



Northeast
College of Health Sciences



2025-2026
UNDERGRADUATE
CATALOG

ACADEMIC EXCELLENCE
LEADERSHIP
PROFESSIONAL BEST PRACTICES



Addendum to the Undergraduate Catalog 2025 – 2026

Change effective October 14, 2025

ADMINISTRATIVE GRADES

The following grades have been added to the Undergraduate Catalog:

XA Indicates that a student was registered to audit a course but did not comply with the attendance requirement related to that registration.

AU Indicates that the student has audited the course and no academic credit has been granted upon completion of the course. It does not enter into the calculation of either the trimester or cumulative GPA. Students must have the permission of the instructor and program director to audit courses.

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CATALOG

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President's Message

Welcome to Northeast College of Health Sciences! I am so pleased that you have chosen to pursue a professional education here at Northeast, where you will learn to reimagine health and transform lives – including your own.

This Northeast College Undergraduate Catalog is designed to be a key resource on your academic journey. This Catalog contains important information about Northeast's mission, values, resources, services and academic information, including outlines of each of our programs, related curricula and graduation requirements.

In short, this handbook provides information that is essential for every student. I encourage you to use it as a key resource in learning about your rights, responsibilities and opportunities while studying at Northeast College.

You have been called to pursue a rewarding career where you will make a positive difference in others' lives. In joining the Northeast community, you have also become part of a proud tradition of outstanding healthcare leadership and professionalism. We're glad you're here, and we look forward to growing with you in the coming trimesters.

A handwritten signature in black ink that reads "Michael A. Mestan". The signature is fluid and cursive, with the first letters of each word being capitalized and prominent.

Michael A. Mestan, D.C., Ed.D.
President

Preface

The information in this Catalog was prepared as of September 1, 2025, and replaces and supersedes all prior editions. Provisions of this Catalog are not to be regarded as an irrevocable contract between the student and Northeast College of Health Sciences. The College reserves the right to make changes, including without limitation changes to program offerings, course offerings, course and program descriptions, content and requirements, policies, procedures, deadlines, activities, operations, fees, or the announced academic calendar, at any time without notice. It is the responsibility of the individual student to confirm that all appropriate degree requirements are met.

Northeast College of Health Sciences offers an equal educational opportunity to all persons without regard to race, color, gender, age, creed, religion, national origin, ethnic background, citizenship, marital status, familial status, sexual orientation, gender identity, gender expression, disability or veteran status, status as a victim of domestic violence, ancestry, arrest/convictions record, genetic predisposition or “carrier” status, and any other characteristic protected by applicable federal, state, or local law. This policy applies to all matters, including admission and education of students, availability of student loans, grants, scholarships, employment and promotion of teaching and nonteaching personnel, and activities conducted on premises owned or occupied by the College. Married-student housing accommodations are provided in accordance with New York State’s statutory recognition of marriage relationships.

Behavior exhibited by faculty, staff, and students must reflect respect for each individual’s rights and dignity as a human being. Harassment is contrary to the College’s philosophy and is prohibited by federal and state laws.

The College neither condones nor permits any type of harassment that is severe, pervasive, and/or creates a hostile environment that interferes with an employee’s work or a student’s opportunity to learn. Actions of harassment include, but are not limited to, vulgar or derogatory language or other conduct creating a hostile environment, and threatening language or actions directed against a person because of non-job-related issues such as physical characteristics or sexual orientation. Other types of illegal, discriminatory actions that cause harm to a person – especially with respect to matters such as employment, financial aid, academic or professional performance and/or advancement – will not be tolerated.

All instances of harassment must be reported to the appropriate supervisory person or the office of Human Resources. Such complaints will be fully investigated by officers of the College, or their designees, to achieve an equitable and satisfactory resolution.

The College’s Equal Opportunity Officer coordinates all of the College’s compliance efforts under Title IX of the Education Amendments of 1972 (regarding sex discrimination), Section 504 of the Rehabilitation Act of 1973 (regarding disability discrimination), the Age Discrimination Act of 1975 (regarding age discrimination), and other applicable federal and state nondiscrimination legislation. The Equal Opportunity Officer’s office is in Room 205 of the Administration Building. The telephone number is 315.568.3109.

It is the student’s responsibility to become familiar with and follow all regulations of the College. This Catalog, as well as posted notices, are used to inform people of campus governance.

Mission and Values

MISSION STATEMENT

Our College is committed to academic excellence, leadership, and professional best practices in the health sciences.

VALUES

At Northeast College of Health Sciences, we honor our heritage as a chiropractic institution and uphold the following values as a priority in all interactions. We use these tenets as guiding principles within our personal and professional lives.

Belonging: We seek to create a learning and working environment in which all members of our community are welcome and valued. We acknowledge each person's unique experience, perspective, and ability as contributions that both enrich our community and enhance the professions and people we serve.

Inclusion: We dedicate ourselves to fostering a culture that is inclusive and accessible to the diverse needs and experiences of our community members. In order to create an environment in which all members feel valued and appreciated, we actively pursue opportunities to incorporate practices and policies that enhance and honor the vibrancy of these differences.

Respect: We strive to create and maintain an environment that is committed to the ideals of diversity, equity, and inclusion in all interactions. We commit ourselves to honesty, trust, and fairness in all endeavors in alignment with the ethical standards of our professions. We acknowledge our personal responsibility in pursuing these ideals and welcome open dialogue and introspection.

Collaboration: We actively pursue and participate in opportunities to work and learn through interdisciplinary partnerships. We recognize the advantages afforded by effective collaboration and that in doing so, we achieve greater outcomes both individually and collectively. We remain dedicated to the professional success of our alumni and cultivating relationships with our stakeholders to enrich the professions and people we serve.

Learning: We embrace the core principles of an evidence-based health sciences education. We engage in the continual process of lifelong learning, critical self-reflection, demonstrated best practices, and intellectual discourse. We commit ourselves to fostering innovative learning environments that both include and create opportunities for all members to achieve their fullest potential.

General Information

CONSUMER INFORMATION

Undergraduate programs began at Northeast College of Health Sciences in September 2024. Fall-to-fall retention rates are not available at the time of this publication. Additionally, graduation rates will not be available until the conclusion of the winter 2026 trimester. When information becomes available, it will be posted to our Consumer Information web page located [here](#).

The Consumer Information page provides prospective students, current students and employees with information about Northeast College of Health Sciences in accordance with the Higher Education Opportunity Act (HEOA) of 2008. It also includes information on the completion of graduation rates of certificate or degree-seeking, full-time students entering Northeast College of Health Sciences as required under the Student Right-To-Know and Campus Security Act of 1990.

CRIME STATISTICS

Northeast College of Health Sciences is committed to assisting all members of our community in providing for their own safety and security. In accordance with the Clery Act, the College must publish an Annual Security Report every year by October 1st that covers information from the previous year. Notification is shared across all stakeholders when the publication has been released and how to access the document on the Northeast College of Health Sciences website.

The Annual Security Report contains information regarding the campus security and personal safety including topics such as: crime prevention, fire safety, crime reporting policies, dating violence, domestic violence, sexual assault and stalking; the procedures the College will follow when one of these crimes is reported, disciplinary procedures and other matters of importance related to security and safety on campus. The Campus Security Report also contains information about crime statistics for the three previous calendar years concerning reported crimes that occurred on campus; in certain off-campus buildings or property owned or controlled by Northeast College of Health Sciences; and on any public property within, or immediately adjacent to and accessible from the campus.

In compliance with New York State requirements, the College publishes an annual report specific to Hate Crimes and Hate Crime Statistics. Notification is shared across all stakeholders when the publication has been released and how to access the document on the Northeast College of Health Sciences website.

Crime statistics are also available by visiting the U.S. Department of Education Campus Safety and Security. To receive a paper copy of the Annual Security Report, contact the Title IX Coordinator at 315.568.3047 or visit the Center for Student Support in Academic 1, Room 214 campus.

INSTITUTIONAL LEARNING OBJECTIVES

As our mission statement outlines, the goal of the Northeast College of Health Sciences is to offer the highest quality education by ensuring that those completing our programs meet the following institutional learning objectives:

1. Develop critical thinking skills using current evidence and practices to make informed decisions;
2. Use information literacy skills to effectively locate, analyze, and integrate information;
3. Demonstrate effective forms of communication;
4. Behave ethically, professionally, and with integrity;
5. Demonstrate the ability to work effectively within a collaborative interprofessional team;
6. Display leadership skills applicable to the field of study;
7. Conduct themselves in a caring and compassionate manner sensitive toward others of all cultures and backgrounds; and
8. Understand the theoretical underpinnings and application of chosen discipline.

COMMENCEMENT EXERCISES

Commencement is held once a year. During the annual ceremony, degrees are conferred and achievement awards are presented to the graduates.

ACCREDITATION, REGISTRATION, AND CERTIFICATION

Accreditation and Registration

Northeast College of Health Sciences holds an Absolute Charter from the New York State Board of Regents.

Northeast College of Health Sciences' programs are registered by the New York State Education Department.

New York State Education Department
89 Washington Avenue
Board of Regents, Room 110EB
Albany, N.Y. 12334
518.474.5889
www.regents.nysed.gov

Northeast College of Health Sciences is accredited by the Middle States Commission on Higher Education, 1007 North Orange Street, 4th Floor, MB #166, Wilmington, Del. 19801 (267.284.5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Middle States Commission on Higher Education (MSCHE) – www.msche.org.

Northeast College of Health Sciences is an institutional member of the State Authorization Reciprocity Agreement (SARA) Initiative. SARA is a voluntary agreement among its member states and U.S. territories that establishes comparable national standards for interstate offering of postsecondary distance-education courses and programs. Students residing outside New York state who have concerns resulting from distance-education courses offered by Northeast may follow the external complaint process located in the Student Guide.

Documentation of all College accreditations is kept on file in the office of Institutional Effectiveness and Compliance.

Concerns regarding the College's compliance with the standards or its accreditors should be directed to the appropriate agency at their address listed above.

Requirements for Licensure – United States

Pursuant to federal regulations 34 CFR § 668.14 and § 668.43, and the requirements of the National Council for State Authorization Reciprocity Agreements (NC SARA), Northeast College of Health Sciences (Northeast) must provide students with up-to-date information regarding whether its licensed profession programs meet state and territory standards allowing graduates to qualify for professional licensure. This information can be found on the College's website under "Consumer Information" in the Licensure Information accordion at the following web address:
<https://www.northeastcollege.edu/consumer-information>

Undergraduate Catalog



Northeast College of Health Sciences
2360 State Route 89
Seneca Falls, N.Y. 13148

Phone: 800.234.6922

www.northeastcollege.edu

Admission to Northeast College of Health Sciences

Transfer Credit Policy

Applicants with prior credit may request to have previous coursework evaluated for transfer. To do so, all application procedures must be completed and an official transcript(s) from previous institutions should be submitted for review. The appropriate faculty and/or program director will review the official transcript(s) to determine Northeast equivalencies. If more information is required, the student will be asked to provide a course syllabus for review. Transfer credit may only be awarded for coursework required of the student's program.

Official academic transcripts from an accredited college or university are required for review. Minimum grades of "C" are required. Grades of Pass (P), Satisfactory (S), and Credit (CR) earned in credit-bearing courses will be evaluated on a case-by-case basis.

Transfer credits for courses taken more than seven years prior to a student's enrollment will be evaluated on a case-by-case basis. Because the rate of change in some areas of knowledge is so great, relatively outdated coursework may no longer provide the necessary background to begin more advanced study and may hinder a student's success and professional preparation. A student may therefore have to repeat some courses at the discretion of the division and appropriate faculty and administrators.

A minimum score of three or higher must be achieved in order for any AP credit to be evaluated. If an AP course is considered eligible for transfer, students must provide an official copy of the AP Score Report, which must be sent directly from the College Board to Northeast.

The American Council on Education (ACE) recommended score on the College-Level Examination Program (CLEP) must be achieved for transfer. A CLEP score report must be submitted for evaluation.

Course work taken at an institution that operates on a quarter system will follow the formula for converting quarter credit hours to trimester credit hours. The quarter credit hours after the conversion must be equivalent to the trimester hour required of the course.

International students must have their records reviewed by a National Association of Credential Evaluation Services (NACES) approved international credit evaluating service that will convert the records to the American grading system and assess for course equivalencies. [World Education Services \(WES\)](#) is the preferred evaluator.

An Official Joint Services transcript of military credit education and job experience must be submitted electronically at the time of application to the College. Course work that is recommended for academic College credit by the American Council on Education (ACE) will be considered for transfer.

The maximum number of credits approved for transfer will depend on the academic program keeping in compliance with the residency requirement of the college. Students in undergraduate programs may transfer a maximum of:

- 50% credit maximum for an AAS program
- 90 credits maximum for a B.S. program

A student must have earned not less than the final 25% of the total credits from Northeast.

Academic programs may have transfer credit policies that also must be met. For example, Northeast does not accept any program-specific courses for Radiologic Technology and Diagnostic Medical Sonography. However, general education courses may be accepted for these programs.

Approved credits will be applied to the student's Northeast College of Health Sciences academic transcript. Only the credit, not the grade will be transferred, and coursework will appear on the Northeast College of Health Sciences transcript

as earned credit and will not affect the student's GPA.

If a credit evaluation is completed with an unofficial transcript, the assessment is not official until the College receives an official academic transcript.

Advanced Placement Coursework

Northeast College of Health Sciences participates in the Advanced Placement Program administered by the College Board. A high school student becomes eligible for consideration for advanced placement credit by achieving satisfactory scores (a rating of 3 to 5) on the Advanced Placement Examination.

International Baccalaureate

Students who have earned an International Baccalaureate (IB) diploma or who have completed IB courses may be eligible for transfer credit. A score of 5 or higher is required for review. Students who wish to have such credit evaluated must submit their IB transcript. An official transcript will be required if credit is awarded.

College Level Examination Program (CLEP)

The [College Level Examination Program \(CLEP\)](#) established by the College Board enables students to demonstrate competencies attained by non-traditional means. Northeast College will evaluate CLEP for transfer credit on an individual basis.

Classification of Students

A full-time student is one who carries a minimum 12 credit hours per trimester.

A part time student is one carrying fewer than 12 credit hours per trimester.

Tuition & Fees

TUITION*

Associate Degree Programs

Tuition for full-time students in the Radiologic Technology or Diagnostic Medical Sonography programs, 12-19 credit hours, will be charged a flat rate of \$8,190 per trimester for the 2025-2026 academic year. For students falling above the 12 to 19 credit range, \$546 will be added to the flat rate for each credit above 19.

Tuition for part-time students, taking under 12 credit hours, in these programs will be charged \$546 per credit for the 2025-2026 academic year.

Associate Degree program fees apply.

Certificate Program

Tuition for students in the Massage Therapy program is \$18,750, which is billed in two equal installments of \$9,375 for the 2025-2026 academic year. The first tuition charge is applied at the start of the first term of the program and the second charge is applied once the student reaches the second term by completing half of the program's total clock hours.

Certificate program fees apply.

*Tuition and fees are subject to adjustments authorized by the Board of Trustees. In such cases, due notice will be given.

PAYMENT POLICIES

All tuition charges must be paid in full by the date established by the College for each trimester. Students may receive a financial-aid deferment by completing their loan applications and submitting them to the Financial Aid office by the designated deadline. If outstanding charges exist, students will not be allowed to register and will be required to register late upon payment of outstanding tuition and fees, including the appropriate late registration fines.

Northeast partners with Nelnet Campus Commerce to provide electronic payment processing options (ePay) and managed payment plans. This is available via a sign-on initiated on the Northeast student portal. Online

payments for tuition and fees can be made via Nelnet ePay using a U.S. bank account, debit/credit card, or international payments through Flywire.

Students whose balances are not covered by Financial Aid have the option of paying in monthly installments. The first payment of 25% is due by the 10th of the month following registration, and the next three payments of 25% are due the 10th of the next three consecutive months. Late installment payments will result in a \$100 late payment fine and may result in the student being deregistered from classes. Students also have the option of entering into a Nelnet automated payment plan. There is a \$25 fee charged by Nelnet each trimester to enroll in their payment plan.

Payments can be made directly to Northeast by U.S. check or cash. Please allow sufficient time if you are mailing a check or money order. When a payment is made directly to Northeast it is applied to the student's overall balance. If a payment plan is in effect with Nelnet, the payment will reduce the overall balance on the payment plan and any remaining balance will be divided among the remaining payment due dates.

Northeast does not accept credit cards directly for payments on student accounts.

Checks and money orders should be made out to Northeast College of Health Sciences. All payments will be deposited upon receipt. Post-dated checks will not be honored. The College reserves the right to not accept personal checks if there is a history of checks presented with insufficient funds.

In order to be cleared to register each trimester, students must accept the Student Financial Obligation Agreement located on the Student Portal and have no prior trimester balance on their account

Student Account Refunds

A refund is returned when an overpayment creates a credit balance reflected on the student account.

Credit balances usually result from proceeds received from grants, scholarships, student loans, and other payments. Refunds resulting from credit balances are made available within 14 days of either the beginning date of the academic term, or the date in which the

credit is generated. Financial aid disbursements or refunds may not be distributed, if the student is not in good academic standing with the College or has an outstanding “T” incomplete grade from a prior academic term. Appeals to the policy may be made to the Financial Aid office.

Refund Upon Withdrawal

Students who withdraw from the College prior to the 60% completion point of a term or certificate program will have their institutional charges adjusted. Tuition, fees, housing charges, and required meal plans will be prorated based on the percentage of completion as of the student’s last date of attendance. If a student attends beyond the 60% point, no refund will be made. Students must contact the Center for Student Support to begin the withdrawal process.

Return of Title IV Funds

When a Federal Student Aid recipient withdraws from the College, the amount of Title IV funds earned is based upon the percentage of the term or certificate program completed. For withdrawals on or prior to the 60% point of the trimester or certificate program, a pro-rata refund calculation determines the amount of student aid a student has earned. After the 60% point, a student is entitled to 100% of their student aid.

Return of Federal Student Aid Funds

When a student who withdraws is eligible for a refund of educational expenses or a student requests that awarded funds be reduced, and Federal Financial Aid Funds (Title IV) are involved, the institution must make adjustments or repayments of any credit in the following order:

- Federal Direct Unsubsidized Loan
- Federal Direct Subsidized Loan
- Federal Parent PLUS Loan
- Federal Pell Grant
- Other Title IV Student Assistance

When a student withdraws from the College, any credit balance after reducing other state, external Financial Aid programs and internal aid, in excess of tuition and fees, will be returned to the student.

Penalties

The College reserves the right to deny admission or registration to any person who has not paid in full all outstanding financial obligations to the College. Unless the debt has been discharged under the U.S. Bankruptcy Reform Act of 1978, the College may, at its sole discretion,

1. refuse to admit or register the student,
2. cancel the student’s registration,
3. bar the student from attending class,
4. remove the student from residence housing, and/or
5. withhold the student’s diploma.

ASSOCIATE DEGREE PROGRAM FEES (2025-2026 ACADEMIC YEAR)**Fees Per Trimester**

General Fee for students enrolled at Seneca Falls campus	\$240
Technology Fee	\$100
Meal Plan	
Mandatory minimum for students living in on-campus housing	\$940
Mandatory minimum for students not living in on-campus housing	\$315
Infirmary Fee for students enrolled at Seneca Falls campus	\$50
Clinical Education fee	
\$100 per clinical credit	
Estimated Average	\$480

Other Fees/Deposits

Application Fee (nonrefundable)	\$60
New Student Tuition Deposit	\$200
ID Card Replacement	\$20
Late Tuition Payment Fee	\$100
Late Registration Fee	\$50
Returned Checks	\$25
Housing Contract Release Fee after 1st trimester (through week 12)	\$300
Housing Contract Release Fee after 2nd trimester (through week 12)	\$250
Housing Contract Release Fee (after week 12)	\$350

Housing Fees per Trimester

Single Occupancy Room	\$1,660
Double Occupancy Room	\$1,245
Married	\$3,300
Family	\$3,750

CERTIFICATE PROGRAM FEES (2025-2026 ACADEMIC YEAR)

Total Program Fees

General Fee	
Technology Fee	\$1,200*
* Charged in two equal installments	\$500*

Other Fees/Deposits

Application Fee (nonrefundable)	\$50
New Student Tuition Deposit	\$200
ID Card Replacement	\$20
Late Tuition Payment Fee	\$100
Late Registration Fee	\$50
Returned Checks	\$25
Housing Contract Release Fee after 1st trimester (through week 12)	\$300
Housing Contract Release Fee after 2nd trimester (through week 12)	\$250
Housing Contract Release Fee (after week 12)	\$350

Housing Fees per Trimester

Single Occupancy Room	\$1,660
Double Occupancy Room	\$1,245
Married	\$3,300
Family	\$3,750

Financial Aid Programs

Financial Aid

Students are encouraged to apply for financial aid, which is awarded in accordance with Federal and State Regulations.

The majority of students at Northeast College of Health Sciences receive some form of financial aid such as scholarships, grants, loans, or employment. The College provides general information, applications, and assistance in seeking funds; however, most of the funds come from outside agencies. The three major sources are the Federal Pell Grant Program, the NYS Tuition Assistance Program (TAP), and Federal Direct Student Loans.

To apply for these programs, you must complete a Free Application for Federal Student Aid (FAFSA). You may apply for free at <https://studentaid.gov/h/apply-for-aid/fafsa>. If you don't have one already, you will need to create a FSA ID and password, which will be comprised of a user-selected name and password. Refer to StudentAid.gov for further information.

Following the completion of the FAFSA, eligible students may apply for the New York State's Tuition Assistance Program (TAP) by clicking on a link on the FAFSA Submission Confirmation page. To qualify for TAP, you must meet certain eligibility requirements which include meeting income eligibility limitations and be matriculated in an approved program.

Expense Budgets

Eligibility for financial aid is determined by a student's financial need and the costs associated with attending the institution, called the "cost of attendance" (COA). The components of a student's COA include direct educational costs (tuition, fees, books, and supplies) and indirect costs (housing and food, personal expenses, and transportation) as prescribed by the U.S. Department of Education. A student cannot receive financial aid funding in excess of their total COA.

Diagnostic Medical Sonography (AAS) and Radiologic Technology (AAS)

2025-2026 On-Campus (two trimester period costs)

*Expense	Estimated Cost
Tuition	\$16,380
Program Fees	1,580
Books & Supplies	800
Housing & Food	7,320
Personal Expenses	1,500
Transportation	2,000
Loan Fees	60
Total	\$29,640

2025-2026 Off-Campus (two trimester period costs)

*Expense	Estimated Cost
Tuition	\$16,380
Program Fees	1,580
Books & Supplies	800
Housing & Food	9,640
Personal Expenses	1,500
Transportation	2,000
Loan Fees	60
Total	\$31,960

2025-2026 Off-Campus with Parent (two trimester period costs)

*Expense	Estimated Cost
Tuition	\$ 16380
Program Fees	1,580
Books & Supplies	800
Housing & Food	1,000
Personal Expenses	1,500
Transportation	2,000
Loan Fees	60
Total	\$23,320

*These estimated expenses represent two trimesters (one academic year/eight-month period) and may vary due to modest cost increases or individual student factors. Students can request a student cost of attendance (COA) increase for dependent care expenses. Students should consult the Northeast College Financial Aid office to request a review any costs not covered by the student COA listed within their financial aid offer.

Massage Therapy (Certificate)

2025-2026 On-Campus (total program costs)

Expense	Estimated Cost
Tuition	\$18,750
Program Fees	1,700
Books & Supplies	600
Housing & Food	18,300
Personal Expenses	3,750
Transportation	2,000
Loan Fees	60
Total	\$45,160

2025-2026 Off-Campus (total program costs)

Expense	Estimated Cost
Tuition	\$18,750
Program Fees	1,700
Books & Supplies	600
Housing & Food	24,100
Personal Expenses	3,750
Transportation	2,000
Loan Fees	60
Total	\$50,960

This financial aid information reflects data available at the time of the catalog publication. Changes in state and federal regulations and/or school policy may affect student costs and financial aid program eligibility. Current information regarding terms, funding levels and eligibility regulations may be requested from the Northeast Financial Aid office

How to Meet Expenses

The College uses a congressional mandated system to help determine the student's family resources that can be used to meet the cost of attendance. After submitting the FAFSA and the NYS TAP applications, a college financing offer will be sent from the College or placed in the student's financial aid portal.

Please follow the instructions on the college financing offer and promptly respond by accepting, changing or declining any amounts or aid programs listed. Any questions regarding the financial aid programs should be immediately directed to the Financial Aid Office at

financialaid@northeastcollege.edu or by phone at 315.568.3063.

Applying for Aid

When you apply for financial aid under any program, you should become familiar with all of the rules, requirements, obligations and deadlines which apply to you. Here are a few points to keep in mind:

Each program falls into one of three categories:

1. **Grants** - outright gifts of money that you do not have to pay back.
2. **Work-study** - lets you work part-time to earn money for College.
3. **Loans** - borrowed money that you must pay back at a later time.

Northeast College of Health Sciences' Financial Aid Office is committed to helping students understand and find the best solutions to making a College education affordable. Accordingly, the College has no arrangements with any lender that directly benefits the College or its employees financially.

You must complete the FAFSA form. You may do this online at

<https://studentaid.gov/h/apply-for-aid/fafsa>.

Please be sure to file your forms as early as possible and be aware of any deadline dates. You are responsible for checking the status of your application to be sure that it has been processed.

You will create an ID and password with the U.S. Department of Education and N.Y. State Higher Education Services Corporation.

Keep your IDs and passwords as you must reapply each year. Aid from these programs does not automatically renew from one year to the next.

Transfer Students

1. If you transfer from or to another college, your financial aid does not automatically go with you. You must take the action necessary to continue receiving aid at your new college. As soon as possible, please contact our Financial Aid Office to determine which procedures must be accomplished to ensure that financial aid eligibility is reviewed,

- changed or revised for attendance at the college.
2. If your FAFSA Submission Summary does not contain the name of Northeast College of Health Sciences (012277), please add the College's name by correcting your FAFSA form by going to <https://studentaid.gov> or contact the Financial Aid Office for additional instructions.
 3. The New York State TAP is institution specific. If your award notice does not contain Northeast College of Health Sciences' name, please contact the office for instructions on how to change the name on the award certificate.
 4. If you have a Federal Direct Subsidized Loan, Unsubsidized Loan or a PLUS Loan, you must reapply through the Financial Aid Office at Northeast College of Health Sciences.
 5. If you are currently receiving Federal Work-Study benefits, you must reapply with Northeast College of Health Sciences.

Financial Aid Programs

All of the programs listed on the following pages are described only briefly. More information is available from the Financial Aid Office or on Northeast College of Health Sciences' website.

Federal Programs

Federal Tax Benefits for Higher Education

American Opportunity Credit

The AOTC is a tax credit for qualified education expenses paid for an eligible student, enrolled at least half time, for the first four years of higher education. The AOTC permits you to get a maximum annual credit of \$2,500 per eligible student. If the credit brings the amount of tax you owe to zero, you can have 40 percent of the remaining amount of the credit (up to \$1,000) refunded to you. Make sure you are qualified before claiming this credit.

*Please consult your tax preparer for additional information about this tax credit.

Lifetime Learning Tax Credit

The LLC is for qualified tuition and related expenses paid for eligible students which can help pay for undergraduate, graduate and professional degree

courses. There is no limit on the number of years you can claim the credit. It permits you to directly reduce the amount of your tax up to \$2,000. It has been expanded, allowing more taxpayers to qualify. The IRS defines qualified expenses. Eligibility is dependent on income, filing status and other factors. You can use the credit to pay any tax you owe but you will not receive any of the credit back as a refund.

*Please consult your tax preparer for additional information about this tax credit.

Both (AOTC and LLC) benefits can be claimed on the same tax return but not for the same student or same qualified expenses. Essentially, you are not permitted to receive a "double benefit."

Federal Pell Grant

Pell is a federal grant program which provides grants to eligible students with financial need who have not received their first bachelor's degree. After filing a FAFSA, the student will receive notification as to whether he or she is eligible for a Pell Grant. Amounts can change yearly, however, awards range from \$740 to \$7,395. The Consolidated Appropriations Act of 2012 limits the duration of a student's eligibility for Pell to the equivalent of six years.

Federal Work-Study (FWS)

Work-study is available to students who meet the need requirements established by the federal government and maintain satisfactory progress and program pursuit. The majority of students are employed on campus.

Federal Direct Loan Programs

<https://studentaid.gov/>

Federal Direct Subsidized Loan

This loan program is available to students with financial need only after all other grant and work resources have been applied toward your financial obligations. Students may borrow as freshmen up to \$3,500 per year. In the sophomore year, the limit is increased to \$4,500. In the junior and senior years, the limit is

increased to \$5,500. Information regarding the loan interest rates can be obtained from the Financial Aid Office. There is an origination fee charged for this loan. Repayment of this loan does not start until six (6) months after a student has graduated, withdrawn or dropped below six (6) credits. The federal government pays interest on this loan while you are in school at least half-time; for the first six months after you leave school (“grace period”) and during a period of deferment of loan payments.

Federal Direct Unsubsidized Loan

Direct unsubsidized loans are available to students without a requirement to demonstrate financial need. The terms, fees, and conditions for the Federal Direct Unsubsidized Loan are the same as the Direct Subsidized Loan, except: you are responsible for paying the loan interest while you are in college and thereafter. These loans are called unsubsidized loans because the federal government does not pay the interest. You can either pay the interest while in school and during grace periods or deferment or forbearance periods, or add it to your loan principal (capitalize the interest).

Dependent students may borrow up to \$2,000.
Independent students may borrow as follows:
Freshmen/Sophomore students: up to \$6,000
Junior/Senior students: up to \$7,000

Federal Direct Parent Loan for Undergraduate Students (PLUS)

This loan is available to parents of undergraduate dependent students. A credit check is required. Parents may borrow up to the cost of education not covered by other financial aid programs. The interest rate for this loan can change annually around July 1. Before applying, make sure you have already completed the FAFSA.

Department of Veterans Affairs (VA) and Service Member Education Benefits

It is part of Northeast College’s mission to provide high quality services and support to those who have served and are currently serving our country. As evidence of this effort, the College has made a voluntary commitment to meet the standards of (Executive Order 13607) “The Principles of Excellence for Educational Institutions Serving Service Members, Veterans Spouses, and Other Family Members.” The primary point of contact regarding all Veterans and Military

Service Member benefits and services administered by the College is Northeast’s Director of Financial Aid.

The Director may be contacted by telephone at 315. 568.3063 or email financialaid@northeastcollege.edu.

Veterans Benefits

All academic programs listed in the General Information section of this catalog are approved programs with the New York State Bureau of Veterans Education. For veterans and their dependents who qualify for VA benefits, certification and monitoring of their enrollment status occurs in the Financial Aid office. Students should contact the Financial Aid office concerning any questions about the certification of their benefits. Recipients may receive funding from the various veterans programs, such as Chapters 30, 31 (federal vocational rehabilitation), 33 (Post-9/11), 33 Yellow Ribbon, 35, 1606 (reservist/national guard) and others. Students should contact their Veterans Affairs office to find out for which programs they qualify, go to the VA website at www.va.gov, or call 888.442.4551. In accordance with the requirements of Title 38 US Code 3679 subsection (e), Northeast adheres to the following VA payment and billing policies.

Students granted a tuition payment deferral, based on VA funded payments under Post 9/11 (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31), are permitted to attend and fully participate in their course of studies during the documented period in which VA funding is pending. In order to be granted a tuition payment deferral, a student must provide the Financial Aid office (prior to the first day of class) a recent VA Education Decision Letter (Certificate of Eligibility) stating entitlement to a sufficient level of assistance under Chapter 31 or 33 to cover the outstanding student account balance minus any other pending aid.

Once the VA tuition payment deferral is granted, the school will not:

- prevent or delay the student’s enrollment for financial reasons,
- assess a late tuition payment penalty fee to the student,
- require the student secure alternative or additional funding, or
- deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution,

including, but not limited to, access to classes, library, or other institutional facilities.

The following steps can be used as a reference checklist to all students intending to use the GI Bill education programs at Northeast College of Health Sciences:

1. Apply to Northeast College of Health Sciences online.
2. Submit all official copies of high school, military, or other College transcripts to the Admissions Office.
3. Apply for education benefits through the VA Buffalo Regional Office by completing an online VONAPP application at www.gibill.va.gov.
4. Complete the Free Application for Federal Student Aid (FAFSA), the New York State Tuition Assistance Program (TAP), and the New York State Veterans Tuition Award Supplement. This will determine eligibility to all federal and state programs. Even if you are receiving full tuition (reimbursement) it is in your best interest to maximize the amount of financial aid available to you.
5. Once accepted to the College, register for courses for the trimester you plan on attending. Make an appointment with your financial aid advisor and bring the following paperwork:
 - Copy of your DD214 and your VA education decision letter/certificate of eligibility (COE).
 - Any other paperwork from the VA regarding your education benefits.
 - Any financial aid correspondence from any/all federal or state offices.

Explanations of Possible Veterans Benefits

If you served on Active Duty, you might be eligible for education benefits offered by the Department of Veterans Affairs. For example, the Post-9/11 GI Bill® provides financial support for educational and housing expenses to individuals with at least 90 days of aggregate service after September 10, 2001, or individuals discharged with a service-connected disability after 30 days. You must have received an honorable discharge to be eligible for the Post-9/11 GI Bill®. Under the Post-9/11 GI Bill®, Veterans have an option to transfer their educational benefits to their spouse or children. To

explore your benefit eligibility, you should go to the VA website at www.va.gov/ or call 888.442.4551.

New York State residents may receive benefits through the following programs: Regents Award for Children of Deceased or Disabled Veterans and the Vietnam/Persian Gulf Veterans Tuition Award. Contact New York State Higher Education Services Corporation at 888.697.4372 for more details on these programs.

Explanation of Possible Military Service Member Benefits

For those who are currently serving in the military, the service member, their spouse or children may be eligible for funding offered through the Department of Defense Tuition Assistance program. Military service members should contact their Educational Services Officer (ESO), military counselor or service as early as possible to explore their financing options. For general information regarding each service's application and approval process, you may also refer to the MILITARY ONE SOURCE website www.militaryonesource.mil/ under "Education & Employment Benefits."

In order to be granted a tuition deferral, you must confirm your eligibility status and the amount for which you qualify with your branch of service. If you are the spouse or child of a service member who is serving on active duty Title 10 orders in the paygrades of E1-E5, O1-O2, or W1-W2, you may be eligible for financial assistance from the Department of Defense for education, training, and/or the occupational license and credentials necessary for a portable career.

In order to be granted a tuition payment deferral, a student must provide the financial aid office (prior to the first day of class) a contract or confirmation stating entitlement to a sufficient level of assistance under the Military Tuition Assistance program to cover the outstanding student account balance minus any other pending aid.

In accordance with the school's Principles of Excellence for Educational Institutions Serving Service Members agreement with the Department of Defense, once the tuition payment deferral is granted, the school will not:

- prevent or delay the student's enrollment for financial reasons,
- assess a late tuition payment penalty fee to the student,

- require the student secure alternative or additional funding, or
- deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including but not limited to access to classes, library, or other institutional facilities.

Academic Program Withdrawal Due to Military Service

Veteran, Service Member, National Guard and Reserve needing to withdraw from their academic program for a period of time, due to active military service, will be granted readmission protection (in accordance with section 484C of the Higher Education Act of 1965). When a student is notified of their call to active duty or activation, they should inform the school's Director of Financial Aid verbally (315.568.3063) or in writing (financialaid@northeastcollege.edu). In addition, they should present to the school a copy of service member orders or absence for service notice as soon as possible.

NEW YORK STATE AID PROGRAMS

New York State Tuition Assistant Program (TAP)

The New York State Tuition Assistance Program (TAP) is a state grant program available to eligible residents. The awards for undergraduate degree program students range from \$1,000 to \$5,665 per year. The grant program application, eligibility requirements, award estimator and other provisions for this and other state awards can be obtained at: www.hesc.ny.gov.

The TAP Code is 1617 for all Associate degree programs.

Regents Award for Child of Deceased Police Officers, Firefighters or Corrections Officers

This program is intended to provide financial aid to children of police officers, firefighters, and correction officers of New York State or any of its political subdivisions, who died as a result of injuries sustained in the line of duty.

NYS Regents Award for Children of Deceased or Disabled Veterans (includes children of former POWs)

Scholarships available to children of veterans whose death or 50% disability occurred during specific wartime periods. Awards are \$450 per year for full-time study.

Additional information is available at www.hesc.ny.gov.

NYS Aid to Native American Students

Must be a member of the official tribe roll of a New York State tribe or child of a member. Applications and additional information is available from:

Native American Education Unit
New York State Education Department
Room 461 EBA,
Albany, NY 12234
518.474.0537

Adult Career and Continuing Education Service – Vocational Rehabilitation (ACCES-VR) (formerly known as VESID)

ACCES-VR assists individuals with disabilities to achieve and maintain employment and supports such individuals with independent living. Any resident of New York State who has a substantial emotional, mental, or physical disability, who can become employable, may apply for assistance through ACCES-VR.

Individuals should contact the local office.
508 Main Street
Buffalo, NY 14202
888.652.7062

Satisfactory Academic Progress (SAP)

The Federal and State Aid Programs – Pell Grant, Direct Stafford Loan Program, and TAP require that you meet standards of Satisfactory Academic Progress (SAP), to be eligible to receive aid, or continued aid, from these sources.

On October 29, 2010, the U.S. Department of Education published final regulations (668.16 and 668.34) in the Federal Register that require institutions that participate in student financial aid programs under Title IV of the Higher Education Act of 1965 to implement new guidelines effective July 1, 2011 regarding SAP.

Federal Student Aid Standards

Satisfactory Academic Progress – Radiologic Technology Degree Program

A student must meet the following academic measures in order to remain in good academic standing with the College and to continue to meet the U.S. Department of Education's eligibility requirements for Federal Student Aid. These measures include both qualitative (grades) and quantitative (pace) requirements. The following measures apply to students matriculating in the Radiologic Technology degree program.

For a student to meet the qualitative satisfactory academic progress requirement, they must receive a grade of "C" or higher for each required didactic course* and a grade of "B" or higher for each required clinical education course** in the program major (see table below). Students who earn final program major course grades below these requirements will receive an academic status of academic dismissal. In addition, students must earn a minimum cumulative program grade point average (GPA) of 2.0 after the first trimester, 2.25 after the second trimester, and 2.5 at the end of the third trimester of enrollment and thereafter.

Type of Course	Minimum Grade Requirement	List of Courses in the Program Major
Clinical**	B	Radiologic Technology: All RSO prefix courses
Didactic*	C	Radiologic Technology: All RAD prefix courses & BIO 1101, BIO 1201

The quantitative (pace) measurement requires the student to pass all (100%) of the required courses in the student's program of enrollment on time. Any course not completed within the course period or not achieving a passing grade (or the grade requirement indicated above) will result in the student being assigned an academic status of academic dismissal.

Notice of Academic Concern

A Notice of Academic Concern is sent each trimester to a student who earns a cumulative GPA below 2.5. The student is instructed to seek academic advisement and academic support services provided by the Center for Student Support. A student who receives a Notice of Academic Concern without an Academic Dismissal remains in good academic standing and retains all rights, privileges, and financial aid eligibility as a regular student.

Academic Dismissal

A student is academically dismissed from their program of study if they have not met the standards of academic progress or is unsuccessful in their probation appeal attempt.

Probation

A student who has been academically dismissed may appeal to be placed in a probation status. Approval of the probation status allows the student to continue in their program and reinstates federal financial aid eligibility for one course evaluation period. Appeals will be considered by the college within guidelines set by the U.S. Department of Education (E.D.). E.D. guidelines stipulate that the student must explain the special circumstance that caused them to fail to meet the minimum standards of academic progress, and the student must also explain what has changed that would now allow the student to regain good academic standing.

Academic Plan

In some circumstances, a student may be placed on an academic plan where stated objectives must be met for the student to get back in good academic standing by a set point in time. Students who have been placed on an academic plan must meet the modified standards of academic progress outlined in the plan, or they will be academically dismissed without an opportunity for further appeal.

Satisfactory Academic Progress –Diagnostic Medical Sonography Degree Program

A student must meet the following academic measures in order to remain in good academic standing with the College and to continue to meet the U.S. Department of Education's eligibility requirements for Federal Student Aid. These measures include both qualitative (grades) and quantitative (pace) requirements. The following measures apply to students matriculating in the Diagnostic Medical Sonography degree program.

For a student to meet the qualitative satisfactory academic progress requirement, they must receive a grade of “C” or higher for each required didactic course* and a grade of “B” or higher for each required clinical education course** in the program major (see table below). Students who earn final program major course grades below these requirements will receive an academic status of academic dismissal. In addition, students must earn a minimum cumulative program grade point average (GPA) of 2.0 after the first trimester, 2.25 after the second trimester, and 2.5 at the end of the third trimester of enrollment and thereafter.

Type of Course	Minimum Grade Requirement	List of Courses in the Program Major
Clinical**	B	Diagnostic Medical Sonography: SON3101, SON3202, SON3303, SON3404, SON3505
Didactic*	C	Diagnostic Medical Sonography: SON3110, SON3115, SON3210, SON3215, SON3220, SON3415, SON3510, SON3515, BIO 1101, BIO 1201

The quantitative (pace) measurement requires the student to pass all (100%) of the required courses in the student’s program of enrollment on time. Any course not completed within the course period or not achieving a passing grade (or the grade requirement indicated above) will result in the student being assigned an academic status of academic dismissal.

Notice of Academic Concern

A Notice of Academic Concern is sent each trimester to a student who earns a cumulative GPA below 2.5. The student is instructed to seek academic advisement and academic support services provided by the Center for Student Support. A student who receives a Notice of Academic Concern without an Academic Dismissal remains in good academic standing and retains all rights, privileges, and financial aid eligibility as a regular student.

Academic Dismissal

A student is academically dismissed from their program of study if they have not met the standards of academic

progress or is unsuccessful in their probation appeal attempt.

Probation

A student who has been academically dismissed may appeal to be placed in a probation status. Approval of the probation status allows the student to continue in their program and reinstates federal financial aid eligibility for one course evaluation period. Appeals will be considered by the college within guidelines set by the U.S. Department of Education (E.D.). E.D. guidelines stipulate that the student must explain the special circumstances that caused them to fail to meet the minimum standards of academic progress, and the student must also explain what has changed that would now allow the student to regain good academic standing.

Academic Plan

In some circumstances, a student may be placed on an academic plan where stated objectives must be met for the student to get back in good academic standing by a set point in time. Students who have been placed on an academic plan must meet the modified standards of academic progress outlined in the plan, or they will be academically dismissed without an opportunity for further appeal.

Massage Therapy Program

The Massage Therapy program is 1000 clock hours of training. Satisfactory progress is evaluated at the end of each course period. The student is required to meet qualitative (course grade) requirements to remain enrolled in the academic program and maintain financial aid eligibility. If a student receives a failing (F) grade and is determined to be unsuccessful in an appeal attempt, they will be academically dismissed from the program. In addition, to meet all satisfactory academic progress requirements for the program, a student must attend all scheduled class hours measured on a cumulative basis during each course period. Any class hours missed must be made up, with prior approval required from the faculty member and/or the program director.

Academic Dismissal

A student is academically dismissed from their program of study if they have not met the standards of academic progress or is unsuccessful in their probation appeal attempt. Status results in the loss of Federal Student Aid eligibility.

Probation

A student who has been academically dismissed may appeal to be placed in a probation status. Approval of the probation status allows the student to continue in their program and reinstates federal financial aid eligibility for one course evaluation period. Appeals will be considered by the college within guidelines set by the U.S. Department of Education (E.D.). E.D. guidelines stipulate that the student must explain the special circumstance that caused them to fail to meet the minimum standards of academic progress, and the student must also explain what has changed that would now allow the student to regain good academic standing.

Academic Plan

In some circumstances, a student may be placed on an academic plan where stated objectives must be met for the student to get back in good academic standing by a set point in time. Students who have been placed on an academic plan must meet the modified standards of academic progress outlined in the plan, or they will be academically dismissed and lose financial aid eligibility.

State Aid Program SAP Standards

The following chart outlines minimum academic progress requirements to maintain state aid program eligibility.

STATE AID Programs			
Number of TAP/APTS Payments Received	Academic Progress		Program Pursuit
	Minimum Cum. GPA	Minimum Earned Credit Hours	Percentage of course completion within trimester
0.5	1.1	2	50%
1.0	1.3	6	
1.5	1.4	10	
2.0	1.5	15	
2.5	1.7	21	75%
3.0	1.8	27	
3.5	1.9	33	
4.0	2.0	39	
4.5	2.0	45	100%
5.0	2.0	51	
5.5	2.0	55	
6.0	2.0	60	
6.5	2.0	66	
7.0	2.0	75	
7.5	2.0	81	
8.0	2.0	90	
8.5	2.0	96	
9.0	2.0	105	
9.5	2.0	111	
10.0	2.0	120	

Transfer Credit Hours

Approved transfer credits that have been applied to a student's program and posted to a student's transcript are counted as both attempted and earned credit hours for their program.

Grade point average (GPA) is not transferrable.

Successful Completion of a Course

To be counted as successfully completed or earned credit hours for Federal aid, the student must receive a grade of A, A-, B+, B, B-, C+, C, C-, D+, D, or D-, unless there are specific program of study/major grade requirements.

New York State Programs – TAP

The number of New York State payments a student has received will determine the student's placement on the SAP State Aid Program Standard Chart as follows:

- Each trimester the student uses TAP at Northeast College of Health Sciences it counts as one (1) payment.
- Earned credit hours at Northeast College of Health Sciences are calculated as is. (Example: If registered for 15 credit hours in a given trimester, and the student earns 15 credit hours, that is, what is used in the SAP determination. However, if a student registers for 15 credit hours and earns only 12 credit hours, then 12 credit hours is used.)
- Students in a Certificate/Associate's Degree program can have a maximum of six (6) payments.
- Students in a Bachelor's Degree Program can have a maximum of eight (8) payments.

Academic Progress (ACP)

Each student must maintain a required cumulative grade point average and accumulate a designated number of credit hours at each payment in order to maintain SAP. The number of payments used to determine ACP is the payments received while in attendance at Northeast College of Health Sciences.

Program Pursuit (PP)

To meet the program pursuit requirement, a student must complete a certain percentage of his or her course load each trimester. The number of payments used to determine PP is the payments received in the student's whole college career.

Transfer Students

Placement on the SAP Standards chart is determined by the number of payments a student received at Northeast College of Health Sciences and number of credit hours transferred in to Northeast College of Health Sciences.

If a student received TAP/APTS previously and the College has accepted transfer credit, additional points are assigned based on the number of transfer credits as follows:

# of Transfer Credit Hours	Assigned Payment Value
1 – 14	1
15 – 29	2
30 – 44	3
45 – 59	4
60 – 74	5
75+	6

Successful Completion of a Course – State Aid

To be counted as successfully completed or earned credit hours for State aid, the student must receive a grade of P, A+, A, B+, B, B-, C+, C, C-, D+, D, D-, or S, unless there are specific course, program of study (major) and grade requirements.

Repeat of Course Work – State Aid

The student's minimum full-time course load (12 credit hours) can include repeated courses under certain conditions:

- If the student is repeating a failed course (grades of WF, F or XF).
- If the student is repeating a course in which the grade earned would ordinarily be passing but is a failure in a particular curriculum.

Incomplete Grade

Incomplete grades are counted as credit hours attempted for Federal and State aid.

The incomplete grade must be completed and removed from the student's records within 30 calendar days after the incomplete grade was received or it will automatically convert to an F.

When the incomplete grade is changed to an actual grade, the course will be considered complete and the student's GPA will be reviewed for SAP purposes.

Withdrawal (W, WF) / F or XF Grades

If a student earns a W, WF, F or XF grade for any class within the trimester the credit hours for each course is counted as attempted credits but are NOT counted as earned hours for Federal and State aid. WF, F, and XF grades affect the student's GPA.

Academic Policies & Regulations

The following section highlights the College's academic policies and regulations. Please refer to the Academic Affairs Policy and Procedure Manual for detailed policies and procedures.

POLICY ON ACADEMIC FREEDOM/ACADEMIC RESPONSIBILITY

Northeast College of Health Sciences is a nonprofit, coeducational, multipurpose professional institution. It is the policy of Northeast to foster and maintain full freedom of discussion, inquiry, teaching and research. Every member of the College's faculty is entitled to discuss relevant subjects freely in the classroom. In research and publication, faculty are entitled to discuss freely those subjects with which they are versed in order to encourage inquiry and to present and solicit relevant opinions and conclusions. While free to express those ideas which seem justified by the facts, faculty members will maintain standards of sound scholarship and competent teaching. The denigration or disparagement of individuals or ideas is not tolerated.

When speaking or writing as citizens, faculty are free from institutional censorship or discipline. All communication will be in accordance with the principles of scholarship. Faculty will be accurate, exercise appropriate restraint, show respect for the opinions of others, and clearly indicate when they are serving as spokespersons for the College.

Guest speakers are expected to adhere to this policy and maintain the same standards of scholarship as regular faculty, or be prohibited from future College forums.

Academic Integrity

Members of the academic community are expected to observe strict integrity in all phases of their work. All cases of academic dishonesty will be handled through the College's judicial process, and may result in sanctions or permanent dismissal from the College.

Academic Freedom for Faculty and Students

The freedom of an instructor to organize their course according to the highest academic standards of

pedagogical excellence is basic to the academic freedom of both faculty and students.

The 1967 "Joint Statement on Rights and Freedom of Students" makes it clear that students should have the right to freedom of expression and proper academic evaluation:

- **Protection of Freedom of Expression:** Students should be free to take reasoned exception to the data or views offered in any course of study and reserve judgment about matters of opinion. They are responsible for learning the content of any course of study in which they are enrolled.
- **Protection Against Improper Academic Evaluation:** Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled. In keeping with these mutual rights and responsibilities, instructors make it clear in the course syllabus how a course is structured and how students' progress will be assessed. This evaluation and learning process, in accordance with College policy, will include a final exam.

DEFINITION OF CREDIT HOUR

Northeast College of Health Sciences adheres to the New York State Education Department's definition of a credit hour, which is based on the U.S. Department of Education's definition of a credit hour, as follows:

Trimester hour means a credit, point, or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided pursuant to section 52.2(c)(4) of the New York State Education Department's definition of a credit hour. This basic measure shall be adjusted proportionately to translate the value of other academic calendars and formats of *study in relation to* the credit granted for study during the two trimesters that comprise an academic year.

The U.S. Department of Education defines the credit hour as follows:

An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than

1. one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one trimester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or,
2. at least an equivalent amount of work as required in paragraph one (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Notes:

- This applies to all courses at all levels that award academic credit (i.e., any course that appears on an official transcript issued by the College) regardless of the mode of delivery including, but not limited to, self-paced, online, hybrid, lecture, seminar, and laboratory.
- All Northeast College of Health Sciences degree and certificate programs are approved by the New York State Education Department. Academic units are responsible for ensuring that credit hours are awarded only for work that meets the requirements outlined in this definition. The expectation of contact time inside the classroom and student effort outside the classroom is the same in all formats of a course whether it be fully online, a hybrid/blended method of face-to-face contact with some content delivered by electronic means, or one delivered in lecture or seminar format.

DEFINITION OF CLOCK HOUR

Clock Hour for institutions that represent their training in clock/contact hours, a clock hour is defined as a 60-minute span of time, with no less than 50 minutes of actual class instruction. Students must be given breaks which represent sound educational practices. No more than 1.0 clock hour can be assigned to any 60-minute period.

NON-MATRICULATED STUDENT POLICY

Certain courses offered within academic degree programs at Northeast College of Health Sciences may be of value to students not currently pursuing these degrees. It is the intent of the College to make these courses available to non-matriculated students when doing so benefits the students and does not negatively impact the College or its matriculated students.

This policy establishes the relevant guidelines and applies only to students seeking to complete courses for academic credit without enrolling in a degree program.

Non-matriculated students should have no expectation that any particular course will be available at a given time, or that if a course is available, that they will be allowed to enroll.

Courses Available for Enrollment by Non-Matriculated Students:

- Only such courses as may from time to time be specifically designated by the chief academic officer are available.
- Non-matriculated enrollment will only be accepted when such enrollment does not displace degree-seeking students or, in the sole judgment of the program Dean/Director, does not otherwise negatively impact the College, its students, or its programs.

Students Eligible for Non-Matriculated Enrollment:

1. Prior to consideration for course enrollment in a non-matriculated status, the student must complete an Application for Non-Matriculated Admission and, if necessary for pre-requisite consideration, submit transcripts of all prior post-secondary education.

- Northeast courses carrying academic credit are contained within one or more of the College's academic degree programs. The prospective student must demonstrate that they meet all admissions criteria for the relevant program as well as the prerequisites for the course.
- The student must receive the permission of the program Dean/Director for each class taken in non-matriculated status. Each student is expected to maintain a 2.0 GPA to be considered eligible to continue in a non-matriculated status.
- Students enrolled in any Northeast degree program may not enroll in any Northeast course as a non-matriculated student.

Limitations on Credits Earned By Non-Matriculated Students:

- A student may not earn more than nine credits per term in non-matriculated status.
- A student may not earn more than 15 total credits as a non-matriculated student.

Should a non-matriculated student later seek to enroll in a Northeast degree program, credits taken at Northeast while in non-matriculated status will be considered in the same manner as if they were transfer credits from another institution. If the student is admitted, all acceptable Northeast courses taken in non-matriculated status and relevant to the degree program, within a five-year time frame, shall be included in the student's degree program and considered Northeast courses for purposes of credits attempted and completed and for determining grade point average.

REGISTRATION

A student may register for classes after having paid the required tuition and fees, or after having obtained appropriate clearance from the Student Accounts office based upon approved financial aid.

Regular registration is conducted during appointed days/hours for students who have been approved to do so by the Student Accounts office, in accordance with the published calendar for tuition payment. Late registration is conducted for students who fail to qualify for the regular registration or miss the registration dates. After the close of late registration, no additional

registration is possible for the term. Late registration entails an additional fee.

Northeast College Undergraduate Grading System

A	95-100	4.0
A-	90-94.9	3.7
B+	87-89.9	3.3
B	84-86.9	3.0
B-	80-83.9	2.7
C+	77-79.9	2.3
C	75-76.9	2.0
C-	70-74.9	1.7
D+	67-69.9	1.3
D	64-66.9	1.0
D-	60-63.9	0.7
F	Below 60	0.0

Northeast College Grading System for Massage Therapy Program

<u>Grade</u>	<u>Range</u>
Pass	75-100
Fail	0-74

Administrative Grades

Grades that may be administratively assigned are described below, together with their impact, if any, on the trimester and cumulative GPA.

W Indicates withdrawal from a course prior to the completion of two-thirds of the scheduled meeting times. It does not enter into the calculation of either the trimester GPA or the cumulative GPA. The course must be repeated in its entirety.

WF Indicates withdrawal from a course after the completion of two-thirds of the scheduled meeting times. The WF grade carries 0.0 quality points and affects the GPA in the same manner as the F grade. The student must repeat the course in its entirety. Upon successful completion of the course, the new grade replaces the WF in cumulative GPA calculation, but the WF remains on the student's transcript as a component of their academic history.

XF Indicates failure for excessive absence. The grade of XF carries 0.0 quality points and affects the GPA in the same manner as the F grade. The student must repeat the course in its entirety. Upon successful completion of

the course, the new grade replaces the XF in calculation of the cumulative GPA, but the XF remains on the student's transcript as a component of their academic history.

Additionally, once an XF grade is submitted for a specific course, a student can no longer request to be withdrawn from that course and receive a W grade.

TC Indicates transfer credit granted for equivalent course work completed at another institution. It does not enter into the calculation of either the trimester or cumulative GPA.

NR Indicates that no grade was reported by the instructor to the Registrar. This is temporary and does not affect the trimester or cumulative GPA.

I Indicates that achievement of course objectives, or clerkship in the outpatient health centers, was not fully evaluated, and/or an examination or other requirement had not been completed when grades were submitted to the Registrar at the end of the trimester. If all course requirements are not met by the end of the second week of the next trimester, the I grade becomes an F and the course must be repeated in its entirety.

ACADEMIC HONORS

Dean's List

The Dean's List is compiled after the close of each trimester, identifying those students carrying a minimum of 12 credits who have achieved a trimester GPA of 3.50 or higher.

Degrees with Distinction

The faculty of Northeast College believe the achievement of high academic standards is very important. To promote, encourage, and recognize academic excellence, Degrees with Distinction are awarded to graduating seniors upon the recommendation of faculty.

Eligibility for an award of Degree with Distinction in undergraduate programs is based on the earned cumulative grade point average as follows:

Summa Cum Laude	3.90
Magna Cum Laude	3.70
Cum Laude	3.50

Transfer students, in order to qualify for any of the Degrees with Distinction, must have taken a minimum of 34 semester credits at Northeast College. In the computation of commencement honors, only coursework completed at Northeast College will count towards the calculation of a Degree with Distinction. A student is thus eligible for a Degree with Distinction based on his/her Northeast College work alone.

A student may not obtain a higher honor than his/her Northeast College grade point average indicates.

STUDENT RECORDS

Federal, state and institutional regulations and requirements guide the maintenance, retention, and disposal of student records. A directory of where student records are maintained at Northeast, and the institution's retention/disposal policy, may be viewed in the Registrar's office.

Family Educational Rights and Privacy Act

Northeast College of Health Sciences complies with the requirements as set forth by the Family Educational Rights and Privacy Act of 1974, as amended (Buckley Amendment). This Amendment establishes a student's right to: (a) inspect and review education records; (b) amend education records; and (c) have some control over the disclosure of information from education records. Education records are all those records that: (a) contain information that is directly related to a student; and (b) are maintained by an educational agency or institution or by a party acting for the agency or institution.

A student is defined as "any individual who is or has been in attendance." Students are notified of their rights under this amendment on an annual basis at the time of registration. A copy of Northeast College of Health Sciences' institutional policy statement regarding this Amendment may be reviewed in the Registrar's office.

Trimester Grade Reports

Following the close of each trimester, a trimester grade report showing course grades, credits, and GPA for the trimester, as well as cumulative credits and GPA, is available to each student.

Transcripts

Official and unofficial transcripts are sent directly by the Registrar's office to authorized agencies such as state boards, professional organizations, and other educational institutions, upon having received a signed written request directly from the student. All transactions related to transcripts are carried out in compliance with the Family Educational Rights and Privacy Act of 1974, as amended (FERPA).

COURSE WITHDRAWAL

A student may voluntarily withdraw from a course prior to the completion of two-thirds of the scheduled meeting times. Students in Radiologic Technology, Diagnostic Medical Sonography, or Massage Therapy may not be able to continue in their program if they withdraw and/or fail a major, core course. Withdrawal from a course may have an impact on financial aid eligibility and anticipated graduation date.

PROGRAM WITHDRAWAL AND READMISSION

Program Withdrawal and Readmission

Official Withdrawal occurs when a student voluntarily withdraws from the College, completing the required clearance procedures, or when a student is administratively withdrawn from the College.

An unofficial withdrawal occurs when a student ceases attending their regularly scheduled classes, fails to register for the next trimester, and/or does not complete required official withdrawal procedures.

Any withdrawal is a complete separation from the College. A former student is not eligible to register again unless they have been officially readmitted. To be considered for readmission, a former student must submit a written request to the Registrar's office. The readmission committee will conduct a review of the request for readmission and may require additional documentation and/or a personal interview prior to final determination of readmission.

The College's grading policies related to course withdrawals apply to full withdrawals.

Period of Program Interruption

In exceptional cases, students may be granted a temporary Period of Program Interruption (PPI). A PPI is not considered a complete separation between the student and the College and allows a student to return to their academic program at the most opportune time for them to compete the remaining program requirements. A PPI academic program standing may be voluntarily requested by the student, or it may be involuntary when administratively imposed by a College official.

Students requesting a voluntary PPI must contact the program Dean/Director to begin the process. Requests must be submitted with documentation substantiating the need for the program interruption. Following the approval of a student request, a voluntary PPI is an authorized, temporary period of nonattendance from scheduled classes, granted by the academic program's Dean, Director, or other designated College administrator. Reasons considered for an academic program interruption are limited to documented situations outside of the student's control that require the student to be absent from the College for a period of time extending beyond the regular course attendance policy. Examples of authorized periods of nonattendance include, but are not limited to, student medical condition/treatment, military service, illnesses or death of an immediate family member.

An involuntary PPI is an administrative action initiated by the College in situations where a College Official determines that a temporary period of student nonattendance is necessary. Circumstances for involuntary PPI include, but are not limited to:

- behavior that harms, or threatens to harm, the health, safety, well-being of the College community as a whole or any person(s), including the student themselves; or
- is significantly disruptive to the learning, residential, or professional environment.

Decisions to impose an involuntary PPI are made on a case-by-case basis under the authority of the Executive Director of the Center for Student Support, in consultation with other appropriate offices including, but not limited to, the College's Counseling Services. Except in emergency circumstances, the student will be given the opportunity to respond to a proposed involuntary PPI and to provide additional information

for consideration before an involuntary PPI is imposed. In the event of an emergency, the student will be given an opportunity to respond shortly after the imposition of the PPI (usually within a few days).

The student will be notified of the reason(s) for the involuntary period of program interruption as well as any stipulations and/or requirements that will need to be satisfied during the PPI or are required of the individual in order to return to the College. A student seeking to return to the College following an involuntary PPI must provide documentation that all requirements and/or stipulations have been satisfied. The student may be required to have an assessment/clearance by a counselor or another healthcare professional as a condition for re-enrollment.

A student who is unable to, or chooses not to return to the College at the conclusion of the length of the approved voluntary or imposed involuntary PPI, or who does not meet the conditions placed by the College on the student's resumption of studies, is officially withdrawn from the College and must seek readmission as per the withdrawal policy above.

The grading policies related to course attendance and/or withdrawals apply to voluntary and involuntary PPIs. Students who have been granted/assigned a voluntary or involuntary PPI are not required to be readmitted to the academic program upon their return. However, returning students may be required to complete additional academic requirements if curricular changes were enacted in the program during the period of program interruption. For PPI periods extending more than 14 days (from the student's last date of attendance), the student may be placed on an institutional withdrawal status for the purpose of financial aid eligibility and enrollment reporting. Voluntary and involuntary PPIs may be granted or imposed for a specific or an indefinite period but each PPI is limited to a maximum period of six months and may be renewed or extended at the discretion of the appropriate College official.

Process for Appeal of PPI Decision

A student has the right to appeal the decision regarding the PPI with the Provost and Vice President for Chiropractic, in writing, within seven calendar days of the student's receipt of written notification of the decision. The appeal must delineate the reason(s) why the student believes the decision is inappropriate and should include any information the student would like

considered. The Provost and Vice President for Chiropractic, or a designated College Official, will review the submitted appeal and may uphold, reverse, or alter the decision or the requirements to satisfy the terms of the PPI. The decision will be communicated to the student in writing and shall be considered final.

Where circumstances warrant, the Executive Director of the Center for Student Support may direct a student to leave the campus immediately, pending a decision regarding a voluntary or involuntary PPI. In that circumstance, the student will be required to leave campus and is not permitted on campus grounds or facilities including, but not limited to the residence halls, library, athletic center, and health centers. Students living campus housing will be provided with a reasonable timeframe to vacate their suite.

Leave of Absence

A leave of absence (LOA) can be requested by any student who needs to take a break from Northeast College of Health Sciences, but plans on returning to resume their studies and complete their degree. A leave of absence may not exceed one trimester within a 12-month period. Additionally, a leave of absence may not apply to all programs and/or locations.

An LOA can only be initiated during a "break" (the time between the end of one trimester and the start of the following trimester). The request should be made with the Registrar's Office. A leave of absence form must be completed and approved by the applicable College designee(s).

If approved, a leave of absence will be recorded on a student's transcript. If a student on an approved leave of absence does not return for the subsequent trimester, the transcript note will be changed from "Leave of Absence" to "Withdrawn." If a student is withdrawn and wishes to return to the College in a future trimester, they must follow the formal readmission process.

Students requesting a leave of absence should speak with Student Accounts and the Financial Aid Office to discuss the impact the LOA may have on any charges or financial aid (grants, loans, scholarships, etc.).

Students who wish to return from a leave of absence must initiate the process by contacting the Registrar's Office, prior to the start of the next trimester. A student

must attend at least one class to be considered enrolled for that term.

C.A.R.E. (Collaborate. Assess. Respond. Educate)

At any point in the trimester, course instructors and/or college staff are able to electronically submit a C.A.R.E. referral for students they have identified as needing additional supports to be successful in their course(s) or at the college. Once a referral is submitted, the chair of the C.A.R.E. team will reach out to the appropriate faculty member to discuss the concerns and collaborate on the presented situation. The student will be contacted by a member of the C.A.R.E. team and will email the student with suggested intervention measures that best meet the student's identified needs.

Registration Policy

Registration for enrolled students is conducted during a specified time period. Every effort is made to provide an efficient process for both students and administration. The Registrar's office strives for fairness in its offering of various sections of each trimester class.

Students need to have sufficient financial aid to cover their tuition and fee balances, or have made the required down payment and have signed the payment plan in order to register.

Students who fail to register at the assigned time risk penalties and late fees as established by the Registration Committee. Dates of registration are announced on a trimester basis.

GRADUATION REQUIREMENTS

Associate of Applied Science

The Associate of Applied Science degree is awarded upon completion of the minimum number of required credit hours as defined by each program.

Bachelor of Science

The Bachelor of Science degree is awarded upon successful completion of the minimum number of trimester hour credits and courses in a curriculum composed of at least 60 credits in liberal arts and sciences including the General Education core requirements as well as didactic and clinical course work specific to the major field of study.

Requirements for Receiving More than One Degree

If a student wishes to receive more than one associate degree from Northeast College of Health Sciences, the student must fulfill all of the academic program requirements for each degree.

Associate of Applied Science in Radiological Technology

PROGRAM DESCRIPTION

In keeping with the Mission of Northeast College of Health Sciences, as well as that of the American Registry of Radiologic Technologists (ARRT), the Associate of Applied Science in Radiologic Technology program philosophy is grounded in the beliefs that:

- Medical Imaging is a learned profession. Caring is the essence of all health professionals and the most central and unifying focus for medical imaging practice. The practice of medical imaging includes verbal and nonverbal caring behaviors and technical competence.
- Medical Imaging's goal is to provide imaging services that aid in promotion, maintenance, and restoration of health.
- Health is the effective interaction with one's environment, is unique to the individual and is culturally determined.
- Individuals are unique biological, psychological, sociological beings, capable of caring by virtue of their humanity.
- The environment and the individual have a reciprocal relationship, thereby creating a holistic framework of existence. Caring sets up the possibility for giving and receiving help. A caring environment is one in which an individual can develop their potential.
- The learner is an active participant in the educational process and assumes responsibility for learning. The educator is the facilitator in this process.
- Radiologic Technology education allows for the journey of caring and nurturing going hand in hand with technical skills. The art and science of medical imaging are intertwined and grounded in giving of a responsible self.

- Northeast College of Health Sciences Associate of Applied Science in Radiologic Technology fulfills its commitment to the community and ever-changing needs of society by providing imaging practitioners who are generalists prepared for entry level radiologic imaging in various health care agencies.

PURPOSE STATEMENT

The Radiographic Technology program at Northeast College of Health Sciences prepares entry-level radiologic technologists with the knowledge, skills, and experience needed to perform radiographic examinations using effective imaging techniques, skillful communication, and a high-level of critical-thinking and professionalism.

PROGRAM OUTCOMES

1. Students will use algorithmic reasoning when determining exposure factors to obtain diagnostic quality radiographs with minimum radiation exposure.
2. Students will practice "As Low As Reasonably Achievable" (ALARA) standards and radiation protection for the patient, self, and others.
3. Students will position the patient and imaging systems to perform optimum radiographic examinations on patients throughout the lifespan.
4. Students will use effective non-verbal, oral and written communication in patient care and comfort, patient education, and professional relationships.
5. Students will exercise critical thinking and discretion in the technical performance of medical imaging procedures consistent with current standards of practice.
6. Students will support cultural/social awareness when providing medical imaging procedures.

7. Students will appraise patient information from multiple sources to perform medical imaging procedures consistent with the scope of practice.
8. Students will demonstrate effective information literacy techniques to support life-long learning and the maintenance of current standards of practice.

Students completing the AAS in Radiologic Technology will be imaging practitioners who are generalists prepared for entry level radiologic imaging in various health care settings. Graduates will be eligible for the American Registry for Radiologic Technology, Radiography or RT(R) (ARRT).

ADMISSION REQUIREMENTS

A student seeking enrollment within the program must first submit a college application, transcripts for evaluation, a letter of recommendation, and complete two essay prompts as part of the application. Students with prior college must have a minimum GPA of 2.8 in mathematics and sciences course. High school graduates must have completed a biology and an algebra course prior to admission. Once the previous information has been submitted and requirements met, the prospective student will have a faculty interview. After the interview, Admissions will be advised of acceptance status for each applicant.

SATISFACTORY ACADEMIC PROGRESS

Radiologic Technology Degree Program

A student must meet the following academic measures in order to remain in good academic standing with the College and to continue to meet the U.S. Department of Education's eligibility requirements for Federal Student Aid. These measures include both qualitative (grades) and quantitative (pace) requirements. The following measures apply to students matriculating in the Radiologic Technology degree program.

For a student to meet the qualitative satisfactory academic progress requirement, they must receive a grade of "C" or higher for each required didactic course* and a grade of "B" or higher for each required clinical education course** in the program major (see table below). Students who earn final program major course grades below these requirements will receive an academic status of academic dismissal. In addition, students must earn a minimum cumulative program

grade point average (GPA) of 2.0 after the first trimester, 2.25 after the second trimester, and 2.5 at the end of the third trimester of enrollment and thereafter.

Type of Course	Minimum Grade Requirement	List of Courses in the Program Major
Clinical**	B	Radiologic Technology: All RSO prefix courses
Didactic*	C	Radiologic Technology: All RAD prefix courses & BIO 1101, BIO 1201

The quantitative (pace) measurement requires the student to pass all (100%) of the required courses in the student's program of enrollment on time. Any course not completed within the course period or not achieving a passing grade (or the grade requirement indicated above) will result in the student being assigned an academic status of academic dismissal.

Notice of Academic Concern

A Notice of Academic Concern is sent each trimester to a student who earns a cumulative GPA below 2.5. The student is instructed to seek academic advisement and academic support services provided by the Center for Student Support. A student who receives a Notice of Academic Concern without an Academic Dismissal remains in good academic standing and retains all rights, privileges, and financial aid eligibility as a regular student.

Academic Dismissal

A student is academically dismissed from their program of study if they have not met the standards of academic progress or is unsuccessful in their probation appeal attempt.

Probation

A student who has been academically dismissed may appeal to be placed in a probation status. Approval of the probation status allows the student to continue in their program and reinstates federal financial aid

eligibility for one course evaluation period. Appeals will be considered by the college within guidelines set by the U.S. Department of Education (E.D.). E.D. guidelines stipulate that the student must explain the special circumstance that caused them to fail to meet the minimum standards of academic progress, and the student must also explain what has changed that would now allow the student to regain good academic standing.

Academic Plan

In some circumstances, a student may be placed on an academic plan where stated objectives must be met for the student to get back in good academic standing by a set point in time. Students who have been placed on an academic plan must meet the modified standards of academic progress outlined in the plan, or they will be academically dismissed without an opportunity for further appeal.

GRADUATION REQUIREMENTS

All Radiologic Technology students must complete the following to receive an associate of applied science degree:

- Successfully complete all program courses on-time with a passing grade;
- Meet the minimum final course grade requirements for the program major (“C” grade for didactic courses and “B” grade for clinical education courses);
- Earn a cumulative grade point average (GPA) in the program of 2.5 or better;
- Successfully complete all competency exams.

PROGRAM SPECIFIC POLICIES AND PROCEDURES

For specific policies and procedures, please see the Imaging Sciences Handbook.

Associate of Applied Science in Radiologic Technology
CURRICULUM

<u>Course No./ Title</u>			<u>Credits</u>
First Trimester			
BIO 1101	Human Anatomy & Physiology I		4
RAD 3110	Radiologic Science I		3
RAD 3115	Radiographic Procedures I		4
RSO 3101	Clinical Education I		4
SPT 1101	Emergency Procedures for the Healthcare Facility Provider		.5
Total Credit Hours			15.5
Second Trimester			
BIO 1201	Human Anatomy & Physiology II		4
RAD 3210	Radiologic Science II		3
RAD 3225	Radiographic Procedures II		4
RSO 3202	Clinical Education II		4
Total Credit Hours			15
Third Trimester			
MAT 1101	Mathematics for Liberal Arts		3
PSY 1101	Introduction to Psychology		3
RSO 3303	Clinical Education III		8
Total Credit Hours			14
Fourth Trimester			
ENG 1101	Composition I		3
PSY 1201	Developmental Psychology - Lifespan		3
RAD 3415	Radiographic Pathology		3
RAD 3445	Radiographic Procedures III		4
RSO 3404	Clinical Education IV		4
Total Credit Hours			17
Fifth Trimester			
	General Education Elective (Liberal Arts)		3
RAD 3501	Registry Review Seminar		1
RAD 3502	Radiation Biology		3
RAD 3503	Specialized Imaging		2
RSO 3505	Clinical Education V		4
Total Credit Hours			13
Total Required Credits – AAS Radiologic Technology			74.5

RAD 3110 **3 credits****Radiologic Science I**

Prerequisite(s): None

Corequisite(s): RAD 3115, RSO 3101

Prerequisite for: RAD 3210, RAD 3225, RSO 3202

This course concentrates on the fundamental principles of imaging science including the atom, electromagnetic radiation, x-ray tube components, and x-ray production. Discussion includes the primary factors of technique formation and the art of film critique in clinical application of these principles.

RAD 3115 **4 credits****Radiographic Procedures I**

Prerequisite(s): None

Corequisite(s): RAD 3110, RSO 3101

Prerequisite for: RAD 3210, RAD 3225

This is the first of three courses covering radiographic anatomy and positioning. The student learns to use appropriate medical terminology as well as how to perform radiographic exams and analyze radiographs critically. Lab positioning begins immediately and includes procedures of the upper and lower extremities, chest, and abdomen. A competency-based curriculum is used which requires the student to demonstrate competency on procedures in the lab prior to performing them clinically.

RAD 3210 **3 credits****Radiologic Science II**

Prerequisite(s): RAD 3110, RAD 3115, RSO 3101

Corequisite(s): RAD 3225, RSO 3202

Prerequisite for: RAD 3404, RAD 3415, RAD 3445, RSO 3303

This course will build on the fundamental principles of imaging science from Radiologic Science I; providing instruction in digital image formation and processing, exposure-factor manipulation, automatic exposure control systems, radiographic quality analysis, the design of basic x-ray circuits and fluoroscopy imaging.

RAD 3225 **4 credits****Radiographic Procedures II**

Prerequisite(s): RAD 3110, RAD 3115, RSO 3101

Corequisite(s): RAD 3210, RSO 3202

Prerequisite for: RAD 3404, RAD 3415, RAD 3445, RSO 3303

This is the second of three courses covering radiographic anatomy and positioning. The student learns standard radiographic positioning and related medical terminology of the bony thorax, pelvic girdle, upper femora, and vertebral column. This course involves lab simulation and evaluation. A competency-based curriculum is used which requires the student to demonstrate competency on procedures in the lab prior to performing them clinically.

RAD 3415 **3 credits****Radiographic Pathology**

Prerequisite(s): RAD 3210, RAD 3225, RSO 3303

Corequisite(s): RAD 3404, RAD 3445

Prerequisite for: RAD 3501, RAD 3502, RAD 3503, RAD 3505

This course is designed to provide students a survey of the disease process and pathological conditions. An in-depth study of diseases commonly demonstrated radiographically is presented.

RAD 3445 **4 credits****Radiographic Procedures III**

Prerequisite(s): RAD 3210, RAD 3225, RSO 3303

Corequisite(s): RAD 3404, RAD 3415

Prerequisite for: RAD 3501, RAD 3502, RAD 3503, RAD 3505

This is the third of three courses covering radiographic anatomy and positioning. The student expands their knowledge from previous Procedures courses by learning advanced positioning and specialized radiographic views. This includes views for specific pathologies; upright vs. supine variations of exams; and exams modified to patient condition. The student also has the opportunity to learn and practice 'out-of-the-ordinary' views they may have encountered during clinical rotations. This is a hands-on, interactive course that encourages proactive learning by participating in demonstrations and contributing any unusual views or techniques from clinical sites. The student completes case studies describing clinical situations in which critical thinking was used or performed an exam in an unusual way. This course also serves as an opportunity for the student to review and perfect any exams or views which they may be having trouble with in their clinical rotations.

RAD 3501 **1 credit****Registry Review Seminar**

Prerequisite(s): RAD 3415, RAD 3445, RSO 3404

Corequisite(s): RAD 3502, RAD 3503, RSO 3505

Prerequisite for: None

This course provides the student with an essential review of the topics covered within the program. It emphasizes and accentuates past course learning outcomes to enable the student to pass the American Registry of Radiologic Technologists (ARRT) exam with an in-depth review of the five content categories presented on the ARRT exam.

RAD 3502 3 credits

Radiation Biology

Prerequisite(s): RAD 3415, RAD 3445, RSO 3404

Corequisite(s): RAD 3501, RAD 3503, RSO 3505

Prerequisite for: None

This course explores the principles of radiation biology and radiation protection, including the production of x-rays; the interaction of radiation and matter; radiation units; and methods to protect the radiographer and the patient.

RAD 3503 2 credits

Specialized Imaging

Prerequisite(s): RAD 3415, RAD 3445, RSO 3404

Corequisite(s): RAD 3501, RAD 3502, RSO 3505

Prerequisite for: None

This course concentrates on the principles of fluoroscopy and tomography with an overview of special radiographic procedures and advanced imaging techniques, including computerized tomography (CT) sonography (US), interventional radiography (IR), Cardiac Catheterization (CC) and magnetic resonance imaging (MRI).

RSO 3101 4 credits

Clinical Education I

Prerequisite(s): None

Corequisite(s): RAD 3110, RAD 3115

Prerequisite for: RAD 3210, RAD 3225, RSO 3202

This course allows the student to acquire clinical experiences and proficiencies sufficient to demonstrate competency in a specified number and variety of diagnostic procedures.

RSO 3202 4 credits

Clinical Education II

Prerequisite(s): RAD 3110, RAD 3115, RSO 3101

Corequisite(s): RAD 3210, RAD 3225

Prerequisite for: RAD 3404, RSO 3303

Upon successful completion of RSO 3101 Clinical Education I, the student will continue to acquire clinical experiences and proficiencies sufficient to demonstrate competency in a specified number and variety of diagnostic procedures.

RSO 3303 8 credits

Clinical Education III

Prerequisite(s): RAD 3210, RAD 3225, RSO 3202

Corequisite(s): None

Prerequisite for: RAD 3404, RAD 3415, RAD 3445

Upon successful completion of RSO 3202 Clinical Education II, the student will continue to acquire clinical experiences and proficiencies sufficient to demonstrate competency in a specified number and variety of diagnostic procedures.

RSO 3404 4 credits

Clinical Education IV

Prerequisite(s): RAD 3202, RAD 3210, RAD 3225, RSO 3303

Corequisite(s): RAD 3415, RAD 3445

Prerequisite for: RAD 3501, RAD 3502, RAD 3503, RAD 3505

Upon successful completion of RSO 3303 Clinical Education III, the student will continue to acquire clinical experiences and proficiencies sufficient to demonstrate competency in a specified number and variety of diagnostic procedures.

RSO 3505 4 credits

Clinical Education V

Prerequisite(s): RAD 3415, RAD 3445, RSO 3404

Corequisite(s): RAD 3501, RAD 3502, RAD 3503

Prerequisite for: None

Upon successful completion of RSO 3404 Clinical Education IV, the student will continue to acquire clinical experiences and proficiencies sufficient to demonstrate competency in a specified number and variety of diagnostic procedures.

Technical Standards

American Society of Radiologic Technologists (ASRT) Clinical Practice Standards and American Registry of Radiologic Technologists (ARRT) Qualifications

In order to perform the tasks required of a licensed radiographer and sonographer, certain technical standards are required. Students must demonstrate the ability to perform required functions as a routine part of either classroom, laboratory or clinical education. Students should be aware that successful completion will depend upon the ability to meet the following technical standards:

Every student within the Imaging Sciences must possess the ability to learn and perform the following competencies and skills:

Motor: The student possesses sufficient motor capabilities to execute the movements and skills required to provide imaging services. These include, but are not limited to:

1. Ability to adjust and position equipment and patients, which involves bending or stooping freely to floor level and reaching above the head.
2. Ability to move or position equipment and patients, which involves lifting, carrying, pulling, and able to lift 30 pounds with no restrictions.
3. Have the endurance to complete all required tasks during the assigned period of clinical practice in order to carry out the imaging process in the context of patient care delivery.
4. Ambulate independently for the assigned period of clinical practice.
5. Reach up to six (6) feet off the floor.
6. Lift 30 pounds of weight up, and over the level of head.
7. Coordination, speed and agility to assist and safely guard, with safe and proper body mechanics, patients who are ambulating, transferring, or performing other activities.
8. Ability to guide, resist, and assist patients, or to provide emergency care, which involves the activities of standing, kneeling, sitting, or walking.
9. Use fine motor skills and manual dexterity in manipulating a wide range of radiographic and medical equipment and peripherals.
10. Use either and/or both hands for imaging and equipment manipulation.
11. Successfully complete a Cardio-Pulmonary Resuscitation (CPR) certification course for Health Care Providers (which should include adult, children, infants and AED).
12. Ability to administer CPR without assistance.
13. Ability to perform physical capabilities and practice correct ergonomics as indicated by the American

Registry of Radiologic Technologists (ARRT), Commission on Accreditation of Allied Health Education Programs, Occupational Safety and Health Administration (OSHA), Centers for Disease Control (CDC) and Joint Commission on Accreditation of Healthcare Organizations (JCAHO). Students must review the Industry Standards for Prevention of Work-Related Musculoskeletal Disorders by the OSHA, CDC and JCAHO publications on musculoskeletal injuries as they relate to both the radiographer and sonographer.

Sensory: The student possesses the ability to obtain information in classroom, laboratory or clinical settings through observations and other measures, including but not limited to:

1. Visual ability to discriminate color changes, to see slight differences in shapes and objects, to read or set parameters on various equipment, and to interpret and assess the environment.
2. Visual ability to recognize and interpret facial expressions and body language, and to identify normal and abnormal patterns of movement.
3. Visual ability to discriminate between blacks, grays, whites, and the entire color spectrum on various display devices.
4. Observe patients at a distance or via television monitor.
5. Visually monitor patients in dimly lit environments.
6. Auditory ability to recognize and respond to soft voices, auditory timers, equipment alarms, call bells, and to effectively use devices for measurement of blood pressure, breath sounds, etc.
7. Audibly monitor patient conditions.
8. Tactile ability to palpate a pulse and to detect changes or abnormalities of surface texture, skin temperature, body contour, muscle tone, and joint movement.
9. Sufficient position, movement and balance sensations to assist and safely guard patients who are ambulating, transferring or performing other activities.

Communication: The student utilizes effective communication with peers, faculty, and other healthcare providers. Communication competencies include knowledge, attitude, and skills necessary to provide quality and safe patient care in all healthcare settings. This includes, but is not limited to:

1. Ability to read (in English) at a competency level that allows one to carry out the essential functions of an assignment (examples: handwritten data, printed policy and procedure manuals).
2. Ability to effectively interpret and process information.
3. Ability to effectively and efficiently communicate (verbally and in writing) with patients/families, healthcare professionals and others within the community under stressful conditions.
4. Accurately elicit information from patients, family member/significant others, health team members, and/or faculty related to a patient's medical history and current status necessary to adequately and effectively evaluate a patient's condition.
5. Effectively interact with individuals and communicate their needs promptly and effectively, as may be necessary in the patient's interest.
6. Effectively collaborate with physicians and other members of the healthcare team, and provide an oral or written summary of the technical findings to the physician for medical diagnosis.
7. Ability to access information and to communicate and document effectively via computer.
8. Ability to recognize, interpret, and respond to nonverbal behavior of self and others.
5. Possess sufficient interpersonal skills to interact positively with people from all levels of society, and all ethnic and religious backgrounds.
6. Possess a high level of compassion for others, motivation to serve, integrity, and a consciousness of social values.
7. Ability to foster and maintain cooperative and collegial relationships with classmates, instructors, other healthcare providers and patients.
8. Ability to contribute to collaborative, constructive learning environments; accept constructive feedback from others; and take personal responsibility for making appropriate positive changes.
9. Possess attributes that include compassion, empathy, altruism, integrity, responsibility, and tolerance.
10. Ability to recognize limitations in their knowledge, skills and abilities and to seek appropriate assistance with their identified limitations.

Behavioral/Social: The student must be able to exercise good judgment and tolerate contact with a diverse population, including people of all ages, races, socioeconomic and ethnic backgrounds, and medical or mental health problems. This also includes, but is not limited to:

1. Ability to work with multiple patients and colleagues at the same time.
2. Ability to work with classmates, instructors, healthcare providers, patients, and others under stressful conditions, including but not limited to providing care to medically or emotionally unstable individuals, situations requiring rapid adaptations, the provision of CPR, or other emergency interventions.
3. Possess the emotional stability to function effectively under stress and to adapt to an environment that may change rapidly, without warning, and/or in unpredictable ways.
4. Ability to work effectively, respectfully and professionally as part of the healthcare team, and to interact with patients, their families, and health care personnel in a courteous, professional, and respectful manner.

Intellectual/Critical Thinking: The student possesses sufficient abilities in the areas of calculation, critical problem solving, reasoning, and judgment to be able to comprehend and process information within a reasonable time frame as determined by the faculty and the profession. The student must be able to prioritize, organize, and attend to tasks and responsibilities efficiently. This includes, but is not limited to:

1. Ability to measure, collect, interpret, and analyze written, verbal, and observed data about patients.
2. Ability to prioritize multiple tasks, integrate information and make decisions in a prompt and timely fashion.
3. Ability to apply the principles, indications, and contraindications for radiography.
4. Ability to comprehend multi-dimensional relationships and the spatial relationships of anatomic structures.
5. Ability to act safely and ethically in the classroom, laboratory and in clinical setting.
6. Effective use of problem solving skills including conceptual, integrative and quantitative abilities.

Note: All students must be capable of performing the technical standards as listed above, with or without a reasonable accommodation. Failure to perform the program's essential technical standards shall result in a student's removal from the program.

Associate of Applied Science in Diagnostic Medical Sonography

PROGRAM DESCRIPTION

In keeping with the Mission of Northeast College of Health Sciences, as well as that of the American Registry of Radiologic Technologists (ARRT) and American Registry for Diagnostic Medical Sonography (ARDMS), the Associate of Applied Science degree in Diagnostic Medical Sonography is grounded in the beliefs that:

- Medical Imaging is a learned profession. Caring is the essence of all health professionals and the most central and unifying focus for medical imaging practice. The practice of medical imaging includes verbal and nonverbal caring behaviors and technical competence.
- Medical Imaging's goal is to provide imaging services that aid in promotion, maintenance, and restoration of health. Health is the effective interaction with one's environment, is unique to the individual and is culturally determined. Individuals are unique biological, psychological, sociological beings, capable of caring by virtue of their humanness.
- The environment and the individual have a reciprocal relationship, thereby creating a holistic framework of existence. Caring sets up the possibility for giving and receiving help. A caring environment is one in which an individual can develop their potential. The learner is an active participant in the educational process and assumes responsibility for learning. The educator is the facilitator in this process.
- Sonographic education allows for the journey of caring and nurturing going hand-in-hand with technical skills. The art and science of medical imaging are intertwined and grounded in giving of a responsible self.
- Northeast College of Health Sciences AAS in Diagnostic Medical Sonography fulfills its commitment to the community and the ever-

changing needs of society by providing imaging practitioners who are generalists prepared for entry level sonographic imaging in various health care agencies.

PURPOSE STATEMENT

The Diagnostic Medical Sonography program at Northeast College of Health Sciences prepares entry-level diagnostic medical sonographers with the knowledge, skills, and experience needed to perform sonographic examinations in the concentration areas of abdominal, obstetrics, and vascular imaging using effective imaging techniques, skillful communication, and a high-level of critical thinking and professionalism.

PROGRAM OUTCOMES

1. Students will use algorithmic reasoning when determining exposure factors and/or sonographic settings to obtain diagnostic quality images.
2. Students will implement safe practices for the patient, self, and others.
3. Students will position the patient and imaging systems, transducers to perform optimum examinations on patients throughout the lifespan.
4. Students will use effective non-verbal, oral, and written communication in patient care to anticipate and provide basic care and comfort, patient education, as well as for professional relationships.
5. Students will exercise critical-thinking and discretion in the technical performance of medical imaging procedures consistent with current standards of practice.
6. Students will support cultural/social awareness when providing medical imaging procedures.
7. Students will appraise patient information from multiple sources to perform medical imaging procedures consistent with the scope of practice.

8. Students will demonstrate effective information literacy techniques to support life-long learning and the maintenance of current standards of practice.

ADMISSION REQUIREMENTS

A student seeking enrollment within the program must first submit a college application, transcripts for evaluation, a letter of recommendation, and complete two essay prompts as part of the application. Students with prior college must have a minimum GPA of 2.8 in mathematics and sciences course. High school graduates must have completed a biology and an algebra course prior to admission. Once the previous information has been submitted and requirements met, the prospective student will have a faculty interview. After the interview, Admissions will be advised of acceptance status for each applicant.

SATISFACTORY ACADEMIC PROGRESS

Diagnostic Medical Sonography Degree Program

A student must meet the following academic measures in order to remain in good academic standing with the College and to continue to meet the U.S. Department of Education's eligibility requirements for Federal Student Aid. These measures include both qualitative (grades) and quantitative (pace) requirements. The following measures apply to students matriculating in the Diagnostic Medical Sonography degree program.

For a student to meet the qualitative satisfactory academic progress requirement, they must receive a grade of "C" or higher for each required didactic course* and a grade of "B" or higher for each required clinical education course** in the program major (see table below). Students who earn final program major course grades below these requirements will receive an academic status of academic dismissal. In addition, students must earn a minimum cumulative program grade point average (GPA) of 2.0 after the first trimester, 2.25 after the second trimester, and 2.5 at the end of the third trimester of enrollment and thereafter.

Type of Course	Minimum Grade Requirement	List of Courses in the Program Major
Clinical**	B	Diagnostic Medical Sonography: SON3101, SON3202, SON3303, SON3404, SON3505
Didactic*	C	Diagnostic Medical Sonography: SON3110, SON3115, SON3210, SON3215, SON3220, SON3415, SON3510, SON3515, BIO 1101, BIO 1201

The quantitative (pace) measurement requires the student to pass all (100%) of the required courses in the student's program of enrollment on time. Any course not completed within the course period or not achieving a passing grade (or the grade requirement indicated above) will result in the student being assigned an academic status of academic dismissal.

Notice of Academic Concern

A Notice of Academic Concern is sent each trimester to a student who earns a cumulative GPA below 2.5. The student is instructed to seek academic advisement and academic support services provided by the Center for Student Support. A student who receives a Notice of Academic Concern without an Academic Dismissal remains in good academic standing and retains all rights, privileges, and financial aid eligibility as a regular student.

Academic Dismissal

A student is academically dismissed from their program of study if they have not met the standards of academic progress or is unsuccessful in their probation appeal attempt.

Probation

A student who has been academically dismissed may appeal to be placed in a probation status. Approval of the probation status allows the student to continue in

their program and reinstates federal financial aid eligibility for one course evaluation period. Appeals will be considered by the college within guidelines set by the U.S. Department of Education (E.D.). E.D. guidelines stipulate that the student must explain the special circumstance that caused them to fail to meet the minimum standards of academic progress, and the student must also explain what has changed that would now allow the student to regain good academic standing.

Academic Plan

In some circumstances, a student may be placed on an academic plan where stated objectives must be met for the student to get back in good academic standing by a set point in time. Students who have been placed on an academic plan must meet the modified standards of academic progress outlined in the plan, or they will be academically dismissed without an opportunity for further appeal.

GRADUATION REQUIREMENTS

All Diagnostic Medical Sonography students must complete the following to receive an associate of applied science degree:

- Successfully complete all program courses on-time with a passing grade;
- Meet the minimum final course grade requirements for the program major (“C” grade for didactic courses and “B” grade for clinical education courses);
- Earn a cumulative grade point average (GPA) in the program of 2.5 or better;
- Successfully complete all competency exams.

PROGRAM SPECIFIC POLICIES AND PROCEDURES

For specific policies and procedures, please see the Imaging Sciences Handbook.

Associate of Applied Science in Diagnostic Medical Sonography
CURRICULUM

<u>Course No./ Title</u>			<u>Credits</u>
First Trimester			
BIO 1101	Human Anatomy & Physiology I		4
SON 3101	Clinical Education I		4
SON 3110	Sonographic Principles		4
SON 3115	Sonographic Principles of OB/GYN I		4
SPT 1101	Emergency Procedures for the Healthcare Facility Provider		<u>.5</u>
Total Credit Hours			16.5
Second Trimester			
BIO 1201	Human Anatomy & Physiology II		4
SON 3202	Clinical Education II		4
SON 3210	Sonographic Physics		3
SON 3215	Sonographic Anatomy & Physiology I		3
SON 3220	Sonographic Principles of OB/GYN II		<u>4</u>
Total Credit Hours			18
Third Trimester			
MAT 1101	Mathematics for Liberal Arts		3
PSY 1101	Introduction to Psychology		3
SON 3303	Clinical Education III		<u>8</u>
Total Credit Hours			14
Fourth Trimester			
ENG 1101	Composition I		3
PSY 1201	Developmental Psychology - Lifespan		3
SON 3404	Clinical Education IV		4
SON 3415	Sonographic Anatomy & Physiology II		<u>3</u>
Total Credit Hours			13
Fifth Trimester			
	General Education Elective (Liberal Arts)		3
SON 3505	Clinical Education V		4
SON 3510	Sonography - Vascular		4
SON 3515	Analysis of Sonography		<u>3</u>
Total Credit Hours			14
Total Required Credits – AAS in Diagnostic Medical Sonography			75.5

SON 3101 **4 credits**

Clinical Education I

Prerequisite(s): None

Corequisite(s): SON 3110, SON 3115

Prerequisite for: SON 3202, SON 3210, SON 3215, SON 3220

This course allows the student to acquire clinical experiences and proficiencies sufficient to demonstrate competency in a specified number and variety of diagnostic procedures.

SON 3110 **4 credits**

Sonographic Principles

Prerequisite(s): None

Corequisite(s): SON 3101, SON 3115

Prerequisite for: SON 3202, SON 3210, SON 3215, SON 3220

Students are introduced to principles of ultrasound with emphasis on physical principles, instrumentation, and terminology. Laboratory sessions will introduce students to scanning techniques and image recognition, as well as anatomical modeling.

SON 3115 **4 credits**

Sonographic Principles of OB/GYN I

Prerequisite(s): None

Corequisite(s): SON 3101, SON 3110

Prerequisite for: SON 3202, SON 3210, SON 3215, SON 3220

Students are provided an in-depth study of the anatomy of the female reproductive organs and associated pathologic changes with an introduction to first trimester fetal development.

SON 3202 **4 credits**

Clinical Education II

Prerequisite(s): SON 3101, SON 3110, SON 3115

Corequisite(s): SON 3210, SON 3215, SON 3220

Prerequisite for: SON 3303, SON 3404

Upon successful completion of SON 3101 Clinical Education I, the student will continue to acquire clinical experiences and proficiencies sufficient to demonstrate competency in a specified number and variety of diagnostic procedures.

SON 3210 **3 credits**

Sonographic Physics

Prerequisite(s): SON 3101, SON 3110, SON 3115

Corequisite(s): SON 3202, SON 3215, SON 3220

Prerequisite for: SON 3303, SON 3404, SON 3415

Students will apply knowledge gained from previous sonographic courses and continue building their knowledge with physical principles, instrumentation, and terminology. Laboratory sessions will offer depth to learning of technical factors.

SON 3215 **3 credits**

Sonographic Anatomy & Physiology I

Prerequisite(s): SON 3101, SON 3110, SON 3115

Corequisite(s): SON 3202, SON 3210, SON 3220

Prerequisite for: SON 3303, SON 3404, SON 3415

Students learn gross, sagittal, and cross-sectional anatomy of the abdomen, the pathologic changes, and disease which are found in ultrasound examinations of the abdominal region.

SON 3220 **4 credits**

Sonographic Principles of OB/GYN II

Prerequisite(s): SON 3101, SON 3110, SON 3115

Corequisite(s): SON 3202, SON 3210, SON 3215

Prerequisite for: SON 3303, SON 3404, SON 3415

Students build on knowledge gained from Sonographic Principles of OB/GYN I, with emphasis on the continuing process of fetal development and associated pathologic conditions.

SON 3303 **8 credits**

Clinical Education III

Prerequisite(s): SON 3202, SON 3210, SON 3215, SON 3220

Corequisite(s): None

Prerequisite for: SON 3404, SON 3415

Upon successful completion of SON 3202 Clinical Education II, the student will continue to acquire clinical experiences and proficiencies sufficient to demonstrate competency in a specified number and variety of diagnostic procedures.

SON 3404 **4 credits**

Clinical Education IV

Prerequisite(s): SON 3202, SON 3210, SON 3215, SON 3220, SON 3303

Corequisite(s): SON 3415

Prerequisite for: SON 3505, SON 3510, SON 3515

Upon successful completion of SON 3303 Clinical Education III, the student will continue to acquire clinical experiences and proficiencies sufficient to demonstrate competency in a specified number and variety of diagnostic procedures.

SON 3415 3 credits

Sonographic Anatomy & Physiology II

Prerequisite(s): SON 3210, SON 3215, SON 3220, SON 3303

Corequisite(s): SON 3404

Prerequisite for: SON 3505, SON 3510, SON 3515

Study of the gross, sagittal, and cross-sectional anatomy of the abdomen and the pathologic changes and disease which are found in the ultrasound examination of the abdominal region.

SON 3505 4 credits

Clinical Education V

Prerequisite(s): SON 3404, SON 3415

Corequisite(s): SON 3510, SON 3515

Prerequisite for: None

Upon successful completion of SON 3404 Clinical Education IV, the student will continue to acquire clinical experiences and proficiencies sufficient to demonstrate competency in a specified number and variety of diagnostic procedures.

SON 3510 4 credits

Sonography – Vascular

Prerequisite(s): SON 3404, SON 3415

Corequisite(s): SON 3505, SON 3515

Prerequisite for: None

An introduction to principles of vascular technology with emphasis on hemodynamics, ultrasound imaging, pulsed and continuous wave Doppler. Review of vascular anatomy and physical pathological principles, instrumentation, and terminology. Laboratory sessions will introduce students to vascular scanning techniques and image recognition, as well as Doppler signal production, measurements, and interpretation.

SON 3515 3 credits

Analysis of Sonography

Prerequisite(s): SON 3404, SON 3415

Corequisite(s): SON 3505, SON 3510

Prerequisite for: None

This course comprehensively reviews the entire sonography program content, to include abdominal, obstetric and gynecological sonography, as well as physics concepts, instrumentation, and superficial structures related to the field.

Technical Standards

American Society of Radiologic Technologists (ASRT) Clinical Practice Standards and American Registry of Radiologic Technologists (ARRT) Qualifications

In order to perform the tasks required of a licensed radiographer and sonographer, certain technical standards are required. Students must demonstrate the ability to perform required functions as a routine part of either classroom, laboratory or clinical education. Students should be aware that successful completion will depend upon the ability to meet the following technical standards:

Every student within the Imaging Sciences must possess the ability to learn and perform the following competencies and skills:

Motor: The student possesses sufficient motor capabilities to execute the movements and skills required to provide imaging services. These include, but are not limited to:

1. Ability to adjust and position equipment and patients, which involves bending or stooping freely to floor level and reaching above the head.
2. Ability to move or position equipment and patients, which involves lifting, carrying, pulling, and able to lift 30 pounds with no restrictions.
3. Have the endurance to complete all required tasks during the assigned period of clinical practice in order to carry out the imaging process in the context of patient care delivery.
4. Ambulate independently for the assigned period of clinical practice.
5. Reach up to six (6) feet off the floor.
6. Lift 30 pounds of weight up, and over the level of head.
7. Coordination, speed, and agility to assist and safely guard, with safe and proper body mechanics, patients who are ambulating, transferring, or performing other activities.

8. Ability to guide, resist, and assist patients, or to provide emergency care, which involves the activities of standing, kneeling, sitting, or walking.
9. Use fine motor skills and manual dexterity in manipulating a wide range of radiographic and medical equipment and peripherals.
10. Use either and/or both hands for imaging and equipment manipulation.
11. Successfully complete a Cardio-Pulmonary Resuscitation (CPR) certification course for Health Care Providers (which should include adult, children, infants and AED).
12. Ability to administer CPR without assistance.
13. Ability to perform physical capabilities and practice correct ergonomics as indicated by the American Registry of Radiologic Technologists (ARRT), Commission on Accreditation of Allied Health Education Programs, Occupational Safety and Health Administration (OSHA), Centers for Disease Control (CDC) and Joint Commission on Accreditation of Healthcare Organizations (JCAHO). Students must review the Industry Standards for Prevention of Work-Related Musculoskeletal Disorders by the OSHA, CDC and JCAHO publications on musculoskeletal injuries as they relate to both the radiographer and sonographer.

Sensory: The student possesses the ability to obtain information in classroom, laboratory or clinical settings through observations and other measures, including but not limited to:

1. Visual ability to discriminate color changes, to see slight differences in shapes and objects, to read or set parameters on various equipment, and to interpret and assess the environment.
2. Visual ability to recognize and interpret facial expressions and body language, and to identify normal and abnormal patterns of movement.
3. Visual ability to discriminate between blacks, grays, whites, and the entire color spectrum on various display devices.
4. Observe patients at a distance or via television monitor.
5. Visually monitor patients in dimly lit environments.
6. Auditory ability to recognize and respond to soft voices, auditory timers, equipment alarms, call bells, and to effectively use devices for measurement of blood pressure, breath sounds, etc.
7. Audibly monitor patient conditions.

8. Tactile ability to palpate a pulse and to detect changes or abnormalities of surface texture, skin temperature, body contour, muscle tone, and joint movement.
9. Sufficient position, movement, and balance sensations to assist and safely guard patients who are ambulating, transferring, or performing other activities.

Communication: The student utilizes effective communication with peers, faculty, and other healthcare providers. Communication competencies include knowledge, attitude, and skills necessary to provide quality and safe patient care in all healthcare settings. This includes, but is not limited to:

1. Ability to read (in English) at a competency level that allows one to carry out the essential functions of an assignment (examples: handwritten data, printed policy, and procedure manuals).
2. Ability to effectively interpret and process information.
3. Ability to effectively and efficiently communicate (verbally and in writing) with patients/families, healthcare professionals and others within the community under stressful conditions.
4. Accurately elicit information from patients, family member/significant others, health team members, and/or faculty related to a patient's medical history and current status necessary to adequately and effectively evaluate a patient's condition.
5. Effectively interact with individuals and communicate their needs promptly and effectively, as may be necessary in the patient's interest.
6. Effectively collaborate with physicians and other members of the healthcare team and provide an oral or written summary of the technical findings to the physician for medical diagnosis.
7. Ability to access information and to communicate and document effectively via computer.
8. Ability to recognize, interpret, and respond to nonverbal behavior of self and others.

Behavioral/Social: The student must be able to exercise good judgment and tolerate contact with a diverse population, including people of all ages, races, socioeconomic and ethnic backgrounds, and medical or mental health problems. This also includes, but is not limited to:

1. Ability to work with multiple patients and colleagues at the same time.

2. Ability to work with classmates, instructors, healthcare providers, patients, and others under stressful conditions, including but not limited to providing care to medically or emotionally unstable individuals, situations requiring rapid adaptations, the provision of CPR, or other emergency interventions.
 3. Possess the emotional stability to function effectively under stress and to adapt to an environment that may change rapidly, without warning, and/or in unpredictable ways.
 4. Ability to work effectively, respectfully, and professionally as part of the healthcare team, and to interact with patients, their families, and health care personnel in a courteous, professional, and respectful manner.
 5. Possess sufficient interpersonal skills to interact positively with people from all levels of society, and all ethnic and religious backgrounds.
 6. Possess a high level of compassion for others, motivation to serve, integrity, and a consciousness of social values.
 7. Ability to foster and maintain cooperative and collegial relationships with classmates, instructors, other healthcare providers, and patients.
 8. Ability to contribute to collaborative, constructive learning environments; accept constructive feedback from others; and take personal responsibility for making appropriate positive changes.
 9. Possess attributes that include compassion, empathy, altruism, integrity, responsibility, and tolerance.
 10. Ability to recognize limitations in their knowledge, skills, and abilities and to seek appropriate assistance with their identified limitations.
4. Ability to comprehend multi-dimensional relationships and the spatial relationships of anatomic structures.
 5. Ability to act safely and ethically in the classroom, laboratory and in clinical setting.
 6. Effective use of problem solving skills including conceptual, integrative and quantitative abilities.

Note: All students must be capable of performing the technical standards as listed above, with or without a reasonable accommodation. Failure to perform the program's essential technical standards shall result in a student's removal from the program.

Intellectual/Critical Thinking: The student possesses sufficient abilities in the areas of calculation, critical problem solving, reasoning, and judgment to be able to comprehend and process information within a reasonable time frame as determined by the faculty and the profession. The student must be able to prioritize, organize, and attend to tasks and responsibilities efficiently. This includes, but is not limited to:

1. Ability to measure, collect, interpret, and analyze written, verbal, and observed data about patients.
2. Ability to prioritize multiple tasks, integrate information and make decisions in a prompt and timely fashion.
3. Ability to apply the principles, indications, and contraindications for radiography.

General Education

GENERAL EDUCATION REQUIREMENTS

Northeast College of Health Sciences is committed to preparing undergraduate students for academic and career success. The General Education curriculum is designed to ensure students achieve a depth and breadth of knowledge through exposure to a variety of academic disciplines in each degree program. In keeping with New York State Educational Requirements, each degree program requires a minimum number of liberal arts coursework, which is delivered as part of the general education requirements.

Minimum liberal arts content required for each degree.

Degree and minimum required total program credits	Minimum Proportion of Liberal Arts Content	Minimum Number of Liberal Arts Credits
Associate of Applied Science (A.A.S.) (60)	1/3	20
Bachelor of Science (B.S.) (120)	1/2	60
All other undergraduate baccalaureate degrees (BBA, BE, BFA, BPS, BTech, etc.) (120)	1/4	30

<http://www.nysed.gov/college-university-evaluation/departments-expectations-curriculum>

The general education curriculum in each program requires a combination of liberal arts and science coursework exhibiting an appropriate depth and breadth

of knowledge for students to be able to meet the General Education learning outcomes.

The Northeast College of Health Sciences General Education requirements for undergraduate students ensures that all students regardless of their chosen profession acquire the knowledge skills and competencies to help them succeed after graduation.

The General Education Requirements include a core set of courses covering the following categories:

- Humanities
- Mathematics
- Natural Sciences
- Social Sciences
- Professional Inquiry

Northeast College of Health Sciences places an emphasis on our graduates' ability to recognize, evaluate and communicate information. To provide a framework for the recognition and application of these skills the College has adopted the following definition of Information Literacy, which is attributed to Skyline College:

Information literacy is the ability to find, evaluate, organize, use, and communicate information in all its various formats, most notably in situations requiring decision making, problem solving, or the acquisition of knowledge. It is a combination of research skills, critical thinking skills, computer technology skills, and communication skills. Information literacy is essential for academic success, effective functioning in the workplace, and participation in society as knowledgeable citizens.

To achieve the depth and breadth of information, skills and literacy required for students to meet the General Education learning outcomes all undergraduate students are required to complete Composition I. This course provides the foundational skills necessary for further inquiry, evaluation, and assessment of information in a variety of formats. Students must also successfully complete a minimum of one course in at least four of the five General Education categories in all degree programs. Some degree programs designate specific General Education courses to fulfill a major

requirement. Students should review their specific program requirements to ensure that all requirements have been met.

General Education Learning Outcomes

All students completing the General Education Core courses are expected to have achieved the following learning outcomes:

- 1. Communication**
Students will be able to communicate information and concepts in oral and written formats.
- 2. Critical Thinking**
Students will use evidence to develop arguments, make decisions, and evaluate outcomes.
- 3. Diverse Perspectives and Cultures**
Students will examine diverse perspectives and cultures as they relate to the individual, the community, and the global society.
- 4. Information Literacy**
Students will be able to find, evaluate, organize, use, and communicate information in its various formats.
- 5. Quantitative Reasoning**
Students will gain the skills necessary to use quantitative analytical skills to interpret and evaluate problems.

Liberal Arts and Sciences/General Education Disciplines

Humanities	
English	ENG
Fine Art	ART
Foreign Language	SPA, FRE, GRM, Etc.
Music	MUS
Philosophy	PHL
Religion	REL
Theatre	THE
Natural Sciences	
Biology	BIO
Chemistry	CHM
Environmental Science	ENV
Geology	GEO
Physics	PHY
Mathematics	
Computer Sciences	CSS
Mathematics	MAT
Social Sciences	
Anthropology	ANT
Communications	COM
Cultural Studies	CUL
Economics	ECO
Geography	GEO
Government	GOV
History	HIS
Political Science	POL
Psychology	PSY
Sociology	SOC
Professional Inquiry	
Interprofessional Education	IPE
Contemporary Issues	CTI
Special Topics	SPT

GENERAL EDUCATION CURRICULUM

<u>Course Number</u>	<u>Title</u>	<u>Credits</u>
Humanities		
ART 1101	Art Appreciation	3
ENG 1101	Composition I	3
ENG 1201	Composition II	3
ENG 1301	Research Writing	3
MUS 1101	Music Appreciation	3
PHL 1101	Introduction to Philosophy	3
PHL 1102	Ethics	3
PHL 1301	Bioethics	3
SPA 1201	Introduction to Spanish for the Health Professions	3
Natural Sciences		
ANA 1001	Principles of Human Anatomy and Physiology (High School students only)	4
BIO 1101	Human Anatomy & Physiology I	4
BIO 1102	Human Biology	4
BIO 1201	Human Anatomy & Physiology II	4
Mathematics		
MAT 1101	Liberal Arts Mathematics	3
MAT 1201	Statistics I	3
Social Sciences		
COM 1201	Introduction to Decision Making	1
COM 1301	Introduction to Communications	3
ECO 1101	Introduction to Economics	3
HIS 1201	America in the 20 th and 21 st Centuries	3
HIS 1202	History of American Medicine	3
PSY 1101	Introduction to Psychology	3
PSY 1201	Developmental Psychology – Lifespan	3
PSY 1301	Abnormal Psychology	3
PSY 1302	Principles of Organizational Change Theory	3
SOC 1101	Introduction to Sociology	3
SOC 1201	Sociology of Health and Illness	3
Professional Inquiry		
CTI 1201	Cultural Competence in Our World	3
IPE 1201	Foundations of Interprofessional Communication	3
SPT 1101	Emergency Procedures for the Healthcare Facility Provider*	0.5
SPT 2101	Exploring Leadership Theory	1
SPT 2105	Foundations of Personal Wellness	2

* **NOTE:** This course does NOT fulfill liberal arts requirements.

principles and values of bioethics, as well as exploring various ethical challenges confronted by stakeholders in the field of human life and health.

SPA 1201 **3 credits**
Introduction to Spanish for the Health Professions

This course introduces Spanish communication skills for the health professions within the context of diverse Hispanic cultures. Emphasis is placed on cultural understanding, accurate pronunciation, key phrases, basic grammar, and vocabulary for a healthcare workplace context. Upon completion, students should be able to demonstrate essential skills in listening, speaking, writing, and reading Spanish within a culturally responsive framework.

NATURAL SCIENCES

ANA 1001 **4 credits**
Principles of Human Anatomy and Psychology
Prerequisite: High School Biology

NOTE: This course is for registered high school students only.

Overview of the fundamental concepts of human anatomy and physiology in an immersive and interactive laboratory setting including presentation of cadaveric material, microscopic study, virtual anatomy and physiology, computer simulations, and multimedia presentation. Structural organization of the human body is surveyed culminating in the exploration of major organ systems as well as common pathologic processes.

BIO 1101 **4 credits**
Human Anatomy & Physiology I
Prerequisite for: BIO 1201

This course provides an analysis of the structure and function of the human at the following levels of organization: chemical, biochemical, cellular, tissue, organ, and organ system. Students discuss anatomical and physiological interrelationships and homeostatic mechanisms as they pertain to normal health and disease. Organ systems covered include the integumentary, skeletal, muscular, nervous, and closely related special senses. A laboratory component is included and involves analysis done at both microscopic and macroscopic levels. Students will obtain hands-on experience with disarticulated bones, muscle, and selected dissections.

BIO 1102 **4 credits**
Human Biology

This course approaches basic biological principles from a human perspective. It is a principles course with a laboratory designed for non-science majors. Basic cell biology, systems anatomy and physiology, evolution, and human ecology are discussed. A variety of modern health issues, such as nutrition, cancer, alcoholism, heart disease, and aging, are explored.

BIO 1201 **4 credits**
Human Anatomy & Physiology II
Prerequisite: BIO 1101

This course provides an in-depth analysis of the systems not covered in Human A&P I (ie. cardiovascular, respiratory, digestive, urinary, reproductive, lymphatic and endocrine systems, along with genetics, fluid, electrolyte and pH balance). Students further develop their explanations of anatomical and physiological interrelationships and homeostatic mechanisms as they pertain to normal health and disease. The laboratory component will reinforce skills introduced in A&P I (e.g. microscopic and macroscopic levels of analysis, and human cadaveric prosections) while adding additional physiological experiments (e.g. cardiovascular, digestive, and hematological).

MATHEMATICS

MAT 1101 **3 credits**
Liberal Arts Mathematics

A general study of various topics including algebra, geometry, dimensional analysis, consumer mathematics, probability, and statistics, with an emphasis on critical thinking and interpreting results. Other topics may be covered at the discretion of the instructor. This course is project-based, writing intensive course. Students are expected to clearly explain their mathematical understanding through written work.

MAT 1201 **3 credits**
Statistics I
Prerequisite: Basic Algebra

An introduction to descriptive and inferential statistics intended to give an understanding of statistical techniques and applications in a wide variety of disciplines. Topics include measures of central tendency;

dispersion and position; correlation and regression; probability and probability distributions, including binomial and normal; the Central Limit Theorem; parameter estimation and hypothesis testing. Statistical software such as Minitab or Excel are used.

SOCIAL SCIENCES

COM 1201 **1 credit**
Introduction to Decision Making

This course provides an introduction to theory, process, and practical application of decision making. Students will explore various decision-making models, learn strategies for making effective decisions, and apply these concepts to real-world scenarios.

COM 1301 **3 credits**
Introduction to Communications

This course provides a survey of communication theories, methods of communication (intra/interpersonal, group, organizational, intercultural, mediated, and other systems), and communication systems. The primary objective of this course is to identify communication skills necessary to be able to communicate effectively within a variety of contexts. Students will practice research, analysis, and writing in genres as well as communication episodes that influence outcomes. Case studies in relevant fields of study may be used for enhanced learning.

ECO 1101 **3 credits**
Introduction to Economics

This course is a basic survey of economics, inclusive of both microeconomic and macroeconomic principles. Emphasis is placed on providing students with practical economic knowledge that will serve them in their careers and in better understanding larger economic questions that arise in the U.S. and the world. Upon completion, students should be able to demonstrate basic understanding and application of fundamental microeconomic and macroeconomic principles.

HIS 1201 **3 credits**
America in the 20th and 21st Centuries

A survey of the growth and development of modern America. With sensitivity to issues of unity and diversity, the course will examine the cultural, social, economic,

and political developments of America in the 20th and 21st centuries. Special emphasis will be placed on the expanded role America has played on the international stage. While the major focus of the course is on the 20th and 21st centuries century history, the course will extend into the 19th century in order to provide insight into the root of themes examined in the course of the study (historical continuity).

HIS 1202	3 credits
History of American Medicine	

A survey of the development and advancement of medicine and health care in America. The course begins with an overview of medicine as practiced in the 18th century generally and in Colonial America. The evolution of medical knowledge and practice is then traced through the 19th and 20th centuries, with particular emphasis placed on emerging scientific and technological understanding along with the impact of social, cultural, and ethical implications. Issues such as public health awareness and education will be addressed, as will the emergence and growth of the health care industry.

PSY1101 **3 credits**
Introduction to Psychology

Basic orientation to the psychology of human behavior. Studies the aims and methods of psychological investigation and measurement, and biological and social influences on behavior. This course also focuses on learning, motivation, emotion, perception, and personality development.

PSY 1201 **3 credits**
Developmental Psychology – Lifespan

Introduction to the foundations of human development across the life span. Developmental processes and issues characterizing various stages of aging are studied, with attention to the interrelationships of the various stages and intergenerational issues.

PSY 1301 **3 credits**
Abnormal Psychology

Prerequisite: PSY1101 Introduction to Psychology
Scientific view of abnormal behavior and mental illness covers historical overview, unscientific attitudes and legends; emergence of science; movements; classifications; origins of behavior; personality; defensive

reactions; psychoneuroses; functional and organic psychosis; addiction; mental deficiency; psychosis of the aged; criminal psychosis; diagnostic procedures and types of therapy. It also examines modern mental hospitals and clinics and discusses professional disciplines.

PSY 1302 **3 credits**
Principles of Organizational Change Theory

Principles of Organizational Change focuses on the foundational organizational change theories and factors related to the implementation of change within systems. Emphasis is placed on the human psychosocial factors of organizational changes, including leadership; influential organizational change models; stages of organizational change; and organizational culture change. It is aimed to develop an understanding of the organizational change theories and models which will assist leaders in the development of appropriate action steps to facilitate positive organizational changes and improve performance outcomes.

SOC 1101 **3 credits**
Introduction to Sociology

This course explores how social structure influences individual chances for success in life, and how society influences individual persons. This course is a foundational introduction to the broad range of topics encompassed in the “science of society.” Students will learn how to study society with sociological methodologies and how to interpret it with sociological theories and thinking. Students will furthermore explore major sociological topics such as social and economic inequality, gender and sex, the structures of family and human societies, race and ethnicity, religion, socialization processes, and forms of deviance and culture.

SOC 1201 **3 credits**
Sociology of Health and Illness

This course introduces key concepts from the study of health and illness, including: the development of medical knowledge, health disparities within the U.S., social determinants of health, the social meaning of illness, medicalization, the structure of the health care workforce, and health care delivery. We will attend to inequalities along the lines of race/ethnicity, socioeconomic status, sex/gender, and sexual orientation, and how these reflect and reinforce the larger social structure.

PROFESSIONAL INQUIRY

CTI 1201 **3 credits**
Cultural Competence in our World

Drawing upon various theories and empirical generalizations about how cultural differences manifest, the course examines various roles that the concept of culture and diversity means in our world. We will apply our sociological lens and interpret the meaning and experience of diversity. Self-assessment of awareness, knowledge, sensitivity and acceptance of the importance of cultural issues in a culturally diverse environment. Definition and components of culture, cultural values, cultural competence, health and healing traditions, transcultural communication, fostering cultural competence in colleagues will be explored.

IPE 1201 **3 credits**
Foundations of Interprofessional Communication

This course introduces the theoretical foundations of interprofessional communication. Students will explore the foundational communication strategies, values and ethics of collaboration, roles and responsibilities, and the development of high functioning teams. This course is designed to provide a foundation for interprofessional communication to maintain a climate of mutual respect and shared values in today’s complex world.

SPT 1101 **0.5 credits**
Emergency Procedures for the Healthcare Facility

* **NOTE:** This course does NOT fulfill liberal arts requirements.

This course is designed to prepare students to recognize and provide an effective response to the most common medical emergencies in the healthcare facility. Effective communication relating to coordination of an emergency response and knowledge and proficiency in CPR/AED, first aid, and bloodborne pathogens will be emphasized.

SPT 2101 **1 credit**
Exploring Leadership Theory

This course offers an exploration of leadership theories and practices, providing students with the foundational knowledge and analytical skills necessary for understanding leadership in diverse contexts. Emphasis

will be placed on understanding and recognizing the complexities of the primary theories and various approaches to leadership.

SPT 2105 **2 credits**
Foundations of Personal Wellness

Foundations of Personal Wellness is designed to introduce students to the fundamental principles of holistic well-being. Through a combination of theoretical exploration, practical application, and self-reflection, students will develop a deeper understanding of physical, mental, emotional, and social wellness. Topics covered include nutrition, physical activity, stress management, interpersonal relationships, and self-care practices.

Massage Therapy

Massage Therapy is a non-credit certificate program that students attend part-time on weekends.

PURPOSE STATEMENT

The Massage Therapy program reinforces Northeast College of Health Sciences' mission and values by fostering an educational experience that prepares students to become knowledgeable, adept, and adaptive massage therapists. By fostering an educational journey delivered by highly experienced professional leaders, who uphold person-centered care and evidence-informed practice, the program will prepare students thoroughly to provide health and wellness massage therapy services in a variety of settings in their communities.

PROGRAM GOALS

1. To provide a high-quality massage therapy education focused on the principles of professional excellence, client-centered care, and evidence-informed practice.
2. To foster an environment that models integrity, compassion, equity, accountability, responsibility, and ethical behaviors in alignment with massage therapy professional standards.
3. To prepare graduates to be effective educators and advocates for massage therapy.
4. To provide graduates with a foundation of somatic and scientific literacy that supports the effective practice of massage therapy, and personal wellbeing.

PROGRAM LEARNING OUTCOMES

By the end of the program, students will be able to

1. Perform clinically appropriate massage therapy sessions through technique selection, refinement of hands-on skills, accurate client assessments, treatment plans based on research and clinical communication, thorough and timely documentation, and the practice of client-centered communication skills.

2. Develop intercultural competence, personal and professional integrity, business acumen, and a professional ethical compass to guide behavior.
3. Develop effective communication skills that serve in diverse professional situations and demonstrate the ability to speak eloquently and accurately about massage therapy and its benefits from a foundation of scholarship and embodied experience.
4. Organize, apply, and integrate information to create a foundation of body literacy, somatic awareness, and academic knowledge.

ADMISSION TO THE PROGRAM

Admission Process and Guidelines

Northeast offers rolling admissions. Applications are accepted until all of the available seats have been filled.

To be certain that students have enough time to complete all steps in the application process, and to have adequate time for appropriate financial aid planning to begin classes when desired, application to Northeast should begin six to nine months in advance of the intended start date.

Characteristics of a successful candidate for admission include:

- superior communication skills, both oral and written;
- a good understanding of the nature of the student's intended profession as distinguished from other healing arts;
- evidence of strong motivation to become a healthcare practitioner;
- initiative and honesty, as evidenced by the candidate's transactions within the application process and in all information submitted in support of the application; and
- academic achievement that compares favorably to that of successful students at Northeast.

Northeast only accepts applications online.

Online application: www.northeastcollege.edu/apply. A non-refundable \$50 application fee is required at the time of submission. Applications will not be processed until received.

Applicants are required to provide an official high school transcript, GED certificate or High School Equivalent (HSE); College transcripts may be accepted, one recommendation (ideally from a professional or academic mentor) and proof of having a massage within 12 months of the application date is required to be submitted prior to setting up an admissions interview.

Reference contact information is requested on the application. Upon submission of the application, an email with the recommendation form will automatically be sent to the reference for completion. References from family members will not be accepted.

Eligible applicants will complete a virtual admissions interview with a Northeast faculty member. This interview assesses the candidate's motivational characteristics and personality strengths.

After the applicant has satisfied admission requirements by supplying documentation and completing a faculty interview, the prospective student's complete application package will be reviewed by the Admissions Committee. Upon completion of the review, the applicant will be notified of the College's admission decision. Notification specifying the entering class term is provided to all accepted applicants. Prospective students must have high school or college official transcripts they have attended sent directly to the Northeast Admissions office. For transcripts received from institutions under academic probation by their regional accrediting organization, credit received for coursework completed while the institution was accredited will be accepted. An official acceptance occurs only after the selected candidate has supplied official transcripts and other documents as required.

Applicants notified of acceptance or invited to continue their candidacy are expected to complete a decision reply form and deposit to indicate their enrollment intentions. Those accepting an offer of admission must make a non-refundable deposit of \$200 within three weeks following notification to secure a seat in the desired class. The deposit will be applied toward the first trimester's tuition

and fees. The Admissions office may adjust the non-refundable deposit amount depending on the application date in relation to the trimester start date.

Submission of fraudulent documents, misrepresentation, or deliberate omission of any relevant information in the application process shall be sufficient cause for rejection of the candidate prior to admission, revocation of admission, and dismissal if admitted as a student.

Applications and supplemental documents received will remain active for 12 months from date of submission, at which time they will be deleted.

Notice of Nondiscrimination

Northeast College of Health Sciences admits students of any race, color, religion, disability, national origin, sexual orientation, gender identity or expression, military status, sex, age or marital status to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, religion, disability, national origin, sexual orientation, gender identity or expression, military status, sex, age or marital status in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Application Deferral

Applicants for a particular term may defer their admission to a subsequent term, with the approval of the Admissions office and based on the availability of space. If space is no longer available for the trimester requested on the application, the applicant will be contacted by the Admissions office and considered for the next available trimester. As a courtesy to other applicants, an accepted candidate who ultimately does not plan to enroll at Northeast is requested to notify the Admissions office of this fact so another student can be admitted in this slot.

Information Sessions

You are invited to attend our virtual or on-campus program events to check out our classrooms, labs, and innovative learning spaces as well as meet our expert faculty and dedicated students.

For further information on registering for an information session, visit

<https://www.northeastcollege.edu/admissions/open-house>.

You are invited to visit the Northeast campus in a variety of formats:

- online virtual tour at <https://www.youvisit.com/tour/northeastcollege>,
- live virtual tour with a tour guide using FaceTime, Duo or Skype,
- on-campus tour with a tour guide.

For further information on visiting Northeast or to schedule an appointment, contact the Admissions office at 800.234.6922.

Technical Standards

Northeast College of Health Sciences (Northeast) is committed to the achievement of its mission. A candidate for the Massage Therapy program must have abilities and skills in five (5) categories: Cognitive, Communication, Motor and Sensory, and Professional Conduct. These guidelines specify the attributes that Northeast faculty consider essential for completing this program. Because these standards describe the essential functions that students must demonstrate to meet the requirements of the certificate, they are prerequisites for enrollment, continuation, and graduation.

Northeast is fully committed to equal opportunity in educational programs for all otherwise qualified individuals without regard to handicap or disability, in accordance with the Americans with Disabilities Amendments Act of 2008 and Section 504 of the Vocational Rehabilitation Act of 1973. In addition to meeting academic standards, candidates for this program must also meet the following technical standards with or without reasonable accommodations throughout the full course of their education at Northeast. These standards ensure client safety and that all candidates are otherwise qualified. Reasonable accommodations can be made in some of these areas provided that they do not require fundamentally altering the program. Requests for reasonable accommodations will be reviewed on a case-by-case basis by the Technical Standards Advisory Committee; however, candidates for admission and enrolled students should be able to perform in a reasonably independent manner. The use of an intermediary that would, in effect, require a student to

rely on someone else's power of observation and/or communication will not be permitted. Northeast reserves the right to rescind admission or continuation to any candidate that is unable to meet all technical standards with reasonable accommodations. Any candidate should evaluate their ability to meet all technical standards prior to submission of an application.

The Technical Standards Advisory Committee is charged to determine whether a student can meet the standards with or without accommodation and, if accommodation is required, to recommend appropriate accommodation. For complete details regarding the Technical Standards process, please refer to the Accessibility Services Guide. Candidates for admission and enroll students must demonstrate:

Cognitive

1. Ability to measure, calculate, reason, analyze, integrate and synthesize information.
 - a. Apply information, evaluate the meaning of data and engage in critical thinking in the classroom and clinical setting.
 - b. Apply broad class concepts to unique client situations.
 - c. Concentrate to correctly perform therapeutic massage procedures within the massage therapy scope of practice and document appropriately.
 - d. Make correct judgments on seeking consultation or supervision in a timely manner.
 - e. Respond appropriately to constructive feedback.

Communication

1. Appropriate interpersonal interaction with other students, faculty, staff, clients, family and other professionals.
 - a. Establish and maintain a professional relationship with clients and colleagues.
 - b. Demonstrate appropriate impulse control and professional level of maturity.
2. Effective communication with others, both verbally and in writing.
 - a. Effective communication with others, both verbally and in writing.
 - b. Explain procedures and treatments, document actions, record client responses to treatment in a professional manner.

- c. Convey information in a clear, professional and timely manner.
- d. Listen and respond to others in an accepting and respectful manner.

Motor Skills and Abilities

1. Sufficient motor function to execute movements that are reflective of the general practice of massage therapy.
 - a. Massage techniques: Participate fully in required activities in a clinical setting including extended periods of standing, lifting equipment, lunging, leaning and bending, kneeling, lifting clients' limbs, kneading, and applying static and dynamic pressure.
 - b. Assist clients: Participate, within reasonable limits, to safely assist a client in moving; for example, assisting clients with crutches, a walker, or a cane.
 - c. Equipment management: Manipulate equipment to perform treatments.
2. Sufficient physical strength, stamina and flexibility to participate with full engagement in clinical and academic settings.
 - a. Dynamic strength: the ability to exert muscle force repeatedly or continuously over time, and to develop this ability within the timeframe of the program. This involves muscular endurance and resistance to muscle fatigue.
 - b. Trunk strength: the ability to use your abdominal and lower back muscles to support part of the body repeatedly or continuously over time without "giving out" or fatiguing.
 - c. Static strength: the ability to exert maximum muscle force to lift, push, pull, or carry objects.
 - d. Stamina: the ability to exert yourself physically without getting winded or out of breath; alternatively, the capacity to either improve upon or develop this ability within the timeframe of the program.
 - e. Extent flexibility: the ability to bend, stretch, twist, or reach with your body, arms, and/or legs.

Sensory Abilities

1. Hearing sufficient to assess health needs.
 - a. Ability to efficiently complete a client interview.
 - b. Ability to communicate with clients during the treatment process.

2. Vision sufficient for assessment necessary to deliver massage therapy care.
 - a. Observe a client accurately, at a distance and close at hand.
 - b. Accurately interpret non-verbal communications.
 - c. Comprehend three-dimensional relationships and understand the spatial relationships of structures.
 - d. See a change in skin color.
3. Sense of touch sufficient to perform therapeutic massage treatment and to detect movement.
 - a. Pulse detection for client safety.
 - b. Palpation of muscle, soft tissue and bony landmarks.

Professional Conduct

1. Function effectively and adapt to circumstances including highly stressful or rapidly changing situations.
 - a. Examine and change personal behavior when it interferes with professional relationships or the academic or health care environments.
 - b. Maintain mature, sensitive and effective relationships with clients, colleagues, faculty, staff and other professionals.
 - c. Demonstrate emotional stability to participate fully in the clinical and academic setting at an appropriate level.
2. Incorporate professional standards of practice into all activities.
 - a. Engage in client care and be able to deliver care to all client populations including but not limited to children, adolescents, adults, developmentally disabled persons, medically compromised clients and vulnerable adults.
 - b. Work effectively with a team in an academic or professional setting.
 - c. Use correct and appropriate grammar in written and oral communication, always being culturally sensitive and professional. Refrain from using profane or inappropriate communications.
3. Demonstrate integrity and accountability in clinical and academic settings.
 - a. Demonstrate personal qualities such as compassion, empathy, integrity, concern for

- others, mature interpersonal skills, interest, and self-motivation.
 - b. Complete all assignments in a timely manner while adhering to the Northeast College of Health Sciences Code of Ethics.
 - c. Respond appropriately to constructive feedback.
 - d. Take all tests and final examinations as scheduled.
4. Present self in a professional manner in clinical and academic settings.
 - a. Follow uniform policy, including appropriate hygiene with no detectable scents or odors.
 - b. Wear appropriate clothing that is not distracting or offensive when in the learning environment.
 5. Utilize computers correctly, effectively and professionally to acquire information and to communicate with others.
 - a. Use online learning management systems to collect course information.
 - b. Utilize the internet to collect current information from appropriate sources to provide appropriate client care.
 - c. Communicate via electronic formats in a professional and ethical manner.

ACADEMIC POLICIES

Attendance Policy

Attendance Policy for all Massage Therapy Program Courses:

The maximum allowable absence in all classes set by Northeast College Academic Affairs is 20%. However, the Massage Therapy Program has additional unique requirements. The program is constructed as a clock-hour program that meets the educational requirements of New York state for massage therapy licensing examination eligibility. As a program registered with the New York State Education Department, the Northeast College of Health Sciences Massage Therapy Program “shall consist of classroom instruction with a total of not less than 1,000 clock hours in specific subjects satisfactory to the Department.” Although regular class attendance will not guarantee passing grades, irregular attendance will usually have an adverse effect on them. Attendance that falls below 1,000 clock hours is considered deficient. **Students are required to make up any time missed due to any absence, lateness, or leaving early.**

Unforeseen circumstances and absence: Students should not jeopardize their health or the health of other students and staff by coming to school sick or returning to school too soon after an illness. Students who have a fever and/or flu-like symptoms (nausea, vomiting, diarrhea, chills, aches, shortness of breath, coughing, and fatigue) are not to come to school until they are symptom-free without Tylenol or other medication for 48 hours. Absence due to these circumstances is considered excusable. Additionally, students are allowed excusable absences for a personal emergency, a family emergency, N.Y. State county-advised weather warnings, and similar circumstances. In all these circumstances, including illness, students are required to notify instructor(s) within 24 hours of the absence and to furnish proof of absence, including but not limited to, a doctor’s note, county advisory posting or similar legitimate document within 72 hours.

Foreseen absences: Students are allowed absences for circumstances including jury duty, military duty, major religious observation, or the birth, graduation, marriage of an immediate family member. These circumstances shall not constitute more than 10% of the class attendance, must be pre-approved by the class instructor or the program director at least four weeks prior to the event, and require all class time and work to be made up according to the program’s makeup policy.

Attendance Policy specific to MAS 2204 Practicum 2:

In MAS 2204 Practicum 2, students massage members of the public and refine the skills necessary for successful professional practice. Because of the interface with members of the public who are paying clients, Practicum 2 has its own attendance requirements that more closely mirror professional practice. Anticipated absence or tardiness in Practicum 2 must be reported immediately to the lead instructor or Massage Therapy Program Director, who will then contact the client to cancel the appointment if necessary. If a student misses Practicum 2 without notice, they must attend a mandatory meeting with the lead instructor and/or the Center for Student Support and provide written documentation for an excused absence. See the Tardiness Policy below for information about tardiness in Practicum 2.

Tardiness Policy

Tardiness is defined as arriving one to 10 minutes late to class. For classes in which quizzes, tests, or similar

activities occur in that timeframe, the student will receive a “0” grade for that activity; there will be no opportunity for make-up except in emergency situation. It is important to note quizzes will not always be announced in advance. Additionally, it is the student’s responsibility to verify their attendance after it has been taken for the whole class on that day and make up the time based on instructor guidance. Students who arrive more than 10 minutes late to class will be allowed to join the class at the next class break. **Students must make up all and any time missed due to tardiness.**

Tardiness Policy for all Massage Therapy Program courses: If a student accumulates three (3) or more “late” marks, they will be required to make up one hour of coursework according to the program makeup policy (see Makeup Work Policy section).

Tardiness Policy specific to MAS 2204 Practicum 2: The tardiness policy in Practicum 2 reflects the fact that timeliness is essential to this course, as students work with members of the public as clients. Each student is allotted one grace “late.” Tardiness (or early departure) beyond one instance will require a meeting with the lead instructor, makeup work, and possible tutorial(s) on time management with peers or faculty members.

Period of Program Interruption Procedure

In exceptional cases, students may be granted a temporary Period of Program Interruption (PPI). A PPI is not considered a complete separation between the student and the College and allows a student to return to their academic program at the most opportune time for them to complete the remaining program requirements. A PPI academic program standing may be voluntarily requested by the student, or it may be involuntary when administratively imposed by a College official.

A student who is unable to, or chooses not to return to the College at the conclusion of the length of the approved voluntary or imposed involuntary PPI, or who does not meet the conditions placed by the College on the student’s resumption of studies, is officially withdrawn from the College and must seek readmission as per the withdrawal policy below.

Withdrawal and Readmission Procedure

Official withdrawal occurs when a student voluntarily withdraws from the College, completing the required clearance procedures, or when a student is

administratively withdrawn from the College. Students voluntarily withdrawing from the College must contact the Center for Student Support or the Massage Therapy Program Director to begin the withdrawal process.

An unofficial withdrawal occurs when a student ceases attending their regularly scheduled classes, fails to register for the next trimester, and/or does not complete required official withdrawal procedures.

Any withdrawal is a complete separation from the College. A former student is not eligible to register again unless they have been officially readmitted. To be considered for readmission, a former student must submit a written request to the Registrar’s office. The readmission committee will conduct a review of the request for readmission and may require additional documentation and/or a personal interview prior to final determination of readmission.

Grading Scale and Criteria

Grading for the Massage Therapy Program is on a pass/fail scale that mirrors the N.Y. state licensing examination pass requirement. Pass range is 75-100, fail range is 0-74. Students can obtain more detailed information about their academic status from their instructor (at the discretion of the instructor). Individual tests, quizzes and exams are graded numerically and students will receive these grades throughout each course in order to track their progress.

<u>Grade</u>	<u>Range</u>
Pass	75-100
Fail	0-74

Makeup Policy

Students are responsible for completing all required course assignments, such as papers, clinical assignments, class projects, and presentations, despite absences from class, labs, or clinical. Students are responsible for obtaining notes from other students and contacting the instructor, who will determine how missed assignments will be made up.

For all absences, students will have two weeks or until the end of the trimester term, whichever comes first, to make up the required hours and coursework. If a student is not able to complete the absence prior to the end of the trimester, they will receive an “I” for incomplete on their transcript for that term and will meet with the

Program Director to discuss academic standing, progress, and potential outcomes.

Make-up tests will be reserved for emergencies, including illness, jury duty, and family tragedy. Make-up exams must be taken within one week after the student returns, or at the instructor's discretion.

Course Remediation Assessment

In limited circumstances, students enrolled in the Massage Therapy program at Northeast College of Health Sciences who experience a course failure (F) may be eligible for a remediation assessment. Other course grades are not eligible for remediation assessments. Students are limited to two (2) remediation assessments during their academic program. To be eligible, the student must have met the following five (5) criteria:

1. First time enrolled in the course (W, XF are considered previously enrolled); and
2. Within 10% of the passing score of the course; and
3. Mathematically able to pass a course prior to the final course assessment; and
4. Met the minimum attendance requirement for the course; and
5. The failing grade wasn't related to a violation of the student code of conduct and ethics.

A request for a remediation assessment must be submitted by the student within one business day of the final course grade (F) posting by the faculty at the end of the course. Students whose final course grade (F) is issued after the completion of the course (e.g., when an incomplete (I) grade for a make-up exam is converted to a (F) failing grade at the beginning of the following trimester) are not eligible for a remediation assessment. When the remediation assessment request is granted, an examination must be administered and graded by the end of the first week of the next trimester. At the discretion of the course faculty, the examination may focus on either: 1) the specific learning deficiencies of the student; or 2) a comprehensive exam. The format and content of the examination is at the discretion of the faculty.

A successful remediation assessment results in a grade of P as the final course grade as applicable. Failure to successfully earn 75% on the remediation assessment will keep the F grade and the course must be repeated in its entirety. Students may also choose to repeat a course

and not request a course remediation assessment, a decision with implications related to the standards of academic progress. If a student believes that a remediation assessment request has been inaccurately denied or has not been correctly implemented, the student may file a grade appeal.

Satisfactory Academic Progress

The Massage Therapy program is 1,000 clock hours of training. Satisfactory progress is evaluated at the end of each course period. The student is required to meet qualitative (course grade) requirements to remain enrolled in the academic program and maintain financial aid eligibility. If a student receives a failing (F) grade and is determined to be unsuccessful in an appeal attempt, they will be academically dismissed from the program. In addition, to meet all satisfactory academic progress requirements for the program, a student must attend all scheduled class hours measured on a cumulative basis during each course period. Any class hours missed must be made up, with prior approval required from the faculty member and/or the program director.

Academic Dismissal

A student is academically dismissed from their program of study if they have not met the standards of academic progress or is unsuccessful in their probation appeal attempt. Status results in the loss of Federal Student Aid eligibility.

Probation

A student who has been academically dismissed may appeal to be placed in a probation status. Approval of the probation status allows the student to continue in their program and reinstates federal financial aid eligibility for one course evaluation period. Appeals will be considered by the college within guidelines set by the U.S. Department of Education (ED). ED guidelines stipulate that the student must explain the special circumstance that caused them to fail to meet the minimum standards of academic progress, and the student must also explain what has changed that would now allow the student to regain good academic standing.

Academic Plan

In some circumstances, a student may be placed on an academic plan where stated objectives must be met for

the student to get back in good academic standing by a set point in time. Students who have been placed on an academic plan must meet the modified standards of academic progress outlined in the plan, or they will be academically dismissed and lose financial aid eligibility.

New York State Massage Therapy Licensure Requirements

In order to become licensed as a massage therapist in New York State, you must:

- Be at least 18 years of age,
- Be of good moral character,
- Be a U.S. citizen or an alien lawfully admitted for permanent residence in the U.S.,
- Meet education and examination requirements,
 - Education requirements:
 - a. Complete high school or its equivalent and graduate from a school or institute of massage therapy with a program registered by the New York State Education Department as licensure qualifying, or its substantial equivalent in both subject matter or extent of training, provided that the program in such school or institute shall consist of classroom instruction with a total of not less than 1,000 hours in specific subjects satisfactory to the Department, and
 - b. Complete coursework in anatomy, physiology, neurology, myology or kinesiology, pathology, hygiene, first aid, CPR, infection control procedures, the chemical ingredients of products that are used and their effects, as well as the theory, technique and practice of both oriental and western massage/bodywork therapy. Within the 1,000 hours of education, you will have had to complete a minimum of 150 hours of practice on a person.
 - Examination requirements: To meet the examination requirement for licensure, you must pass the New York State Massage Therapy Examination. Before being admitted to the examination, you must have met all requirements for licensure except citizenship. The examination is offered twice annually, in

January and August. Your application for licensure in New York state and your application to take the examination must be filed by November 1 to be eligible to take the January examination, or by June 1 to be eligible to take the August examination.

- Completed a course in Cardiopulmonary Resuscitation (CPR) within three years prior to licensure.

You must submit an application for licensure and the other forms indicated, along with the appropriate fee, to the Office of the Professions at the address specified on each form. It is your responsibility to follow up with anyone you have asked to send material. For more information you may visit the webpage at:

<https://www.op.nysed.gov/professions/massage-therapy/license-requirements>.

Since every state regulates the profession of massage therapy a bit differently, in order to ensure compliance with state licensing requirements for any/all states that you may be interested in obtaining licensure, be sure to review that state's licensing requirements.

Graduation Requirements

In order to be eligible for graduation from the Massage Therapy Program, candidates must meet the following criteria:

- Successful completion of 1,000 hours of study, in accordance with New York State guidelines for massage therapy education;
- Successful completion of all required coursework with a grade of 75 or higher in each class;
- Fulfillment of all financial obligations to the college.

It is solely the responsibility of the certificate candidate to comply with all requirements for the certificate. The Institution's effort to monitor student progress toward graduation does not relieve the individual of primary responsibility in this matter.

MASSAGE THERAPY

The curriculum leading to the Massage Therapy Certificate requires five trimesters (each of 13 weeks' duration) of part-time weekend study. Students are expected to follow the curriculum sequence unless permission to register for a course out of sequence is granted by the program Director.

<u>Course No./Title</u>	<u>Clock Hours</u>
<u>First Trimester</u>	
MAS 2100 Professional Foundations of Therapeutic Massage	24
MAS 2101 Massage Modalities 1	80
MAS 2105 Kinesiology	52
MAS 2107 Anatomy & Physiology	<u>52</u>
Total	208
<u>Second Trimester</u>	
MAS 2100 Professional Foundations of Therapeutic Massage	12
MAS 2103 Massage Modalities 2	88
MAS 2105 Kinesiology	56
MAS 2107 Anatomy & Physiology	<u>52</u>
Total	208
<u>Third Trimester</u>	
MAS 2105 Kinesiology	40
MAS 2107 Anatomy & Physiology	52
MAS 2202 Massage Modalities 3	80
MAS 2203 Massage Practicum 1	<u>36</u>
Total	208
<u>Fourth Trimester</u>	
MAS 2102 Shiatsu 1	40
MAS 2204 Massage Practicum 2	36
MAS 2203 Massage Practicum 1	24
MAS 2220 Pathology 1	40
MAS 2306 Advanced Modalities	20
MAS 2107 Anatomy & Physiology	<u>44</u>
Total	204
<u>Fifth Trimester</u>	
MAS 2104 Shiatsu 2	36
MAS 2204 Massage Practicum 2	32
MAS 2205 Career Foundations	40
MAS 2221 Pathology 2	60
FA/CPR	<u>4</u>
Total	172
Program Total	1000

MAS 2100 **36 Clock Hours**
Professional Foundations of Therapeutic Massage
Prerequisite(s): None
Corequisite(s): MAS 2101

This course provides an overall introduction to the massage therapy profession. Students learn the theoretical and practical aspects of massage therapy as a form of health care. Topics include the history and role of massage therapy in health and illness, different styles of bodywork, infection control practices, ethics and professionalism, research literacy, laws governing licensure, employment statistics and trends, available career pathways, injury prevention, and self-care practice.

MAS 2101 **80 Clock Hours**
Massage Modalities 1
Prerequisite(s): MAS 2100
Corequisite(s): MAS 2105, MAS 2107

This course provides a firm foundation in the hands-on practice of contemporary Western massage. Students develop the skills needed to offer a full body Swedish massage including essential hands-on techniques, proper body dynamics, client positioning, draping, and bolstering, clinical evaluation, communication and documentation skills. Students receive introductory training in the complementary bodywork modalities of Reflexology, Polarity Therapy and neuromuscular reeducation and learn to integrate these techniques with Swedish massage.

MAS 2102 **40 Clock Hours**
Shiatsu 1
Prerequisite(s): MAS 2103
Corequisite(s): MAS 2203

This course provides a foundation in the theoretical and applied knowledge of Shiatsu, the massage modality associated with Traditional Chinese Medicine (TCM). Students learn the basics of TCM and self-care practices that enhance their efficacy as a Shiatsu practitioner. The twelve meridians and associated organs are explored within the theoretical framework of TCM. Students develop practical skills in the lab, where students learn to give a full-body Shiatsu session. Students practice communication and clinical documentation skills and apply these in Shiatsu sessions.

MAS 2103 **88 Clock Hours**

Massage Modalities 2
Prerequisite(s): MAS 2101
Corequisite(s): MAS 2105, MAS 2203

This course builds upon the material learned in previous Massage Modalities classes, introducing a diverse range of new techniques to increase hands-on expertise. Students expand their skill base with training in deep Swedish massage, hydrotherapy, active isolated stretching, sports massage, myofascial techniques, massage adaptations for special populations, and deep fascial integration. Students also learn the chemical ingredients and therapeutic properties of massage lubricants, application techniques, and explore mediums for deep tissue modalities. Students develop further skills in assessment, treatment planning, and clinical communication and documentation necessary for more focused therapeutic massage work.

MAS 2104 **36 Clock Hours**
Shiatsu 2
Prerequisite(s): MAS 2102
Corequisite(s): MAS 2203, MAS 2204

This course builds on the foundational knowledge established in Shiatsu 1. Students gain a deeper understanding of Shiatsu principles, the TCM system of health and disease, organ systems, the interrelationship among systems, how to identify and palpate energy imbalances, and key indicator points on the body. Self-care practices are augmented to incorporate new techniques, and lab work emphasizes practical knowledge, where students expand their skills to create tailored Shiatsu sessions using mats, massage tables and massage chairs.

MAS 2105 **148 Clock Hours**
Kinesiology
Prerequisite(s): None
Corequisite(s): MAS 2107

This course introduces students to the muscular and skeletal systems, the relationship between these two systems, and the dynamics of body movement. Each module of the course focuses on a body region: joints are identified, categorized, and described, and muscles are grouped according to attachments, location and action. Students learn and practice general anatomical language as well as language specific to the musculoskeletal system. Exploration of movement is woven throughout as a study

of muscles working individually and synergistically. Lab work parallels lecture with emphasis on creating models of bones and muscles, palpation exercises, observing and documenting movements and movement patterns.

MAS 2107 200 Clock Hours

Anatomy & Physiology

Prerequisite(s): None

Corequisite(s): MAS 2105

This course covers the structural and functional aspects of the major systems of the human body. Material is presented using accessible language, with a strong emphasis on somatic experience and connection to massage therapy. Course topics include atomic and molecular organization; basic biophysics; a study of cells, tissues, organs, and systems; and homeostasis; anatomy and physiology of the major body systems; interrelationships between systems; and wellness practices that positively affect system function. The course includes review classes and study guidelines for the N.Y. State exam.

MAS 2202 80 Clock Hours

Massage Modalities 3

Prerequisite(s): MAS 2103

Corequisite(s): MAS 2204

This course introduces techniques which build competency in addressing orthopedic issues, injury recovery, and massage treatments to help clients manage their experience with cancer. Students expand their deep tissue massage skill base with training in trigger point release and a continuation of the myofascial and deep fascial integration work in MAS 2103. Students design sessions to support healing and recovery for a variety of circumstances using indications, contraindications, communication skills and assessment testing specific to each modality.

MAS 2203 60 Clock Hours

Massage Practicum 1

Prerequisite(s): MAS 2101

Corequisite(s): MAS 2202

This course prepares students for the practice of massage in a clinical setting. Working under direct supervision of licensed instructors, students offer massage to each other and learn the additional skills necessary to move smoothly through the demands, protocols, and many other moving pieces related to employment within a professional clinical setting.

Students refine hands-on skills and techniques learned thus far, with an emphasis on integration of professionalism, time management, client care and self-care.

MAS 2204 68 Clock Hours

Massage Practicum 2

Prerequisite(s): MAS 2203

Corequisite(s): MAS 2202

In this course, students practice massage in a clinical setting with community members as clients. Working under direct supervision of licensed instructors, students offer massage to community members and further develop the professionalism, time management, client care and self-care skills learned in MAS 2203. Students refine hands-on techniques in a real-world professional setting where they receive client feedback, adjust treatment plans accordingly, and track client progress. Students also model interprofessional collaboration, learn to be community educators, and cultivate professional leadership by advocating for massage as part of integrated health care.

MAS 2205 40 Clock Hours

Career Foundations

Prerequisite(s): MAS 2100

Corequisite(s): MAS 2203, MAS 2204

This course prepares students with the management skills needed to build and maintain a successful massage therapy career. Topics include short-and long-term business planning, office and practice management systems, business ethics, marketing, networking, and building interprofessional relationships. Job seeking skills are also developed through the creation of a resume and interview role-play. At the close of the course, students put networking and job search skills to use through a roundtable discussion with a panel of NYS licensed massage therapists, spa and wellness center business owners. This course includes test prep and a practice N.Y. State massage therapy licensing examination.

MAS 2220 **40 Clock Hours**
Pathology 1

Prerequisite(s): MAS 2103, MAS 2107 (may be met concurrently)

Corequisite(s): MAS 2221

This course provides an introduction to homeostasis and the processes of healing and disease, and focuses on common pathologies in the integumentary, skeletal, muscular, cardiovascular, lymphatic, immune, digestive, respiratory, urinary, and reproductive systems. General massage therapy approaches to these pathologies outline massage indications, contraindications and precautions (detailed massage approaches are covered in MAS 2221). Lectures and labs illustrate how massage therapy fits into the entire picture of holistic health treatment for the pathologies covered. Students practice client communication skills in case study scenarios presented in the lab.

MAS 2221 **60 Clock Hours**
Pathology 2

Prerequisite(s): MAS 2107, MAS 2220, MAS 2202

Corequisite(s): None

This course focuses on common pathologies in the integumentary, skeletal, muscular, cardiovascular, lymphatic, immune, digestive, respiratory, urinary, and reproductive systems, and explores massage therapy approaches to these pathologies. Massage indications, contraindications and precautions are identified, explained and applied in client scenarios. Students

practice the skills required for successful engagement with clients and healthcare providers, including communication skills, treatment planning, and facility with pathology-related language. Participation in client scenarios as both the therapist and the client gives students the opportunity to practice professional empathy, understanding, and critical thinking.

MAS 2306 **20 Clock Hours**
Advanced Modalities

Prerequisite(s): MAS 2103

Corequisite(s): MAS 2203

This course provides training in advanced bodywork modalities that are common to the spa environment and give students a competitive advantage in job seeking. Students receive an introduction to essential oils and hot/cold stone massage, and practice integrating these modalities into a full body Swedish massage. Students learn safety basics including therapeutic properties, indications, contraindications, benefits and cautions as well as time management skills needed to integrate specialized techniques into a hands-on session. An introduction to the spa environment prepares students for common spa protocols and how these can impact session delivery and timing.

CPR **4 Clock Hours**

NOTE: CPR is offered as part of the MAS 2205 Career Foundations course.