proper title: Dr. or Prof., or, if you are in doubt, use Mr. or Ms.
- Unless specifically invited, don’t refer to them by their first name. Some will be OK with being called “Bob” and others will expect to be called “Dr. Smith”.
- Use clear and concise language. Be respectful of readers’ time and attention. Remember that all college level communication should have correct spelling and grammar.
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you”.
- Use standard fonts that are optimized for online reading (e.g., Times New Roman) along with a consistent and readable size (12 or 14 pt.)
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
- Avoid the use of emoticons. Not everyone interprets them in the same way. Always be respectful of others’ opinions, even when they differ from your own. When you disagree with someone, you should express your differing opinions in a respectful, non-critical way. (Do not make personal or insulting remarks.)
- Be cautious when using humor or sarcasm, as your tone is sometimes lost in an email or discussion post, and your message might be taken literally or offensively.
- Be careful sharing personal information online (both yours and others).
- If you are in a healthcare course, follow HIPAA guidelines, including not sending confidential patient information via email or posting online.

Technology Support & Requirements: Resources for Students

Online students are required to meet technology prerequisites.

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 who are unable to fulfill these requirements will not be able to succeed in an online format.

Requirements include:

- ☐ Desktop or laptop computer (Surface, iPads and other tablets are not acceptable)
- ☐ Broadband Internet access (above 5 Mbps required)
- ☐ Up-to-date virus protection software
- ☐ Webcam (most laptops have built-in webcams)
- ☐ Headset with microphone
- ☐ Software (Windows 10 or higher)

Important Note: Students must have full administrator access to their computer. This means that students may not be able to use a company-provided computer, as they often restrict some aspect of the computer system necessary for online operations.

In addition to the above requirements, it is strongly recommended to follow the guidelines below:

Minimum Hardware Recommendations

- ☐ Intel processor i5 or higher or similar
- ☐ 14.1" Widescreen Display
- ☐ Memory - 8.0GB RAM
- ☐ 1 GB Video
- ☐ 160GB+ Hard Drive
- ☐ 802.11a/g/– Wireless

Minimum Software Recommendations

- ☐ Operating system - Windows 10 or higher – (English Language Version)
- ☐ Fully Functioning Antivirus program
- ☐ MS Office
- ☐ Google Suite (course dependent)

EIC Portal

The EIC portal allows university faculty, staff, and students to access information and password-protected resources quickly and easily in one place.

Important: Before you can access the portal, you need to be a fully financially packaged, registered student and have received your eiccollege.edu email. You will also need your student ID card (sent by email).

Accessing the Portal

The portal is available to current students and linked to [EIC's webpage](#).

To access the portal, you need to create an account.

1. Click on the Campus Portal that you attend (online students, choose online) and navigate to Student Login.
2. If this is your first time logging in, click Register. You will need to input the following information to set up your account:
 - ☐ User Name (use your EIC email)
 - Create a Password
 - Default password used is your Student ID (found on your ID card).
 - Date of Birth
 - Secret Question/ Answer
3. After setting up your account, enter your User Name and Password in the Student Login Space.

Checking Your Grades

You can access your grades via the EIC Portal. Please note that in your first term this area will be blank until the end of term. Grades viewed in Canvas are not final. Only grades viewed via the Student Portal are final.

Accessing Your Email

Eastern International College uses Google as their email provider and EIC students have access to GSuite tools (including Drive, Calendar, Hangouts). Email access is available at: <https://mail.google.com/a/eicollege.edu>

EIC uses single sign on authentication (SSO) for students with Canvas and Google accounts. This means students use their EIC login and the same password for both applications.

New User:

- ☐ Your email address will be `firstname.lastname@eicollege.edu`
- ☐ We recommend you use Chrome as your web browser to access GSuite.
- ☐ You will receive your email from EIC once you are fully packaged.

Forgot My Password

If you have forgotten your password and cannot reset it with G Suite's reset password link, please contact support@eicollege.edu. We recommend you add a recovery email to your G Suite account; this will allow you to use Google's recovery password option. If you cannot find your account details and have checked your spam, please reach out to Support for help.

All Eastern International College students are asked to communicate with their EIC email and are required to contact Faculty and Administration using their EIC email address only.

Accessing Canvas

Students can access Eastern International College's online eLearning platform, Canvas, for their courses at: <https://eicollege.instructure.com>.

A login button is directly available from EIC's website at: www.eicollege.edu/elearning



Your Full Username should be in the format

Firstname.Lastname@eicollege.edu

Your password will be the same as your EIC Email password.

For student support, please contact support@eicollege.edu

Learning Management System (LMS): Canvas

Eastern International College students have access to Canvas' Learning Management System. All enrolled students will be provided a username and password to log into Canvas (class availability as an online offering can be confirmed with the Registrar).

Students can access Eastern International College's online eLearning platform, Canvas, for their courses.

Online access: <https://eicollege.instructure.com>

The Student Username is your EIC email: Firstname.Lastname@eicollege.edu

For Canvas support, please contact support@eicollege.edu or click on the question mark icon in the Canvas environment. Students can also use the chat function in Canvas or call the dedicated phone line 24 hours a day at 877.875.6340 for all Canvas related issues. EIC has Tier 1 support from Canvas to ensure any students experiencing log-in difficulties will be quickly helped (resolution time is typically under ten minutes).

For more information on Tier 1 support: www.canvaslms.com/policies/support-terms

Student Responsibilities

Similar to courses delivered face-to-face, online courses can vary widely in terms of how students interact with the professor, communicate with classmates, access course materials, take exams, and so on. To ensure student success, each course instructor will provide critical details about specific class requirements, such as:

- ☐ Assessment Details – specifying how tests and other assessments will be administered.
- ☐ Accessibility Plan – specifying the alternative access options for those with disabilities.
- ☐ Communication Plan – outlining the expectations for communication with the instructor and classmates both within Canvas and through other media formats..
- ☐ Help Plan – Describing the places you can get help with any/all aspects of the class, including technology, academics, accessibility, etc.

EIC will conduct all their communication via the official @eiccollege.edu email (including Canvas notification push). It is the student's responsibility to regularly check their email and engage with their coursework via Canvas.

Any exceptional assessment exceptions (e.g. inclement weather), will be communicated to all students by Canvas and email based on the Registrar's decision regarding college operations.

EIC's online courses run in quarter format over ten weeks. Weeks unlock on Monday at 00:00 EST of the quarter start date and weekly assignments are due by Sunday 23:59. Discussion board first posts are due by Wednesday 23:59 and subsequent posts by Sunday. The quarter session schedule is available on the [EIC's website](#). Orientation for new students begins one week before the start of classes.

Mandatory Training for New Students: Orientation

Online students have a compulsory online orientation to take prior to classes starting, which includes how to access the coursework from home and offers an interactive learning introduction. This will cover how to use Canvas as well as an overview of student services, including the library. This is available the week prior to when classes begin. New students receive their EIC email once they are fully packaged and after logging into their account; students will find an invitation to Canvas online orientation. If you encounter any difficulty accessing this information, please contact support@eicollege.edu. It is important that students can access this information in a timely manner.

The syllabi will be covered in orientation so that all students are aware of the course objectives, participation, and attendance requirements. Extra emphasis will be given to schedule requirements, lectures, assignment due dates, and exam dates so that students know where to go to find that information. Students will also learn how to access support information for Canvas.

Academic Support Services

eBooks

There are many different ways you can order books for your online courses. Every course will clearly indicate the required readings. You are responsible for obtaining your own books. Students have the option to obtain the required reading in digital (online) format or hard (print) copy (when available).

Tutoring

For courses that provide a tutoring component, information will be available within Orientation in Canvas on how students can sign up with faculty to take advantage of these additional support services. Tutoring is facilitated with video conferencing and can be 1:1 or in small groups. Additionally, students can coordinate with their faculty member for additional tutoring sessions, based on availability.

Faculty Advising

Throughout the course, faculty work with students to address areas of concern as they occur. Specifically after week 5-6 of each quarter, faculty send a form to students who are underperforming that lists specific measures to be taken by the student to ensure success. This addresses the student's grade and any other concerns, with the intent of providing the student with an opportunity for improvement and remediation.

Academic Advising

Students will have the opportunity to speak with the Dean or their Department Head to discuss upcoming course selections and to ensure that they understand their progress and how the class contributes to degree completion.

Students are encouraged to reach out to the Department Head, Dr. Mohsen for Dental Hygiene, Dr. Hany Zaky for Health Leadership, and Dr. Mullings for the RN to BSN, with any specific questions or concerns they have regarding their progression.

Library Support Services

Eastern International College Libraries (located in Jersey City) maintain a circulating collection of materials for students, alumni, faculty, and staff affiliated with the College. Materials not designated as Reference – and thus, non-circulating – are loaned for periods dependent on patron designation.

Eastern International College libraries have a physical collection of approximately 8,400 books on the Jersey City campus. The library is a lending library, allowing students to borrow most print sources for two weeks and textbooks for class use.

- Current EIC Students
 - Circulating Materials: 14 days
 - Reserve Materials: In Library use
 - Library Use Only: In Library use
 - 3 hour class use for Professors
 - Renewals via email, phone or in-person; dependent on whether materials have a hold on them

Renewals

Most loan periods are 14 days. However, students, alumni, faculty, and staff are able to renew currently loaned materials provided there is no current hold on the material. To renew, patrons can email, telephone, or visit the libraries in person. Renewal periods are also in 14-day increments.

Overdue Materials

Any materials held over their loan period without being renewed are considered overdue. Overdue materials may incur a fine of up to \$0.25 per day up to the value of the materials borrowed.

All patrons in possession of excessively overdue materials will be referred to the College Registrar.

Library World

The print collection comprises textbooks, general education books, literature, and study aids, and is cataloged using the Library of Congress Cataloging System. Records are stored in an online database, LibraryWorld, which can be accessed remotely.

Online/ Web Browser

Android

iPhone

iPad

Electronic Resources

ProQuest Ebook Central is an online library of e-books accessible from the library computer terminals and on mobile devices via individual accounts. EIC subscribes to Ebook Central's library, which offers 120,000 books in subjects ranging from Nursing and Allied Health to History and Computing. Content is added by Ebook Central every quarter and MARC (cataloging) records are downloaded every month to our library catalog. Simple and advanced searches can be conducted by keyword, full-text, publisher, author and other access points. Results can be viewed by book or chapter. Customer support and live web-based training programs are available. Individual accounts can bookmark books.

ProQuest Nursing and Allied Health covers the medical sciences, including dentistry, nursing, allied health, and alternative and complementary medicine. ProQuest provides abstracting and indexing for more than 1,200 titles, with over 1,050 titles in full-text, plus more than 15,700 full-text dissertations representing the most rigorous scholarship in dentistry and related fields.

Google Scholar provides a simple way to search for scholarly literature broadly. From one place, you can search across many disciplines and sources: articles, theses, books, abstracts, and court opinions - from academic publishers, professional societies, online repositories, universities, and other websites. Google Scholar helps you find relevant work across the world of scholarly research. Google Scholar is not a paid subscription by EIC but is instead available to the general public and accessible without a password or account on any device in any environment.

PubMed Central is a full-text archive of biomedical and life sciences journal literature at the U.S. National Institutes of Health's National Library of Medicine.

Additional Resources

JerseyClicks is accessible in Jersey City Libraries without an NJ municipal library card. In order to access JerseyClicks outside of the Eastern International College campuses,

students need to have a Hudson County municipal library card or apply for one from the Jersey City Public Library (the Five Corners Branch is located at 678 Newark Avenue, Jersey City).

Students simply need to show their EIC ID, another piece of ID (driver's license) and a bill mailed to their home address, fill out an application and a library card is issued for free for one year.

It is recommended that all students obtain and maintain a public library card, regardless of home address. Often, local public libraries have additional resources that allow students to access different resources locally.

JerseyCat is New Jersey's state-wide virtual catalog and interlibrary loan system. It is provided to all libraries within the State of New Jersey by the New Jersey State Library and the Regional Library Cooperatives. Eastern International College is a member of JerseyCat. There is no charge for students to use the service. It provides all New Jersey residents and library staff with real-time searching capabilities for New Jersey's Z39.50 compliant library catalogs. It also includes a union catalog of holdings from small to medium-sized libraries with fewer than 100,000 volumes. Periodical titles can be searched in the NJ Union List of Serials. It also provides New Jersey residents and library staff with an interlibrary loan system that they can use from their home, school, or office via the internet.

Eastern International College is also a member of METRO – the Metropolitan New York Library Council. Membership in the Council allows all students and faculty of EIC access to books in 271 member libraries (including academic, hospital, nonprofit, special, and public libraries) in the New York Metropolitan area through interlibrary loan. Participating institutions include:

- ☐ New York University
- ☐ Rutgers University
- ☐ New York Academy of Medicine

Membership also allows for the following:

- ☐ Physical Access to participating Libraries when a specific source is needed
- ☐ Digitization and electronic resources
- ☐ Professional development opportunities and networking events
- ☐ Grant funding
- ☐ Delivery services (of interlibrary loan materials)
- ☐ Job bank and career development opportunities
- ☐ Discounts on services and resources

LibraryLinkNJ (The Eastern New Jersey Library Cooperative)

The New Jersey Library Cooperative has over 1100 voting representatives from over 2,000 public and private schools, public, academic, institutional, corporate, health sciences, and special libraries and library-related agencies. The member-elected Executive Board meets regularly to oversee the organization's programs and services.

LibraryLinkNJ and its services are funded by the New Jersey State Library, which is responsible for the coordination, promotion and funding of the New Jersey Library Network.

The National Library of Medicine/National Network of Libraries of Medicine is housed at the Frederick L. Ehrman Medical Library at New York University. It enables reciprocal borrowing among network-affiliated libraries and provides members with access to webinars, podcasts, scholarly journals, blog posts, grants, call-for-entry opportunities, and physical access to participating institutions.

ADDITIONAL TOOLS WITH CANVAS

Within the Canvas environment, certain courses and instructors may utilize specific tools, such as ProctorU and Turnitin. Students are expected to familiarize themselves with the functionality to ensure they can undertake their work in a timely manner. These topics are covered within the Orientation training, and those modules are always available for later review. As with everything else, if you experience difficulties, please reach out to your instructor (for academic matters) or support (for technical difficulties).

ProctorU

ProctorU is an online exam proctoring tool embedded in Canvas for select assessments, as determined by instructors when needed (typically for Midterms and finals). Be sure to check with your instructor/ in your syllabus for details on when ProctorU will be used, and ensure that you have fulfilled the requirements prior to taking your test.

What does that mean for me as a student?

You may have assessments in your courses that use ProctorU as a means for us to confirm your identity during the assessment and ensure you are not using any outside materials to help you answer. In short, that the work is your own.

What do I need to do to use ProctorU Auto?

- ☐ A government issued photo ID.

- A quiet place to take your assessment including a computer with access to a microphone and video.

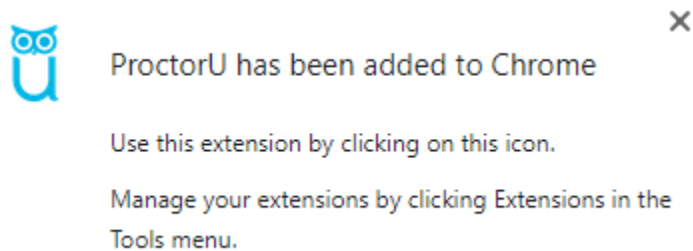
System requirements and more details.

Video to give you an overview of what to expect.

You must use the Chrome browser to access your online exam. You will need to have installed the ProctorU Chrome plug-in prior to taking your assessment.

This means you should also log in to ProctorU using Google Chrome when you are ready to start your exam. If you have not yet completed this step, please allow time for this prior to accessing your online exam. Access the extension **here**. _____

Once your extension has been successfully installed (it should only take a few seconds) a notification will appear at the top right corner of your screen and you will see a blue owl icon next to your URL bar (see screenshot below). Information and practice are provided to students in orientation.



For live help or support from ProctorU, click [here](#).

As always, you can always reach out to support@eicollege.edu

TurnItIn- LockDown Browser

TurnItIn is embedded within Canvas and allows students to run their assessments through a plagiarism check before submitting their work. This allows students to receive formative feedback to improve their writing and ensure proper citation iteratively. TurnItIn offers a comprehensive solution for preventing multiple forms of plagiarism. Directions and best practices are offered during the student orientation and additional resources can be located [here](#). Information and practice are provided to students in orientation.

LockDown Browser + Webcam Requirement

Some courses require the use of LockDown Browser and a webcam for online exams. The webcam can be the type that's built into your computer or one that plugs in with a USB cable.

Watch this brief video to get a basic understanding of LockDown Browser and the webcam feature.

<https://www.respondus.com/products/lockdown-browser/student-movie.shtml>

Download Instructions

Download and install LockDown Browser from this link:

<https://download.respondus.com/lockdown/download.php?id=778158118>

Once Installed

- Start LockDown Browser
- Log into to Canvas
- Navigate to the exam

Note: You won't be able to access an exam that requires LockDown Browser with a standard web browser. If this is tried, an error message will indicate that the test requires the use of LockDown Browser. Simply start LockDown Browser and navigate back to the exam to continue.

Guidelines

When taking an online exam, follow these guidelines:

- Select a location where you are comfortable having a video recording taken of yourself and your workspace environment. This area should be free of distractions and interruptions.
- Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach
- Before starting the test, know how much time is available for it, and also that you've allotted sufficient time to complete it
- Clear your desk or workspace of all external materials not permitted - books, papers, other devices
- Remain at your computer for the duration of the test
- If the computer, Wi-Fi, or location is different than what was used previously with the "Webcam Check" and "System & Network Check" in LockDown Browser, run the checks again prior to the exam

- To produce a good webcam video, do the following:
 - Avoid wearing baseball caps or hats with brims
 - Ensure your computer or device is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or other surface where the device (or you) are likely to move
 - If using a built-in webcam, avoid readjusting the tilt of the screen after the webcam setup is complete
 - Take the exam in a well-lit room, but avoid backlighting (such as sitting with your back to a window)
- Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted

Getting Help

Several resources are available if you encounter problems with LockDown Browser:

- The Windows and Mac versions of LockDown Browser have a "Help Center" button located on the toolbar. Use the "System & Network Check" to troubleshoot issues. If an exam requires you to use a webcam, also run the "Webcam Check" from this area
- 24/7/365 Live Chat Support is also available from the Help Center, or from within the "it's not working" troubleshooter.
- [As applicable, insert information about your institution's help desk, including details about how to contact them. Some help desks want students to run the "System & Network Check" and the "Webcam Check" before they are contacted - and even, to forward the results of these checks at the time of opening a ticket.]
- Respondus has a Knowledge Base available from support.respondus.com.
Select "LockDown Browser & Respondus Monitor" as the product to view helpful articles.
- If you're still unable to resolve a technical issue with LockDown Browser, go to support.respondus.com and select "Submit a Ticket". Provide detailed information about your problem and what steps you took to resolve it

Student Support Services

EIC offers a number of services to support students during their time at the College. Below are the most common ones with additional information on how to leverage the service. If you are in need of support on a topic not listed below, please contact the Dean. The contact number for the Jersey City Campus is 201.216.9901.

Advising Information

Eastern International College students are advised by faculty members, as well as program directors, when needed. A student is advised to speak to their instructor in the first instance for any course-specific questions. Degree program questions should be addressed to the DH program director, Dr. Alaa Mohsen, for the HL program, Dr. Hany Zaky, and for the RN program, Dr. Mullings. For concerns regarding progression, questions can be addressed to the Dean. Online Program Students are encouraged to reach out with any questions or concerns that arise. This serves to ensure that the students receive the necessary help where needed and to further provide students with the information and resources available to assist them throughout their education.

Registering For Courses

The BS in Dental Hygiene Completion program, BS in Health Leadership Completion program, and BS in Nursing (RN to BSN) completion program have a suggested pathway for the duration of the program, and students progress through as a cohort. Each quarter, before the term ends, students may request a meeting with the Department Head of their program or the Dean, via video conferencing, to review their progress and schedule for the upcoming term. To ensure proper registration, the student will then need to attend to any outstanding obligations with the Registrar and ensure their Financial Aid (if applicable) is up to date and complete. To complete registration, students must sign their enrollment agreement (every quarter), which outlines their schedule, credit hours, and course fees. Students can view their current schedule via the Student Portal.

Dropping Courses

See the Academic Calendar for term dates to add/drop courses in Appendix A.

Please contact your Department Head, Dr. Alaa Mohsen for Dental Hygiene, Dr. Hany Zaky for Health Leadership, and Dr. Mullings, RN to BSN, prior to dropping/withdrawing from any core subject matter or general education course.

*Students will be notified by the Financial Aid Office if there is a change to the term's Aid Offer and/or charges as based on a schedule change; it is ultimately the student's

responsibility to ensure that their financial obligations to the College are met. It is strongly recommended that students contact their Financial Aid Advisor regarding any potential financial changes that may occur from adding or dropping a class.

Withdrawal from Degree Program

Students who officially withdraw from the program may be eligible for a refund of tuition charges. To officially withdraw from the program, students must submit a written withdrawal request to the Dean. Please use the link "[Withdrawal Form](#)".

*Students are strongly advised to contact their Financial Aid Advisor to discuss the financial component of withdrawing from their degree program.

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. A student may withdraw from the same course only once. After the second withdrawal, the student will be terminated from the program and must successfully appeal this decision to the Academic Appeal Committee (AAC) for reinstatement. 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). [See Appendix A](#) for the add/drop/withdrawal period dates.

Official withdrawal from all registered courses for the term 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 contact Financial Aid for questions and/or clarification.**

Attendance Policy

Students at Eastern International College are expected to engage with their coursework regularly. At the beginning of each quarter, instructors will provide the students with guidelines regarding possible grading penalties for failure to maintain attendance. Online class attendance is measured by participation in the discussion board and submission of assessments within Canvas.

If there are extenuating circumstances that prevent a student from engaging with their coursework 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.

A student's enrollment will be terminated when the student has fourteen (14) consecutive calendar days of absences (two weeks not in posting in a 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 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.

Leave of Absence

Students are required to fill out a leave of absence form when there are extenuating circumstances that prevent them from attending classes for an extended period (e.g., hospitalization and recovery from a serious accident or illness).

If a student wishes to request a leave of absence, they should fill out a **leave of absence (LOA) form**.

Refund Period/Drop

Refunds

Eastern International College participates in the Federal Student Aid program, an office of the United States Department of Education, and is required to comply with the Higher Education Amendments of 2005. The 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 and/or the Tuition Refund Policy for State Aid (TAG) and Cash Students listed below.

- ☐ If the College permanently closes and no longer offers instruction after a student 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 his/her intent to withdraw, or
- ☐ The student has fourteen (14) consecutive absences without establishing an approved leave of absence.

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 drop and add 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 and/or the Tuition Refund Policy for State Aid (TAG) and 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, equipment, and/or uniforms that have been issued are usually non-refundable. When a Student withdraws from the institution, he/she 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 absence. Students who withdraw from all classes in a term will be considered "Withdrawn" from the College and the cost of attendance will be adjusted to reflect the Return to Title IV Calculation.

Any students paying cash who 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:

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

Withdrawal From The College

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

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. A student may withdraw from the same course only once. After the second withdrawal, the student will be terminated from the program and must successfully appeal this decision to the Academic Appeal Committee (AAC) for reinstatement. Any course withdrawal may result in a change of Financial Aid eligibility as based on the receipt of funds for the term, and the student will be responsible for the full fee of the course(s).

Please see the school calendar in [Appendix A](#).

Official withdrawal from all registered courses for the term may affect the student's financial aid status (e.g. student loan grace period, return to Title IV funds calculation, enrollment-based academic benefits). Please contact [Financial Aid](#) for questions.

FINANCIAL AID

Financial Aid is available for online students who have been accepted to EIC. [Details](#) on how and when to apply for Financial Aid and [other loans and grants](#) are available.

Please contact [Financial Aid](#) for questions.

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.	

Alumni Bachelor's Degree Scholarship

The Alumni Bachelor's Degree Scholarship is open to all diploma graduates of Eastern International College or Micro Tech Training Center accepted into a Bachelor of Science degree program at the College.

- ☐ Students must be enrolled full-time for the initial quarter.
- ☐ For subsequent terms of the program, the student must maintain a cumulative GPA of 3.50 or greater and be enrolled full-time
- ☐ Amount of the award is \$250.00 per quarter.
- ☐ Students must be enrolled full time during the earning quarter, and awards will be disbursed during the subsequent (awarding) quarter. Students must be enrolled full time to receive the funds during the awarding quarter.
- ☐ The definition of full time student is a minimum of 12 credits per quarter.
- ☐ For the Alumni Scholarship, a cumulative GPA is determined for quarter and courses taken at EIC after enrollment in the bachelors program. No transfer credits or prior credits will be used to calculate a cumulative GPA.
- ☐ 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.
- ☐ Students are eligible for only one institutional scholarship per quarter. Awards will be determined after all final grades are submitted and the term GPA is calculated.
- ☐ Scholarships may impact the student's other grants, scholarships, and loans. The campus Financial Aid Office will review the details on an individual basis.
- ☐ Any documented behavioral probation or suspension disqualifies the student.
- ☐ Failure to meet Satisfactory Academic Progress (SAP) and complete coursework within the allotted time frame will count the student as ineligible.
- ☐ Attempted credits must be completed during the quarter. A student who withdraws with a "W" from a class will be considered ineligible.

Paying for Tuition/Fees (Billing)

Online students are able to make tuition payment fees online. For any questions or problems with making payments, please reach out to the Bursar.

Counseling

EIC offers registered students confidential counseling services provided by a licensed counselor who is experienced in working with college-age and adult students. Individual counseling, support groups, and informational seminars are available to address students' unique concerns. Students are encouraged to visit the EIC counselor to discuss concerns related to family, friends, general anxiety, depression, low self-esteem, identity issues, etc., as we at EIC are dedicated to helping students enhance their psychological, social, and academic development. Contact [Dr. Maria Billings](#) to set up an appointment by phone or video conference.

Counseling FAQs

1. How do I go about getting services?

Services can be scheduled by emailing maria.billings@eicollege.edu.

2. Can a friend/relative come with me to the sessions?

Yes, but you must be a currently registered EIC student to receive counseling services. 3. Will my professors/administrators know that I am coming to counseling or what I am discussing?

Information you reveal to the counselor will remain confidential within the limits of the American Counseling Association's Code of Ethics and the law. In general, the counselor cannot discuss your situation with anyone unless you have given written permission to release information. However, there are certain situations in which confidentiality must be broken and information must be reported to the appropriate person or agency. These situations are as follows: if what you share indicates you are imminently in danger of harming yourself or others; if what you share reveals evidence of child or elder abuse or neglect; or if we receive a court order or subpoena.

Academic Policies

Freedom of Learning Policies

Under University policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact their Dean who could undertake the initiative to review the evaluation.

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

Teaching decisions of faculty members will reflect the objectives and content of the approved course syllabus and curriculum in general 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 preserving this freedom. Students and faculty are expected to adhere to the highest standards of academic integrity, professional conduct, and ethical behavior 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.

Disability Services

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 College 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 charged 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.

Information on this page was either lifted directly or based on literature from the U.S. Department of Education provided by the Office for Civil Rights (OCR).

The Disability Coordinator

The designated Disability Coordinator (DC) is the Dean. The responsibilities of the DC include the following: makes sure the policies and procedures for academic adjustments or any disability-related requests for accommodations are appropriately followed, answers questions of students regarding academic adjustments and other disability-related accommodations, receives letters of request for academic adjustments and reviews completeness of required documentations, coordinates with the Disability Committee, communicates 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 or counseling, or help students plan or manage their time or 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 (EIC) 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. Testing accommodations and/or changes 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. Requests for testing accommodations and/or change in testing conditions should be done in writing and submitted to the Disability Coordinator within a reasonable amount of time, or four (4) weeks before the actual administration of the exam.

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 his/her 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 (Dean) 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 an academic adjustment must follow EIC's Policy and Procedure for Academic Adjustment. All requests must be completed 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 (DC).

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:

“Academic adjustments are defined in the Section 504 regulations as: Such modifications to the academic requirements are 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 student 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 also not 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 (DC) as early as possible to ensure that the College has enough time to review his/her 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 as soon as possible.

EIC does not provide specialized tutors or individual assistants 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.

Integrity

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 essay 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 advance 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, he or she should speak with the faculty member to resolve questions or concerns prior to the submission of the assignment.

Online students are expected to make use of TurnItIn and ensure it is used for written assessments (see your course-specific syllabus for details).

Grievance/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 in a calm, professional manner.

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

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

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

Level 5: If a student does not feel that the College has adequately addressed a complaint or concern, the student may consider contacting the Accrediting Commission.

Student Complaint Procedure

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](#). A copy of the MSCHE complaints policy and procedure can be requested in writing from the Director of Institutional Effectiveness.

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

where this does not resolve the matter, the student complaint procedure outlined below may assist in a resolution.

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

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

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

New Jersey State Authorizing Entity

The Office of Secretary of Higher Education
PO Box 542
Trenton, NJ 08625-0542
www.state.nj.us/highereducation

College Accrediting Agency

Middle States Commission on Higher Education
3624 Market Street
2nd Floor West
Philadelphia, PA 19104
Telephone: (267) 284–5000
www.msche.org

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 the Family Policy Compliance Office

U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Resolving Complaints

- a. Effective through December 31, 2025: Institutions operating under SARA policies shall provide their and SARA's complaint resolution policies and procedures to all students taking courses under SARA policies.

Effective beginning January 1, 2026: Institutions operating under SARA policies shall provide their and SARA's complaint resolution policies and procedures to all students taking courses under SARA policies on the institution's website and in the institution's catalog or equivalent information provided either in print or electronically to students when they enroll.

- b. Initial responsibility for the investigation and resolution of complaints resides with the institution against which the complaint is made. Further consideration and resolution, if necessary, is the responsibility of the SARA State Portal Entity and other responsible agencies of the institution's home state (see Sections 2.5 and 4.5).
- c. The SARA State Portal Entity is responsible for conducting the investigation and resolution of complaints that are not resolved at the institutional level.

The SARA State Portal Entity may enlist the assistance of other responsible entities in the state in carrying out the work of complaint resolution.

- d. The SARA State Portal Entity is ultimately responsible for ensuring that a valid complaint results in proper redress.

The SARA State Portal Entity may delegate responsibility to investigate and resolve such complaints to another government agency (e.g., a board of regents) or to a special body created to handle SARA complaints for a group of institutions but must have and retain the function of hearing any appeals from decisions made by other agencies. The SARA State Portal Entity cannot merely have advisory powers; it must have the formal authority to provide final resolution of SARA-related complaints and ultimately to remove any Institution, public or independent, from the state's list of SARA-eligible providers if that institution fails to abide by SARA policies.

- e. No SARA member state gives up its ability to investigate misrepresentation, fraud, or other illegal activity by institutions based in other states, including SARA-participating institutions.

- f. SARA member states retain the ability to use any of their general-purpose criminal or consumer protection laws against an institution that violates those laws. State oversight of distance education delivered by a SARA-participating institution to students in any SARA member state is centralized by SARA policy in the institution's home state.
- g. Mandatory arbitration agreements do not pertain to SARA policy, and, as such, participating institutions are not permitted to enforce these on students enrolled under SARA provisions. Disputes between students and institutions on SARA-related matters are to be resolved by the institution's SARA State Portal Entity.

Process for resolving complaints

- a. Complaints against an institution operating under SARA policies go first through the institution's own procedures for resolution of grievances. Allegations of criminal offenses or alleged violations of a state's general-purpose laws may be made directly to the relevant state agencies.
- b. Complaints regarding student grades or student conduct violations are governed entirely by institutional policy and the laws of the SARA institution's home state.
- c. If a person bringing a complaint is not satisfied with the outcome of the institutional process for handling complaints, the complaint (except for complaints about grades or student conduct violations) may be appealed, within two years of the incident about which the complaint is made, to the SARA State Portal Entity in the home state of the institution against which the complaint has been lodged. That SARA State Portal Entity shall notify the SARA State Portal Entity of the state in which the student is located of receipt of that appealed complaint. The resolution of the complaint by the institution's home state SARA State Portal Entity, through its SARA complaint resolution process, will be final, except for complaints that fall under the provision "g" below.
- d. While the final resolution of the complaint rests with the SARA State Portal Entity in the home state of the institution against which the complaint has been lodged, the SARA State Portal Entity in the complainant's location state may assist as needed. The final disposition of a complaint resolved by the home state shall be communicated to the SARA State Portal Entity in the state where the student lived at the time of the incident leading to the complaint, if known.
- e. While final resolution of complaints (for purposes of adjudication of the complaint and enforcement of any resultant remedies or redress) resides in certain cases with institutions (complaints about grades or student conduct violations), or more generally with the relevant institution's home state
- f. SARA State Portal Entity (all other complaints), the regional compact(s) administering SARA may consider a disputed complaint as a "case file" if concerns are raised against a SARA member state with regard to whether that state is abiding by SARA policies, as promulgated in the SARA Policy Manual. The regional compact may review such institutional concerns in determining whether a state

under its SARA purview is abiding by SARA policies. Similarly, a complaint “case file” may also be reviewed by NC-SARA in considering whether a regional compact is ensuring that its SARA member states are abiding by the SARA policies required for their membership in SARA.

- g.SARA State Portal Entities shall report quarterly to NC-SARA the number and disposition of appealed complaints that are not resolved at the institutional level. NC-SARA shall make that information publicly available on its website. Such data will create transparency and can be used in determining whether a regional compact is ensuring that its SARA member states and those states’ institutions are abiding by the policies required for state membership and institutional participation in SARA.
- h.Nothing in the SARA Policy Manual precludes a state from using its laws of general application to pursue action against an institution that violates those laws.

Satisfactory Academic Progress Policy

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

At the end of each term, 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% time period of the program length.

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

SAP Qualitative Requirements Table

EIC Attempted Credits (while enrolled in current program of study)	BSDH, BSHL, and BS in Nursing Programs only
1-12 credits	2.00 Cumulative GPA
13+ credits	2.50 Cumulative GPA

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 an F, W, WF, WP, or I are counted towards attempted credits.

Credits transferred to the College from another institution are counted toward the student's program completion and are included in both Completed and Attempted credits; however, these courses are not factored into the qualitative GPA standard.

SAP Quantitative Requirements Formula

Completed Credits (including Transfer Credits)
----- x 100% = Pace of Completion
Attempted Credits (including W grade)

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

Completed Credits		
BS Dental Hygiene Degree Completion	180 total credits	270 credits max
BS Health Leadership Degree Completion	180 total credits	270 credits max
BS in Nursing (RN to BSN) Degree Completion	180 total credits	270 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 at the beginning of each payment period to provide students with every opportunity to maintain the necessary standards for timely program completion. As such, students will be afforded the opportunity to be placed on a conditional Warning Status prior to the 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 term, the student will be eligible for financial aid funding. The student must meet SAP requirements at the end of the Warning term to retain financial aid funding for subsequent terms.

SAP Probation: A student who has not satisfied SAP requirements after the Warning term 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 term to retain future funding. Failure to meet SAP requirements at the end of the Probation term cannot be appealed.

SAP Suspension: A student has failed to meet one or more SAP requirements following Financial Aid Warning or Probation. The student unsuccessfully appealed 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 term 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.

Appeals

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 term following the granting of the appeal. Any decision resulting from the review is final and cannot be appealed.

Academic Appeals Committee (AAC)

The 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
3. Other Academic Concerns

The committee, which is chaired by the Dean, may consist of the Academic Dean, Chairpersons and/or faculty, and Financial Aid Officer (depending on the nature of appeal).

The Appeal Process

I. 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. 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 done in writing (an email is acceptable) within seven (7) business days of receipt of the letter. The decision of the AAC is final and not subject to further appeal.

Note: Dental Hygiene students may only exercise their appeal option once.

II. 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 his/her work, the following procedure will be followed:

1. 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.

2. Level Two: Department Chairperson

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

3. Level Three: Academic Appeals Committee

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

Other Academic Concerns

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

The letter must include the following:

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

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

Privacy Policy - Canvas

Data Collected Via Technology

To make Canvas' Site, Apps, and Services more useful to you, their servers (which may be hosted by a third party service provider) collect information from you, including browser type, operating system, Internet Protocol (IP) address (a number that is automatically assigned to your computer when you use the Internet, which may vary from session to session), domain name, and/or a date/time stamp for your visit. They also use cookies, web beacons, and navigational data like Uniform Resource Locators (URL) to gather information regarding the date and time of your visit and the solutions and information for which you searched and which you viewed. Like most Internet services, they automatically gather this data and store it in log files each time you visit their Site, use their Apps, or access your account on their network. They may link this automatically collected data to personally identifiable information.

Use Of Your Data

In general, personal information you submit to Canvas is used either to respond to requests that you make or to aid Canvas in serving you better. Canvas/Instructure uses your personal information in the following ways: to create and maintain your account; to identify you as a user in their system; to operate, maintain, and improve the Site, Apps, and Services; to personalize and improve your experience; to send you administrative email; to respond to your comments or inquiries; to protect, investigate, and deter against fraudulent, unauthorized, or illegal activity; and to make telephone calls to you, from time to time, as a part of secondary fraud protection or to solicit your feedback with your permission.

Disclosure of Your Personal Information

Canvas will share your personal information with third parties only in the ways that are described in this privacy policy or with your consent.

AFFILIATES

Although we currently do not have a parent company, any subsidiaries, joint ventures, or other companies under a common control (collectively, “AFFILIATES”), we may in the future. We may share some or all of your information with these Affiliates, in which case we will require our Affiliates to honor this Privacy Policy.

THIRD PARTY SERVICE PROVIDERS

We may share your personal information with third-party service providers for the sole purpose of providing you with the Services that Canvas offers you through our Site. For example, Canvas may share data with service providers who host our websites or provide email services on our behalf.

OTHER DISCLOSURES

Canvas/ Instructure may disclose information about you if it believes such disclosure is necessary to (a) comply with laws or to respond to lawful requests and legal process; or (b) protect or defend the rights, safety, or property of Instructure, users of the Services, or any person including to enforce our agreements, policies, and terms of use or (c) in an emergency to protect the personal safety of any person.

They may also share information about you in connection with or during negotiation of any merger, financing, acquisition, bankruptcy, dissolution, transaction or proceeding involving sale, transfer, divestiture or disclosure of all or a portion of their business or assets to another company. In the event that information is shared in this manner, notice will be posted on our Site. We may also share de-identified and/or aggregated data with others for their own uses. For more information: www.instructure.com/policies/privacy

FERPA- Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) requires that Eastern International College, with certain exceptions, obtain your written consent prior to 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”. They are:

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

Frequently Asked Questions (FAQs)

About Distance Education

Are distance education courses easier than taking face-to-face classes?

Students have different opinions about the difficulty of distance learning classes. The course content and objectives are the same as in face to face courses. The reading requirements can be intensive. All agree that online classes require a lot of self discipline. You must be your own motivator.

Do distance education courses take less time to complete than face-to-face classes?

No, in fact research shows distance education courses often take more time to complete.

Can I work at my own pace or do I have to follow a weekly schedule when I take a distance education course?

Distance education courses vary in terms of flexibility they afford students. Most courses have some restrictions on how far ahead students may work, imposing weekly deadlines on assignments and other activities. Check your course syllabus before the course begins to ensure you meet deadlines and plan your schedule accordingly. Weekly requirements tend to open Monday at midnight and close by Sunday evening at 23:59 pm.

How do I add/ drop a distance learning course?

Fill out the [**add/drop form**](#) and submit it to the Dean for signature.

Am I ever required to come to campus for a distance education course?

No, all course requirements are able to be met online via the Canvas platform.

About Canvas

What do I do if one of my courses is not appearing in Canvas?

Log in to the Student Portal and ensure that the course is appearing in your schedule. If it is not, contact the [Registrar](#). If it is in your schedule but not in Canvas, then contact "support@eiccollege.edu."

Is there an orientation to familiarize me with Canvas?

Yes, student orientation is occurring the week before classes start. Packaged students will receive their EIC email, which will provide them with details for Canvas login. When the student logs into Canvas, they will see a course called Student Orientation that will walk them through how to use Canvas and provide them with details about the college. If you have difficulty receiving this information, contact "support@eiccollege.edu".

Who is responsible for initial contact with the student or the instructor?

The student should access the course in Canvas by logging in on the first day of classes.

Will I get any help from the instructor during the term, or am I on my own?

All distance education faculty will have their office hours posted within the course; during that time, you can connect with them via videoconferencing. You can also reach out via phone or email. In any course, the level of one-on-one interaction between faculty members and students varies. In a distance course, however, there is an added factor that should not be overlooked: receiving help depends on the extent to which the student seeks help. Please ask questions in the discussion boards and reach out to the instructor directly if you are unclear about an assignment or experiencing difficulty with the course.

Are there other students in my distance education course, and will I be aware of them (will I know their names, and will I be able to communicate with them)?

Yes, you will see other students in your course. You will have weekly discussion boards where you exchange ideas and comments on each other's posts. In student orientation as well as the first week of each course, you will have a discussion board focused on introductions, allowing a more personal exchange.

STAFF AND ADMINISTRATIVE CONTACT DETAILS

Eastern International College Head of Department, Health Leadership	Hany.zaky@eicollege.edu
Chairperson, Dental Hygiene	alaa.mohsen@eicollege.edu
Dean, Nursing RN to BSN	suzanne.mullings@eicollege.edu
IT and eLearning Coordinator	Yen.tan@eicollege.edu
Director of Assessment and Institutional Effectiveness	Hany.zaky@eicollege.edu
General Education Faculty (Bioethics/ English)	ariel.greenblatt@eicollege.edu
Health Leadership and Nursing Faculty	chantz.bury@eicollege.edu
Dental Hygiene Faculty	ariel.greenblatt@eicollege.edu
Dental Hygiene Faculty	tiffany.janajreh@eicollege.edu
Financial Aid	financial-aid@eicollege.edu
Librarian- Jersey City	emily.mercado@eicollege.edu
Registrar/ Bursar	registrar@eicollege.edu
Student Services	studentservices@eicollege.edu

Appendix A: Academic Calendar (2026-2027)

Fall Quarter 2026	
August 2-8, 2026	Fall Quarter Orientation
August 10, 2026	Fall Quarter Begins
August 14, 2026	Fall Quarter Add/Drop Period Ends
August 21, 2026	Fall Quarter Withdrawal Period Ends
October 19, 2026	Fall Quarter Ends
October 22, 2026	All Final Fall Quarter Grades Due to Registrar

Winter Quarter 2026	
November 1-7, 2026	Winter Quarter Orientation
November 9, 2026	Winter Quarter Begins
November 13, 2026	Winter Quarter Add/Drop Period Ends
November 20, 2026	Winter Quarter Withdrawal Period Ends
November 27-28, 2026	Thanksgiving Day- College Closed Thursday, Friday, Saturday, Sunday
Dec 24, 2026- 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

Spring Quarter 2027

February 1-7, 2027	Spring Quarter Orientation
February 8, 2027	Spring Quarter Classes Begin
February 12, 2027	Spring Quarter Add/ Drop ends
February 15, 2027	President's Day- College Closed
February 19, 2027	Withdrawal for Spring Quarter Deadline
April 2, 2027	Good Friday- College Closed
April 16, 2027	Spring Quarter Ends
April 23, 2027	All Final Spring Quarter Grades Due to Registrar

Summer Quarter 2027	
May 3-9, 2027	Summer Quarter Orientation
May 10, 2027	Summer Quarter Starts
May 17, 2007	Last Day for Add/Drop
May 21, 2027	Last Day to Withdraw from Classes
May 24, 2027	Memorial Day- College Closed
June 20, 2027	Juneteenth -College Closed
July 4, 2027	Independence Day College Closed
July 16, 2027	Summer Quarter Ends
July 23, 2027	All Final Summer Quarter Grades Due to Registrar

Fall Quarter 2027	
August 2-8, 2027	Fall Quarter Orientation
August 9, 2027	Fall Quarter Begins
August 13, 2027	Fall Quarter Add/Drop Period Ends

August 20, 2027	Fall Quarter Withdrawal Period Ends
October 15, 2027	Fall Quarter Ends
October 18, 2027	All Final Fall Quarter Grades Due to Registrar

Winter Quarter 2027	
November 1-7, 2027	Winter Quarter Orientation
November 8, 2027	Winter Quarter Begins
November 15, 2027	Winter Quarter Add/Drop Period Ends
November 21, 2027	Winter Quarter Withdrawal Period Ends
November 27-28, 2027	Thanksgiving Day- College Closed Thursday, Friday, Saturday, Sunday
Dec 24, 2025- January 1, 2028	Winter Quarter Break
January 19, 2028	Martin Luther King Jr. Day- College Closed
January 21, 2028	Winter Quarter Ends
January 28, 2028	All Final Winter Quarter Grades Due to Registrar

More details at: www.eicollege.edu/academics/academic-calendar

Appendix B: Dental Hygiene Completion Program Curriculum

The Online BSDH completion program has a total of 180 quarter credits. Ninety credits will be transferred (as a minimum) from the students' previous associate degree with 90 quarter credits of the online BSDH completion program; the online BSDH completion program consists of 30 quarter credits in general education, 60 quarter credits in the dental hygiene program major courses. Students are allowed to transfer up to 74% of their total transfer hours. Each term will build on the student's knowledge of the art and science of dental hygiene, therefore all courses in each term must be successfully completed before the student can move onto the next term.

General Education Coursework

Course #	Course Title	Credits
ENG 303	Research Design and Writing	6
SOC 301	Cultural Diversity	6
PHI 401	Bioethics	6
HEA 402	Global Health	6
ART 302	Art and Popular Culture	6
Total	General Education Coursework	30

Program Major Courses

Course #	Course Title	Credits
DH 300	Educational Methodology for Dental Hygiene	6
DH 301	Cultural Competency and Dental Hygiene Care for Target Populations	6
DH 302	Grant Writing	6
DH 303	Statistical and Methodological Aspects of Oral Health Research	6
DH 400	Educational Concepts in Dental Hygiene	6

DH 401	Leadership Roles for the Dental Hygiene Professional	6
DH 402	Dental Hygiene Care for Culturally Diverse and Special Needs Populations	6
DH 403	Epidemiology of Oral Diseases	6
DH 404	Management of Oral Healthcare Delivery	6
DH 405		6
Total	Dental Practice Management with Oral Health Promotion	60
	Core Dental Hygiene Coursework	

Core Dental Hygiene Coursework: 60

Abbreviations:

ART- Art
DH – Dental Hygiene
ENG - English
HEA - Health
PHI - Philosophy
SOC – Sociology

Total Program Credits: 180 quarter credits, Length of Program: 16 Months

Online BSDH Course Descriptions:

SOC 301 Cultural Diversity

6 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.

6 Credits

ENG 303 Research Design and Writing

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 Credits

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

HEA 402 Global Health

6 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 will learn to articulate various health issues relevant to different health care policies and search various global healthcare issues and controversies at various public health settings.

ART302 Art and Popular Culture

6 Credits

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

DH 300 Educational Methodology in Dental Hygiene

6 Credits

This course explores the art and science of facilitating the learning experience of future registered dental hygienists. Students learn to prepare course lectures with topic objectives and competency alignment, diverse student learning concepts with student-centered activities and outcomes, sensitivity in teaching of different cultural groups, and skills in presentation of material with evaluation of instruction outcomes. In addition, students learn how the skillful use of problem-based learning, case studies, and reflective logs are a moral imperative for health care providers to strive to monitor and improve their clinical reasoning. Students also develop simulated course-modules

through learning various styles of teaching methodologies and incorporating critical thinking skills, and develop a rationale that supports their critical thinking and decisions through using appropriate conceptualizations and methods informed decisions about the best approaches to use in the simulated case situation.

**DH 301 Cultural Competency and Dental Hygiene Care for Target Populations -
6 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 case- simulated models through providing an example from their previous practical experiences that can reflect the various dental care treatment modalities associated with the culturally competent/or medically compromised patient and possible ethical principles as they affect populations with cultural diversity/ special needs.

**DH 302 Grant Writing
6 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, goal, objectives, procedures, budget, qualifications, evaluation, sustainability, dissemination, sources cited, and appendix. Students will learn to integrate information into a grant proposal that can be utilized in academic research, local government, nonprofit organizations, state and local agencies.

**DH 303 Statistical and Methodological Aspects of Oral Health Research
6 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.

DH 400 Educational Concepts in Dental Hygiene

6 Credits

This course is designed to expand upon educational methodologies for effective instruction in dental hygiene education. Topics include teaching/learning styles, instructional methods/strategies, use of instructional objectives, classroom assessment techniques, literature reviews, case-studies assessments, and evaluation in dental hygiene educational settings. Students can develop a course design process based on their teaching goals and learning objectives and outcomes. Students are also able to recognize various teaching theories and models utilized in dental hygiene education and be able to implement a course module/unit of instruction for a specific dental hygiene curriculum field of work. Students learn how to choose appropriate cooperation and risk management techniques to encourage real, moral and sensible quality of care and critically evaluate the most up-to-date dental research activities related to the clinical field of dental hygiene care through integrating evidence-based research skills into their clinical practice to help them improve the quality of clinical dental hygiene care services.

DH 401 Leadership Role for the Dental Hygiene Professional

6 Credits

This course discusses the 100 plus year evolution of the profession of Dental Hygiene. The course focuses on the principles, concepts and roles of leadership and the characteristics that make up the leadership styles. Management, self-reflection, communication, and organizational skills are all components of leadership. The professional association and its leadership are evaluated. Students identify the leadership skills that are necessary in many facets of the dental hygiene profession including patient care, research, education, public health, and federal affairs. Students implement a simulated action plan of any interesting areas, based on the student's interest and build a model of great leadership features in the field of dental hygiene. This planned leadership education of a simulated model is required to help the students meet the complex and changing needs of their public and to provide dental hygiene graduates with the leadership skills needed to more effectively advocate for their patient's care.

DH 402 Dental Hygiene Care for Culturally Diverse and Special Needs Populations

6 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 adjustments, based on each patient's needs.

DH403 Epidemiology of Oral Diseases

6 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 systemic health diseases.

DH 404 Management of Oral Healthcare Delivery

6 Credits

This course is designed to assist the dental hygienist in understanding current and relevant issues impacting community-based dental hygiene practice. Dental practice economics and practice management with a strong emphasis on community partnerships in clinical settings are the course main focuses. Current and emerging advanced practice issues including entrepreneurship, non-profit corporations, fundamentals of tax laws, overhead costs, benefit packages, billing and negotiation with third party payers and agencies are examined.

DH 405 Dental Practice Management with Oral Health Promotion

6 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.

Dental Hygiene Course Progression

Full-Time Progression for DH Online Completion Program

Quarter 1	DH300; ENG303
Quarter 2	DH301; DH302; ART302
Quarter 3	DH303; SOC301
Quarter 4	DH400; HEA402
Quarter 5	DH401; PHI401
Quarter 6	DH402; DH403
Quarter 7	DH404; DH405

Appendix C: Health Leadership Completion Program Curriculum

Program Outline

The Bachelor of Science in Health Leadership Completion Program is designed for allied health professionals who have completed Associate Degrees in any allied health field or health-related programs. It is intended for those who desire career advancement in healthcare related jobs and wish to assume positions of leadership. The HL program teaches students theoretical knowledge and skills to compete beyond entry-level positions in the field. Students complete 30 quarter credits of upper division General Education courses and 60 quarter credits of major courses.

General Education Coursework

COURSE NUMBER	COURSE NAME	Quarter CREDIT
SOC 301	Cultural Diversity	6
ENG 303	Research Design and Writing	6
HEA 402	Global Health	6
PHI 401	Bioethics	6
ART 302	Art and Pop Culture	6

Program Major Courses

COURSE NUMBER	COURSE NAME	Quarter CREDIT
HCL 300	Introduction to Healthcare Management	6
HCL 301	Quality Management and Patient Safety	6
HCL 302	Organizational Theory and Leadership	6
HCL 303	Regulatory, Legal, and Ethical Issues in Healthcare	6
HCL 400	Research Methods in Healthcare Management	6
HCL 401	Finance and Budgeting in Healthcare	6
HCL 402	Leadership	6
HCL 403	Health Policy	6
HCL 404	Management of Human Resources and Health Prof.	6
HCL 405	Health Informatics	6

Abbreviations:

ART- Art
DH – Dental Hygiene
ENG - English
HCL - Healthcare Leadership
HEA - Health
PHI - Philosophy
SOC – Sociology

Total Program Credits: 90 quarter credits, Length of Program: 16 Months

Online BSHL Course Descriptions:

**SOC 301 Cultural Diversity
Credits**

6 Quarter

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
Credits**

6 Quarter

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

PHI 401 Bioethics

6 Quarter Credits

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

HEA 402 Global Health

6 Quarter Credits

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

ART302 Art and Popular Culture

6 Quarter Credits

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

HCL 300 Introduction to Healthcare Management

6 Quarter Credits

This course introduces the field of healthcare management through a systematic analysis of major areas of concern to the healthcare manager related to the global healthcare system. Topics explored include a historical overview, theoretical foundations, and history and major characteristics of development. Also covered is the planning process and how planning is used in healthcare administration, the organizing process and job design, supporting and implementing decisions, building the quality of clinical service, and managing human resources. Addresses the application of managerial concepts and practices to healthcare organizations exploring healthcare provider types, cost, access and quality of care, and the future of health services delivery.

HCL 301 Quality Management and Patient Safety

6 Quarter Credits

This course examines quality management methodologies used to analyze safe and effective healthcare operations. A primary focus of regulatory, consumer, and clinical leaders/groups is on the quality management across the healthcare system. This course includes content designed to provide foundational knowledge and skills for healthcare leaders and managers in a variety of settings. Quality management, improvement, and patient safety are major forces shaping the daily activities of healthcare leaders. The use of analytical tools and methods are featured, in conjunction with information related to accreditation, regulation, quality awards/designations and resources that can be used to advance the quality agenda in organizational settings. Emphasis will be placed on using statistical analysis techniques to increase healthcare efficiencies and improve health outcomes.

HCL 302 Organizational Theory and Leadership

6 Quarter Credits

The purpose of this course is to introduce students to the organizational dynamics of healthcare systems to understand and function successfully within practice environments. Course content is based on social science theories, business practices, and psychological tenets. Management principles are outlined and issues related to organizational behavior in the healthcare industry are discussed. These include change and resistance to change, motivation and morale, and power and politics, among others. An exploration of leadership theory within the context of the organizational environment allows the student to integrate key principles of organizational dynamics and leadership effectiveness.

HCL 303 Regulatory, Legal, and Ethical Issues in Healthcare

6 Quarter Credits

The purpose of this course is to expose the student to the regulatory, legal, and ethical issues faced by managers in contemporary healthcare environments and in the delivery of healthcare services. Topics include an introduction to healthcare regulation and compliance, law, ethics, ethical decision-making, contracts, medical records and informed consent, privacy law and HIPAA, and risk management. The course encourages students to critically analyze and address legal and ethical issues in healthcare delivery and management in accordance with regulatory requirements.

HCL 400 Research Methods in Healthcare Management

6 Quarter Credits

This course is an overview of the role and scope of research as it relates to the support of managerial decision-making. Research methods are introduced with emphasis placed on analyzing key elements of research reports as a basis for determining the appropriateness of the research results for evidence-based healthcare practice. A variety of research designs are discussed to enable healthcare leaders to operationalize research in healthcare settings. Topics covered include research design, ethics, sampling strategies, and literature review skills as well simple data analysis methods including linear and logistic regression methods.

HCL 401 Finance and Budgeting in Healthcare

6 Quarter Credits

This course introduces key aspects of financial management for today's healthcare organizations, addressing diverse factors that impact the provision of medical services in a dynamic and competitive environment. Covering basic economics and accounting principles, the course will equip students with the tools necessary to communicate effectively with the finance professionals in healthcare organizations and to understand financial decisions made in the organization. A primary focus is on the conceptual framework of basic accounting techniques such as the preparation of financial reports, annual and capital budgeting, cost accounting and analysis of financial statements.

HCL 402 Leadership

6 Quarter Credits

This course presents the importance of leadership in conjunction with various leadership traits, styles, and qualities. Enhances the importance of having a vision, the motivation to lead, social motives in the workplace, levels of morality and values, and the significance of empowerment for effective leadership. Topics include situational leadership, organizational climate, moral dilemmas, personal integrity, servant leadership, participative management, human relations, high-performance teams, diversity, cultural and interpersonal differences, workplace stress, performance management, and organizational change.

HCL 403 Health Policy

6 Quarter Credits

This course is designed to provide an in-depth analysis of the government institutions and processes that affect health policy. Health policies are a critical component of the management of healthcare services as they relate to the accessibility, cost and quality of health care; preparedness for disasters; the safety of food, water, environment and medications; the right to make individual decisions about personal health and well-being. The course will provide a framework for understanding and analyzing a range of health policy issues. The course introduces the U.S. policy-making and legal system and considers essential issues in health policy and law, including health insurance, health economics, individual rights in healthcare, and healthcare access and quality.

HCL 404 Management of Human Resources and Health Professionals

6 Quarter Credits

Many healthcare organizations are among the largest employers in their communities and the demand for workers is projected to outpace supply on a national scale. The field of human resources is impacted by shifting demographics, modern technologies, and the growing complexity of accreditation demands and state/federal regulations. The goal of healthcare human resource management is to leverage human capital resources to provide efficient and effective value to patients and stakeholders centered on cost, access, and quality of care. This course explores the management of human resources in healthcare organizations with a focus on the concepts of recruitment, training and development, compensation, motivation, performance, and talent management.

HCL 405 Health Informatics 6 Quarter Credits

The course provides fundamental knowledge of concepts of health informatics and how technology is used in the delivery of healthcare to achieve a safer, higher quality, and more cost-effective health delivery system. Students will develop understanding related to the design, configuration, use, and maintenance of informatics interventions that improve healthcare delivery. The strategic role of information systems is examined, as well as the characteristics of computer systems, software applications, programming languages, and relational databases. care is delivered. Also covered is the US healthcare delivery system's unique structural, economic and policy issues and the strategic role for health informatics.

Health Leadership Course Progression

Full Time Progression for HL Online Completion Program

Quarter 1	HCL300; ENG303
Quarter 2	HCL301; ART302
Quarter 3	HCL302; SOC301
Quarter 4	HCL303; HEA402
Quarter 5	HCL400; PHI401
Quarter 6	HCL401; HCL402
Quarter 7	HCL403; HCL404, HCL405

Appendix D: BS in Nursing (RN to BSN) Completion Program Curriculum

Program Outline

The RN to BSN Program is designed for registered nurses who want to earn a Bachelor of Science in Nursing degree. The curriculum provides opportunities for a nurse to develop critical thinking skills, cultural communication competence, decision-making skills, evidence-based practice, leadership skills, and incorporate research in practice and patient advocacy

The curriculum contains 36 quarter credits of levels 300 and 400 General Education courses and 54 quarter credits of nursing courses.

General Education Courses

Course Number	Course Title	Quarter Credits
SOC 301	Cultural Diversity	6.0
ENG 303	Research Design and Writing	6.0
MAT 300	Basic Statistics and Microsoft Excel Applications	6.0
HEA 402	Global Health	6.0
HEA 403	Women and Health	6.0
PHI 401	Bioethics	6.0
Total		36

Major Courses

Course Number	Course Title	Quarter Credits
NUR 301	Health Promotions	6.0
NUR 302	Nursing Informatics	6.0
NUR 303	Population-Centered Health Care in the Community	6.0
NUR 306	Advanced Health Assessment	6.0
NUR 307	Nursing and Evidence-Based Practice	6.0
NUR 406	Leadership in Nursing	6.0
NUR 407	Health Policy	6.0
NUR 409	Inter-professional Collaboration in Healthcare	6.0

NUR 410	Nursing Excellence: Focus on Innovation (Capstone)	6.0
Total		54

Total Program Credits (after 90 quarter credits transfer) = 90 Quarter Credits
Length of Program: 16 months (70 weeks)

Course Descriptions

SOC 301 Cultural Diversity

6 Quarter Credits

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

ENG 303 Research Design and Writing

6 Quarter Credits

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

PHI 401 Bioethics

6 Quarter Credits

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

HEA 403 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.

MAT 300 Basic Statistics with Microsoft Excel Applications**6 Quarter Credits**

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

NUR 301 Health Promotion**6 Quarter Credits**

This course discusses major issues in health promotion and disease prevention. Topics include strategies for promoting health and wellness, major causes of premature mortality and morbidity, behavioral and environmental contributions to illness and injury, strategies for risk reduction, and public policy and ethical issues in health promotion.

NUR 302 Nursing Informatics**6 Quarter Credits**

This course explores how technology and information management are related to the quality and safety of patient care. The use of informatics to communicate, manage knowledge, mitigate error and support decision-making is discussed.

NUR 303 Population-Centered Health Care in the Community**6 Quarter Credits**

The application of public health and community health nursing concepts provides the framework for this course. Health indicators, disparities, population health goals and the role of the nurse in the community are discussed.

NUR 306 Advanced Health Assessment

6 Quarter Credits

The focus of this course is to provide the practicing nurse with the tools to sharpen comprehensive health assessment skills on clients across the lifespan. It builds on health assessment skills previously attained in the basic nursing education. Clinical reasoning skills are emphasized.

NUR 307 Nursing and Evidenced-Based Practice

6 Quarter Credits

This course emphasizes research and evidence-based competencies necessary to critically critique nursing research studies. Learning assessments focus on best practice in research utilization informing nursing practice decisions, based on the evidence, and incorporating research findings into professional nursing practice. Application and utilization of technology in the research process is explored.

NUR 406 Leadership in Nursing

6 Quarter Credits

This course examines the complex role of the nurse leader in 21st Century healthcare with an emphasis on the knowledge, skills and values essential to facilitate professional collegiality and promote quality nursing practice. The student will gain competence in interprofessional communication, conflict management and negotiation, and use concepts of leadership and management to promote quality care outcomes.

NUR 407 Health Policy

6 Quarter Credits

This course introduces the student to policy and politics in nursing and healthcare. Topics include nursing and healthcare policy, the healthcare delivery system, healthcare financing, policy and politics in research and nursing science, policy and politics in the workplace and workforce, policy and politics in associations and interest groups, and policy and politics in the community. The role of the RN related to healthcare policy will also be discussed.

NUR 409 Interprofessional Collaboration in Healthcare

6 Quarter Credits

Interprofessional collaborative practice is essential to the provision of safe, high quality patient-centered care. This course will introduce learners to the concept of interprofessional collaborative practice and the evidence base that supports its effectiveness in achieving healthcare outcomes. Modules will focus on the roles of various healthcare professionals, their scope of practice, and settings in which they work. Additional modules will focus on communication strategies and tools for effective

interprofessional collaboration focused on patient safety and outcomes. Learners will gain competence in inter-professional communication, conflict management, and negotiation. Finally, concepts of leadership and membership strategies will be explored to promote effective inter-professional teamwork.

NUR 410 Nursing Excellence: Focus on Innovation (Capstone) 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 evidence-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.

Full Time Progression- Bachelor in Nursing (RN to BSN)

Quarter 1	HEA 402; PHI 401
Quarter 2	NUR 301; ENG 303
Quarter 3	NUR 302; SOC 301
Quarter 4	NUR 303, MAT 300
Quarter 5	NUR 306, NUR 307
Quarter 6	NUR 406; HEA 403
Quarter 7	NUR 407; NUR 409; NUR 410

Appendix E: EIC's Grading System

Grade	Percent Equivalent	Grade Point
A	95-100	4.0
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
WF	Withdrawal Failing	0.00
AU	Audit, No Credit	N/A
W	Withdrawal	N/A
TR	Transfer	N/A

Appendix F: STUDENT ONLINE SELF-ASSESSMENT SURVEY

The purpose of this survey is to measure your ability to perform a range of important tasks associated with online learning or distance education. Our goal is to use this information to better serve you and to maximize your success at Eastern International College. Please rate how well each item applies to you by selecting the corresponding button in each of the columns. Remember that there are no right or wrong responses, only honest ones. Please make sure you do not omit any item.

Technology Requirements

In this section, we need to know if you meet the technology requirements needed to effectively participate in distance education at Eastern International College. Please indicate whether you meet or not each requirement. If you are unfamiliar with a listed requirement, please check “don’t know.”

Requirement	Yes, I meet this requirement	No, I do not meet this requirement	Don't Know, as I'm unfamiliar with this requirement
Do you have access to a desktop or laptop computer (Surface, iPads and other tablets are not acceptable)?			
Do you have regular access to Broadband Internet access (above 5MBPS required)			
Does your computer have up-to-date virus protection software?			
Do you have a Webcam (most laptops have built-in webcams)?			
Do you have a headset with microphone?			

Basic Technology Skills, Habits, and Attitudes

In this section, we need to know if you have the basic technology skills needed to participate in distance education effectively. It also includes habits and attitudes that we believe enhance a student's chance of being successful in an online learning platform. Please put an "X" mark in the box that corresponds to your response.

5= Strongly Agree

4= Agree

3= Neither Agree nor Disagree

2= Disagree

1= Strongly Disagree

Skills, Habits, and Attitudes	5	4	3	2	1
I am competent in using a computer to search and access information from the internet.					
I am competent in sending and receiving emails and attaching documents in an email.					
I am competent in using Microsoft Office Suite software to create and save documents, and manage files in a computer (e.g. Word, PowerPoint, etc.).					
I can download and/or install a new software using online instructions.					
I am competent in accessing and utilizing online videos (like YouTube) and other internet-based learning resources					
I can identify various file formats (e.g., doc, pdf, jpg). I am capable of using online chat rooms and discussion boards.					
I stick to my goals until I accomplish them.					
I can direct my own learning to fulfill the course requirements with minimal assistance					
I have the self-discipline to stick to a firm timetable.					
I am capable of setting and sustaining priorities.					
I am persistent in completing assigned tasks.					
In my daily schedule, I can easily "build in" watching video-taped lectures, complete assigned readings and assignments and take online tests and quizzes.					
I am comfortable taking online tests, quizzes, and exams.					

I am capable of motivating myself to complete a task.					
I am willing to learn and use new skills.					
I can communicate ideas and assignments effectively in writing.					
I consider myself a good reader.					
I can follow written instructions well.					
I am capable of asking for help when necessary.					
I am comfortable participating in online discussion and/or virtual group work.					