E.D.P. School

Academic Catalog 2026

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E.D.P. School Academic Catalog 2026
Version 1.1

Effective 2026

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Notice to Students and Applicants:

Students and applicants are expected to read this catalog and the School's website to become familiar with the school's policies. School staff are available during normal business hours to explain School policies and procedures and to answer student questions.

Information in this catalog is current as of publication and is subject to change. EDP reserves the right to update or modify its academic programs to maintain current technology, equipment, industry practice, or teaching methods.

This catalog (including the most current addendum) contains information on the School's administration, teaching personnel and courses/curricula offered, as well as the School's academic calendar and certain policies and disclosures. Significant additional information is included in the School's website at www.edpschool.edu. *The student should be aware that some information in the catalog may change. It is recommended that students considering enrollment check with the School Director to determine if there is any change from the information provided in the catalog. Please be advised that the New York State Education Department separately licenses all teaching personnel and independently approves all courses and curricula offered. Therefore, it is possible that courses/curricula listed in the school's catalog may not be approved at the time that a student enrolls in the school or the teaching personnel listed in the catalog may have changed. It is again recommended that the student check with the School Director to determine if there are any changes in the courses/curricula offered or the teaching personnel listed in the catalog.*

Approvals, Accreditations & Licensing

Statement of Accreditation

E.D.P. School is accredited by the *Middle States Commission of Higher Education (MSCHE*) to award certificates of completion. MSCHE is listed as a nationally recognized accrediting agency by the U.S. Department of Education and is recognized by the *Council for Higher Education Accreditation*. For more information contact:

Middle States Commission of Higher Education
3624 Market Street, 2nd Floor West
Philadelphia, PA 19104
TEL: (267) 284-5000

New York State Licensing

The New York State Bureau of Proprietary School Supervision (BPSS) licenses E.D.P. School. BPSS is a division of the State of New York State Education Department and oversees and monitors non -degree granting proprietary schools in New York State. The Bureau ensures that the overall educational quality of the programs offered by approved schools provide students with the necessary skills to secure meaningful employment and protects students' financial interests while attending proprietary schools. BPSS licenses/registers proprietary schools and credentials proprietary schoolteachers to ensure that appropriate standards are met. Proprietary schools under BPSS jurisdiction include trade and business schools, computer training facilities, and English as a Second Language (ESL) schools.

Federal Title IV Participation

E.D.P. School participates in some of the Federal Student Aid programs provided by the U.S. Department of Education. Please see the Financial Aid section of this catalog or visit the E.D.P. School website for more information on the available financial aid programs.

E.D.P. School Leadership & Governance

EDP School of Computer Programming, Inc. is a 501(c)3 non-profit organization, incorporated in the State of New York. The executive offices are located at 1601 Voorhies Avenue, Brooklyn NY 11235.

Board of Directors

Felix Raytsin	President/School Director
Natalia Nevidomsky	Chief Administrator/Secretary
Milan Nevidomsky	Financial Aid Director
Stan Schneider	Board Governance

Administrative Staff

Felix Raytsin, President/ School Director - Felix is responsible for the day-to-day operation of the School. Felix brings to EDP over 20 years of experience in Information Technology with expertise in Systems Architecture and Database Design. Felix also brings with him tremendous job placement experience as the founder of Evolutionary Data Progressive Systems which is an employment and placement agency for full-time and consulting professionals.

Natalia Nevidomsky, Chief Administrator - Natalia runs the administrative functions of the EDP organization. She also helps students with career decisions. Natalia has over 25 years managerial and Information Technology experience. She is a member of PMI (Project Management Institute) and a member of Quality Assurance Association of New York.

Iryna Ryabova, Administration - In addition to other administrative duties, Iryna is responsible for monitoring each student's SAP progress as well as the day-to-day management of students' accounts and all finance related inquiries. Iryna also serves as an Admissions Representative and works with student registration and academic advising. Iryna comes to EDP with an extensive accounting and administrative background.

Anthony Naydich, Student Services Coordinator – Anthony offers support to EDP's student population. He is responsible for working with all students regarding student activities, career services and all other student services.

Milan Nevidomsky, Financial Aid Director - Milan helps EDP students through the financial aid process. He also assists with various administrative and office duties at EDP. He often helps our faculty prepare classrooms for students' use and assists with special projects.

Ksenia Hentosh, School Registrar/Admissions - Ksenia is responsible for admissions, student registration, and academic advising among other duties. She is also responsible for monitoring Student Academic Progress (SAP) and assists with student placement services as required.

Letter from the President

Welcome to E.D.P. School!

E.D.P. School is a non-for-profit institution devoted to students who are interested in continuing their education with a goal of employment in technology, medical and business specialties.

At E.D.P., students get hands-on training along with the theoretical knowledge and the technical skills needed to succeed. All our courses offer extensive skills-based laboratory hours designed to prepare students for new exciting careers. Most of our trained and licensed faculty are also employed in the very fields and professions they will train students to join.

E.D.P. School continuously reviews, modifies, and broadens its course offerings in order to respond to the changing needs of the workplace. Students can be assured they are acquiring the current skills they need to succeed in today's rapidly changing professional environment.

We welcome prospective students to learn more about E.D.P.'s course offerings, and to visit the school to speak with one of our licensed admissions professionals. Our skilled professionals will explain the programs, discuss career possibilities, and give you information to decide if one of our programs is right for you. We also offer financial aid to students who qualify.

We expect you will find this catalog helpful and informative. As always, our helpful staff are available to answer your questions.

Thanks for your interest in E.D.P. School and we look forward to seeing you in class!

Sincerely,

Felix Raytsin

Felix Raytsin
President
On behalf of the staff, faculty, and administration of E.D.P. School

School History - About Us…

EDPSI - Felix Raytsin founded Evolutionary Data Progressive Systems in 1994 as an employment placement agency for full-time and consulting professionals. EDPSI's specialty is matching Information Technology professionals such as Computer Programmers, Quality Assurance Engineers, Business Analysts, System Architects, and other related professionals with rewarding employment opportunities. EDPSI grew to be one of the leading placement agencies in the tri -state area. While searching for talented clients to place, the EDPSI staff noticed that many existing clients wanted to advance in their fields but were not receiving adequate training opportunities from their employers.

Seeing the need for skills upgrade training, Felix Raytsin partnered with another Information Technology expert, Natalia Nevidomsky, to form E.D.P. Computer Consulting Inc. E.D.P. Computer Consulting Inc. specialized in training employed IT professionals who needed to upgrade their skills or who wanted to specialize in other areas of Information Technology. E.D.P. Computer Consulting Inc. operated under exemption status from the New York State Education Department.

E.D.P. Computer Consulting received a great deal of recommendations from former trainees. However, a lot of interested students had to be turned away because they did not qualify for the training under the State Education Department's exemption status. The founding partners of E.D.P. Computer Consulting realized that their community needed a more comprehensive and broader range of programs and courses. Programs were needed that could be offered to all types of students, not just strictly Information Technology Professionals. This is how E.D.P. School of Computer Programming was born.

In 2001, New York State's Education Department granted E.D.P. a license to operate as a career school supervised by NYSED's Bureau of Proprietary Schools Supervision.

In October of 2018 the School received accreditation from the Middle States Commission on Higher Education.

As professionals in the technology fields, both Mr. Raytsin and Mrs. Nevidomsky recognized that entry-level candidates who had attended other schools were prepared in matters of theory, but often lacked the valuable practical skills needed to advance their careers. As one of its important goals, E.D.P. School of Computer Programming, Inc. has made it a priority to provide students with an array of practical skills as well as the theoretical knowledge needed. E.D.P. School hires teachers with real work experience in the fields in which they teach. Many of our instructors work in the industry during the day and teach at the School in the evening. We believe that this is one of the things that sets our school apart from many others.

E.D.P. School, Inc. is a non-profit corporation. Mr. Felix Raytsin serves as the CEO/School Director and Mrs. Natalia Nevidomsky is the Chief Administrator.

E.D.P. School has a board of governance consisting of professionals in a number of specialized career fields. These professionals help the school decide on its program offerings and determine the community's educational needs. We pride ourselves in being able to offer relevant programs and courses that are carefully designed to allow our students to be successful in the job market.

Mission and Goals

At E.D.P. School our mission, through a collaboration of our staff, educators and external community is to provide our students with a strong academic foundation along with skills-based, practical training. Our goal is to prepare our students to become productive members and leaders in their respective industries. By staying true to these values and commitment to our diverse student population E.D.P. School strives to prepare our students with a lifelong foundation in their chosen career.

Core Belief Statement

E.D.P. School is organized around a series of well-defined core beliefs that define our daily interactions with students, staff, and our external community. Our Core Belief Statement expresses our views on education, community outreach, and life-long connections with our alumni. The Core Beliefs statement shall serve as the guiding principles of E.D.P. School.

It is our belief:

- To provide all students with the opportunity to perform to their fullest potential and ensuring that there is no discernible difference between the achievement levels of students by race, gender or economic level;
- To create a hands-on, living-learning environment will prepare our students for employment and to become an integral member of the external community;
- To ensure a supportive, nurturing environment for all students and staff to allow for an open collaboration of ideas and expression;
- To prepare students for employment in the community by utilizing applied learning and creating a hands-on integrated living-learning environment;
- To prepare a well-rounded individual prepared to meet their personal and career goals with a solid foundation of practical knowledge of their chosen career path;
- To train individuals who are prepared to contribute their skills to thoughtful and sound decision-making in the community;
- To instill critical thinking and practical knowledge to individuals who can address the day-to-day needs of their chosen profession;
- To instill the ability to utilize learned communication skills necessary for continuous personal and professional development; and
- To instill individuals with a self-awareness of learned skills, techniques, and self-discipline to successfully set personal and professional goals.

General Information

E.D.P. School's programs are designed to serve students of various professional and educational backgrounds. Every program contains theory (lecture) classes, laboratory hours and/or hands-on, skills-based training that prepares our students for the real business world. Morning, afternoon, and evening sessions are available in order to accommodate our students' busy schedules.

The school campus is comprised of two adjacent buildings. The first being a 1,000-square foot space. The second building is an adjacent space over 2,000 square feet which comprised of the second and third floor of the building. The larger space is fully handicapped accessible. Both buildings have air conditioning and heating in all areas inclusive of the library, classrooms and laboratory space as required.

Hours of Operation

EDP's administrative hours are as follows:

Monday-Friday: 9:00 A.M. – 9:00 P.M
Saturday-Sunday 9:00 A.M. – 5:00 P.M.

Faculty and Student Body

Our School is proud to attract a highly motivated student population that can function in a challenging and stimulating environment that capitalizes on our faculty's ability to respond to our students' needs and circumstances. E.D.P. School is a great choice for individuals with diverse academic and work backgrounds.
Our faculty is comprised of industry professionals with many years of teaching and professional experience. All our instructors are licensed by the New York State Education Department and have a working knowledge of current technology in their respective medical and business specialties. Most of our instructors are also professionals that work outside of the School and utilize the skills they are teaching to our students.

EDP FACULTY

Name	Educational Credentials
ELLA DADABAEV	BPSS Teachers License, RN License
JANET ZINDEL	BPSS Teacher License, Master's in accounting
IRYNA LENCHENKO	BPSS Teachers License, Masters in English with ESL specialization
NATALIYA NILOVA	BPSS Teachers License, Doctor of Medicine
ALLA BALAGUL	BPSS Teachers License, RN License
TANYA LEBEDINSKY	BPSS Teachers License, RN License
PAVEL SHIFMILLER	BPSS Teachers License, Doctor of Medicine
PAVLO MOLDOVAN	BPSS Teachers License, Doctor of Medicine
RUSLAN GITLEMAN	BPSS Teachers License, ARDMS certification in Ultrasound Sonography

Getting Here: Location & Transportation

E.D.P. School's main administrative office is located right off the Belt Parkway, at **1601 Voorhies Avenue, Suite 2, in Sheepshead Bay, Brooklyn, NY, 11235.**

Public Transportation

Subway: Take the B or Q train to the Sheepshead Bay / East 16 Street stop.
City Bus: (in Brooklyn) B4, B36, B49

By Car

From Queens and Long Island: Belt Parkway, exit 8 Coney Island Ave. Make right at the stop sign. The school is about 50 feet up the road, on your left-hand side, across the street from municipal parking. *From Staten Island:* Belt Parkway East, to exit 8-Coney Island Ave., stay straight on Shore Pkwy., turn slight right to stay on Shore Pkwy., turn left onto Sheepshead Bay Rd. and turn left onto Voorhies Ave. The school will be on your right, in the middle of the block.

Admission Information

General Admission Requirements and Application Procedures

In order to be accepted for enrollment at E.D.P. School, a prospective applicant must satisfy the following requirements:

1. Applicants must be at least eighteen years of age by the class start date or seventeen years of age and have legal parental consent. Applicants may enroll at sixteen and a half years of age if a release letter from a New York State high school is received and is on file.

2. Applicants must possess a valid high school credential (including home-schooling), a General Educational Development (GED), or an equivalent credential (and provide appropriate documentation). E.D.P. School also reserves the right to require academic testing as both an admissions criterion and an evaluation of the student's need for remediation, regardless of high school credential status.

3. **For the Diagnostic Ultrasonography program only** - students must also possess a valid bachelor's degree with Allied Health courses and provide a copy of their official college transcripts.

4. Applicants must a U.S. Citizen, legal resident, or otherwise legally eligible to study in the United States by presenting proof of identity and citizenship/legal immigration status. Acceptable documents include photocopies of one or more of the following documents: Social Security Card, Driver license/non-driver ID, U.S. Passport, Alien Registration Card or student visa.

5. Applicants are required to interview with an Admissions Representative and participate in a campus tour (see details below). Admissions interviews are scheduled to discuss the various available program/career options. During the interview, the applicant will be given a tour of the school's facilities, provided a copy of the current Academic Catalog, and introduced to the E.D.P. School website.

6. Applicants are required to sign and submit an Enrollment Agreement and pay a non-refundable application fee.

Enrollment Deadline

Students are enrolled on a space-available basis. Students will be enrolled in order of acceptance for admission (having completed all admission requirements, including submission of all required documents). When enrollment exceeds capacity, a limited number of students who have completed all requirements in advance of the class start may be placed on a waiting list. Any student placed on the waiting list and unable to start because of class capacity will be given an option of transferring to the next available class.

Verification of High School Credentials

All applicants are required to provide documentation of high school credential from a legitimate high school recognized by the state in which the diploma was issued or possession of a valid government-issued GED. Home-schooled students will submit proof of a legitimate credential based on the requirements of the State in which the home-schooling occurred. Students with foreign credentials will be required to provide a certified English translation if necessary. Students with a foreign high school equivalency/diploma must also have their documents evaluated for equivalency to coursework taken at a U.S. institution. This evaluation may be performed by a school employee and/or a third party.

Personal Admission Interview: Prospective students desiring to apply to E.D.P. School should contact the School and speak with an Admissions Representative. Prospective students will also tour the campus at the time of the Personal Admission Interview. Arrangements for an interview and tour of E.D.P. School may be made by contacting the Admissions Department

Required Documents: Prior to starting classes, an applicant must also provide/complete the following documents or tasks (as appropriate):

- Submit appropriate documentation of high school completion. Appropriate documentation includes: a confirmed copy of a high school diploma, an official high school transcript listing date of graduation, a General Educational Development (GED) certificate, a college transcript from a national or regionally accredited college that contains the name and date of high school graduation, or home-schooling documentation appropriate under the laws of the State in which the home-schooling occurred. (Foreign documents require translation and evaluation to indicate the foreign diploma is equivalent to a U.S. High School Diploma).
- Complete an enrollment agreement (parent signature required if under eighteen years of age),
- Complete several forms provided by the School,
- If requesting transfer credit, submit an official college/higher education transcript, and
- Meet with a financial officer at the school to make satisfactory payment arrangements.

If the applicant is unable to provide the required documents or complete the required tasks, the Admissions Office may allow the applicant additional time (up to thirty days after the start of classes) to complete the tasks or obtain the appropriate documentation. If the requirements are not met within this timeframe, the school may rescind the student's acceptance at the discretion of the School Director.

A student is officially enrolled upon completion of all admission requirements and the enrollment agreement is fully executed (signed by the applicant and the School Official or their designee). An applicant may register at any time but may only begin classes on the specified start date or no later than the allowable start period defined by the school's governing agencies and as outlined on the enrollment agreement. Classes may have a limited enrollment.

Satisfactory Payment Arrangements: No student will be allowed to begin classes at E.D.P. School without making satisfactory payment arrangements. Satisfactory arrangements may include a combination of methods including, financial aid (including Federal Pell and SEOG grants), other outside aid and/or personal payment (cash, check, money order or credit card).

POLICY:

High School Credential: All students admitted to a program of study at E.D.P. School must possess a valid high school diploma or equivalent, as defined in federal regulation 34 CFR 668.32 (including students who were legally and properly home-schooled). Financial aid applicants must also self-certify their status as a high school graduate or GED holder through the Free Application for Federal Student Aid (FAFSA) to be eligible for federal and state financial aid.

High school credentials will only be accepted from institutions offering an actual curriculum of high school courses under the supervision of a State, other legitimate government authority, or an accrediting body recognized by the U.S. Department of Education (ED). A certification of testing without an actual, approved curriculum of study is ***not*** acceptable as a high school diploma. GED certificates will be accepted exclusively from State or other legitimate government entities with the legal authority to issue such documents. If an issuing institution is not known to the School and otherwise does not appear to be a legitimate issuer, the Admissions Office will conduct any necessary research to determine the legitimacy of the issuer.

This research will generally be conducted using the internet, and appropriate printouts/copies of research documents will be created and maintained for audit purposes. Home-schooling documents will be reviewed under standards appropriate to the State in which the education occurred.

Conflicting or Missing Certification: The Admissions Office will investigate and resolve any conflicting information regarding high school graduation status. Intentionally providing false affirmative answers regarding high school graduation status for the purpose of illegally obtaining Federal Student Aid may constitute fraud and will necessitate an institutional review under *P&P 3.4 - Title IV Fraud Referrals*.

Responsibility: The School Director is responsible for ensuring the consistent enforcement of this policy and ensuring that proper documentation is collected and appropriately maintained in each student's file.

Admissions "Clearance": A student shall be considered "admission cleared" (approved to begin classes) upon completion/submission/approval of all necessary and applicable documentation as listed in the policy. The documents which must be evident in the student's admission records (file) are as follows:

- Signed Enrollment Agreement,
- Personal Interview Sheet,
- Valid/Reviewed High School Diploma/Transcript/GED Certificate*,
- Signed Copy of Consumer Information Disclosure Form,
- Signed Copy of Photographic / Media Consent Form,
- Transcript of Post-Secondary School (for transfer credit only)*, and
- Evidence the student has made satisfactory payment arrangements (financially cleared)*.

Each document listed above will be archived as the student's admission documentation, either electronically or in paper form. These documents become part of the student's academic record (file) once the student has been accepted for admission, been "admissions cleared", and has attended classes beyond the last date of the add-drop period.

Override Authority: The School Director has the authority to override certain requirements (indicated above with an asterisk *) for purposes of allowing the student to start classes

It is the applicant's responsibility to provide his/her diploma, academic transcript, or other documents to the School. All high school credential documents will be examined for both the authenticity of the documents and the legitimacy of the issuing institution. E.D.P. School reserves the right to request to view original documents and/or to request confirming documentation directly from the issuing institution/entity.

Verification of College Credentials – Diagnostic Ultrasonography Program Only

Applicants are required to provide proof of their bachelor's degree or the foreign equivalent. Students with foreign credentials will be required to provide a certified English translation if necessary. Students with a foreign high school equivalency/diploma must also have their documents evaluated for equivalency to coursework taken at a U.S. institution. This evaluation may be performed by a School employee and/or a third party.

Non-Discrimination Policy

E.D.P. School is committed to equal access to facilities, programs, admission, and employment for all persons. It is the policy of the School to maintain an environment free of discrimination and free of harassment against any person because of race, age, ancestry, color, national origin, religion, creed, service in the uniformed services (as defined in state and federal law), veteran status, sex, sexual orientation, marital or family status, pregnancy, pregnancy-related conditions, mental or physical disability, gender, perceived gender, gender identity, genetic information or political ideas and affiliations. Discriminatory conduct and harassment, as well as relationship violence and sexual misconduct, violates the dignity of individuals, impedes the realization of the school's educational mission, and will not be tolerated.

Transfer Credit (Credit for Previous Training): E.D.P. School welcomes applications for admission from students who have studied at other accredited post-secondary education institutions. Transfer applicants are subject to the regular admission requirements of the School.

The school maintains a record of the previous education and training of each student. All requests for exemption or credit must be submitted prior to the start of training. New students, which includes students transferring from another institution, may request an exemption from courses based on previous postsecondary education and training. Transcripts from other nationally and/or regionally accredited schools and colleges may be submitted for credit. Credit may be given for related courses taken at a different institution, however credits must have been completed within the last 5 years with an earned grade of a "C" or above. Transfer of credit will be limited to enrollment at E.D.P. School and an official transcript must be presented prior to starting school. The School Director or his/her designee will determine what credit is to be transferred. Credit is limited to no more than 50% of the total School program, and certain classes may not be eligible for credit. If the training program is shortened, the program cost will be reduced accordingly. Transfer classes will only be considered for general education/business skills coursework. Transfers will not be granted for technical, developmental, or remedial coursework

Students requesting transfer credit consideration must provide official transcripts and course descriptions prior to beginning classes at E.D.P. The transfer of credit is not automatic, and it is at the discretion of the academic staff of the school.

Transferred coursework will not be calculated into a student's cumulative GPA. However, a student's maximum time allowed for completion of the program will be reduced appropriately based on accepted transfer credit.

Acceptance of E.D.P. Credit at Other Institutions

E.D.P. makes no assurances as to the acceptance of E.D.P. School credit by other institutions. The acceptance of transfer credit is always at the discretion of the receiving institution in accordance with their policies.

Student Orientation

E.D.P. offers all new students an orientation to the school prior to the beginning of their program of study. During orientation, students will be introduced to E.D.P. School, its staff, the facilities, and policies and procedures. Orientation provides all new students an opportunity to ask questions and become acquainted with classmates and the school.

Financial Information

Tuition and Fees

Tuition for the current academic year is listed on Part B of the Catalog Addendum and on the School's website. It is also included in the Enrollment Agreement. Students are responsible for the payment of tuition according to the schedule on the Enrollment Agreement. In addition to tuition, students will need to purchase textbooks and supplies. These costs will vary based upon the program chosen.

Institutional Refund Policy

A student who cancels within 7 days of signing the enrollment agreement receives all monies returned. Thereafter the student will be liable for the cost of any textbooks or supplies accepted plus tuition liability as of the students' last date of physical attendance. If student termination withdrawal occurs during the first week of the program the student owns no tuition liability. Thereafter, a refund policy will be used in which the student will only be charged according to the chart below. Tuition liability is divided by the number of weeks in the program. Total tuition liability is limited to the term/quarter during which the student withdrew or was terminated, and any previous terms/quarters completed.

The number of terms/quarters in the program depends on the number of weeks in the program. The student should refer to their schedule and use the following calculation for the number of weeks in the program.

"Terms" for NYS Refund Policy;	Term Type	Number Of Terms	Term Length In weeks
Accounting & Bookkeeping – Day (31 Weeks)	Semester	2	15.5
Accounting & Bookkeeping – Eve-Eve/Wknd (39 Weeks)	Quarter	3	13
ESL & Business Communications – Day (45 Weeks)	Semester	3	15
ESL & Business Communications– Eve-Eve/Wknd (56 Weeks)	Quarter	4	14
Esthetician – Eve-Eve/Wknds (38 Weeks)	Quarter	3	15
Medical Assistant Program – Day (31 Weeks)	Semester	2	15.5
Medical Assistant Program – Eve-Eve/Wknd (39 Weeks)	Quarter	3	13
Medical Assistant Advanced – Day (45 Weeks)	Semester	3	15
Medical Assistant Advanced– Eve-Eve/Wknd (56 Weeks)	Quarter	4	14
Home Health Aide (84 hours)	Semester	1	5
Diagnostic Ultrasonography (85 weeks)	Semester	4	21

Tuition liability is calculated based upon the scheduled class days through the student's Last date of Attendance (LDA), regardless of number of absences prior to the LDA. The tuition liability schedule is as follows:

Refund Policy	School May Keep	(b) Subsequent Quarters	School May Keep
If Termination Occurs			
Prior to or during the first week	0%	During the first week	25%
During the second week	25%	During the second week	50%
During the third week	50%	During the third week	75%
During the fourth week	75%	After the fourth week	100%
After the fourth week	100%		

(a) **Mini Refund Policy for programs under 6 weeks in duration**	School May Keep	(b) Quarter Refund	School May Keep
0 – 15 % of the program	0%	Prior to or during the first week	
16 - 30 % of the program	25%	During the second week	0%
31 – 45 % of the program	50%	During the third week	25%
46 – 60 % of the program	75%	During the fourth week	50%
After 60 % of the program	100%	After the fourth week	75%
			100%

Student Financial Responsibility

A student/graduate will not receive a Certificate or Academic Transcript unless all financial obligations have been met in accordance with the terms of the policies in this Catalog and on E.D.P.'s website, and the policies set forth in E.D.P. School's Enrollment Agreement.

It is important to note that after the calculation of any tuition refund and the corresponding Return to Title IV (R2T4) calculation, a balance due may remain on the student's account at the School. The student is financially responsible for any such balance, and the School may pursue collections and/or other appropriate legal action.

School Policy Regarding Refunds

Students should read and understand the School's policy regarding tuition refund and cancellation prior to signing an Enrollment Agreement. If you have any questions regarding the School's explanation, please ask your admissions agent or another member of the School's staff before signing your enrollment agreement. You may ask for assistance from the New York State Education Department, Bureau of Proprietary School Supervision, 116 West 32nd. Street, 5th. Floor, New York, New York 10001, or telephone the Department at (212) 643-4760. The failure of a student to immediately notify the School Director in writing of the student's intent to withdraw may delay refund of tuition due to the student pursuant to section 5002(3) of the Education Law.

(Please visit EDP website www.edpschool.edu for complete Return to Title 4 policy for Federal Grant eligible programs)

Financial Aid Information

New York State Aid Programs

Workforce New York
E.D.P. School is proud to take part in the NYS Department of Labor's Workforce Program as one of the New York State Workforce eligible training providers. Prospective students currently collecting NYS Unemployment Insurance at the time of enrollment, or otherwise deemed eligible by NYS Workforce as a low-income earner, may be eligible to receive a voucher from New York State for vocational training at any eligible training provider.

Federal Student Aid Programs (also known as "Title IV" Programs)

Federal Title IV Programs
E.D.P. School participates in some of the Federal Student Aid Programs, commonly referred to as federal financial aid. These programs are authorized under Title IV of the Higher Education Act of 1965 (as amended) Medical Assistant, ESL, E.S.L. and Business Communications and Accounting and Bookkeeping.

General information about the federal financial aid programs available at E.D.P. School is listed below. More extensive information about the financial aid programs, including instructions for "how to apply", the rights and responsibilities of financial aid recipients, and information about how awards are calculated is available on the E.D.P. School website.

Federal Pell Grant
The Federal Pell Grant provides grant aid money to assist students who have not already received a bachelor's degree. (Note: If you are eligible for a Pell Grant and your parent or guardian was a member of the U.S. Armed Forces who died as a result of military service in Iraq or Afghanistan after Sept. 11, 2001, you are eligible for a Pell Grant for the award year).

Federal Iraq & Afghanistan Service Grant
The Federal Iraq & Afghanistan Service Grant provides grant money to students who are not Pell-eligible, whose parent or guardian died as a result of military service in Iraq or Afghanistan after 9/11, and who, at the time of the parent or guardian's death, were less than 24 years old or were enrolled at least part-time at an institution of higher education.

Federal Supplemental Educational Opportunity Grant (FSEOG)
The Federal SEOG Grant provides grant funding awarded by the school (Campus-Based Aid) from limited funds provided by the federal government. The FSEOG must be awarded to undergraduates with exceptional financial need (that is, students with the lowest EFC) and gives priority to students who receive Federal Pell Grants.

Federal Student Loans
E.D.P. School does not currently participate in the federal student loan programs.

Return to Title IV Policy

If a financial aid recipient withdraws from enrollment at EDP, or has their enrollment terminated for administrative, disciplinary, attendance, or other reasons prior to course completion, a calculation for Return of Title IV funds (R2T4) will be completed and any required returns by the school shall be returned promptly to the Federal Student Aid Programs.

After all applicable returns to the Federal Student Aid Programs by the School have been calculated, the school will determine any amount owed to the Federal Student Aid Programs by the Student. In the unlikely event that a student has received excess Pell Grant and/or SEOG funds, he/she may be required to return the unearned portion of the aid to the U.S Department of Education.

In general, a student will keep only the pro-rated portion of student aid "earned" through attendance in the first sixty percent of the enrollment period. Upon completion of the first sixty percent of the enrollment period, all of a student's financial aid is considered "earned" and no return of funds is necessary. The school will calculate the amount of aid earned/retained using the following method:

Step One: Determine the percentage of the payment period the student attended before withdrawing.
Step Two: Determine the amount of Title IV aid earned by multiplying the total Title IV aid for which the student qualified by the percentage of time enrolled.
Step Three: Compare the amount earned to the amount disbursed. If less aid was disbursed than was earned, the student may receive a late disbursement for the difference. If more aid was disbursed than was earned, determine the amount of Title IV aid that must be returned (i.e., that was unearned) by subtracting the earned amount from the amount actually disbursed.
Step Four: Allocate the responsibility for returning unearned aid between the school and the student according to the portion of disbursed aid that could have been used to cover institutional charges and the portion that could have been disbursed directly to the student once institutional charges were covered (as defined by federal regulation).
Step Five: Distribute the unearned aid back to the Title IV programs.

Detailed information on the Return of Title IV Funds may be obtained from the Financial Aid Office or www.edpschool.edu

Academic Progress Standard for Federal Financial Aid Eligibility

The measurement of Academic Progress for Financial Aid Eligibility shall occur in increments that correspond to the "payment periods" for Federal Title IV Financial Aid. A "payment period" is defined as one-half (as measured in both weeks and instructional hours) of the student's scheduled academic year/program or remaining period of instruction (whichever is less). If the remaining period of instruction is less than one-half of an academic year, it shall be considered a single payment period.

The Standard

The following is the standard for Satisfactory Academic Progress for Title IV Eligibility at The EDP School:

Measurement Point: (at end of payment period)	Minimum Cumulative Grade Point Average	Cumulative Hours Completed/ Attempted
After 1st payment period	2.00	70 percent
After 2nd payment period	2.00	70 percent
Any subsequent payment period	2.00	70 percent
Additional "Maximum Timeframe" Standard: Eligibility is also limited to students completing their programs within one and one -half times the normal program length. The maximum timeframe is reached when the student has attempted more than one and one-half times the number of hours required to graduate from his/her program. The maximum timeframe standard evaluation for transfer students will consider all credits attempted at The EDP School, or accepted for transfer, proficiency, or AP credit. Students who change programs may request that their maximum timeframe be re-calculated based solely on those hours that are applicable to the current program of study. A determination of ineligibility based upon the maximum timeframe standard cannot be reversed under the "Regaining Academic Eligibility" section (below), and no warning or probationary payment period shall be granted.		

Definitions and Grading Policy

All issues of grading policy, Grade Point Average (GPA) calculation, attendance, etc. are calculated in accordance with the general academic policies of E.D.P. School.

Completed/Attempted Clock Hours

"Completed Clock Hours" means the number of clock hours a student attended in a payment period. "Attempted Clock Hours" means the number of scheduled hours in a payment period. All scheduled clock hours of instruction shall be considered "attempted", regardless of grade received.

Return after an Absence

A student who returns after a withdrawal, dismissal, or other absence of 180 calendar days or less, shall be evaluated in the same manner as if the absence had not occurred, with the exception of any necessary changes to the start and end dates of planned payment periods.

Transfer Students

Accepted transfer credit shall be considered as completed coursework for purposes of this policy. However, since no grades are assigned to transfer courses, they will not impact the student's GPA. Payment periods for transfer students shall be defined individually based upon the remaining period of instruction.

Timing of Evaluations and Evaluation Process

Academic Progress for Financial Aid Eligibility shall be measured at the end of each payment period. Hence, students continued eligibility for financial aid in a subsequent payment period shall be dependent upon his/her academic record as of the end of the previous payment period.

Financial Aid Warning Status

Financial aid applicants/recipients who fail to meet the standards defined above will be placed on Financial Aid Warning Status for the following payment period. Students in Financial Aid Warning Status remain eligible for federal student aid.

If a student has not returned to "good" academic standing (according to the chart) by the end of the Financial Aid Warning Status payment period, the student will lose eligibility for federal student aid from that point forward. Such dismissal/loss of eligibility may be subject to appeal (see below).

Data Corrections

If a student's academic record is changed subsequent to the evaluation date, a student may submit a written request to the Financial Aid Office for re-evaluation of the student's academic status/aid eligibility.

Regaining Academic Eligibility

1. Mitigating Circumstances Appeal: A determination of loss of eligibility for federal financial aid may be appealed based on mitigating circumstance(s). A mitigating circumstance is defined as an exceptional or unusual event(s) beyond the student's direct control, which contributed to or caused the academic difficulty. Examples include: the death of a relative, an injury or illness of the student, or other special circumstances. Appeal letters should be addressed to the Financial Aid Director and must include a complete description of the circumstances that led to the academic difficulty, how those circumstances have changed, and a plan for future academic success. Copies of supporting documentation should be included. All appeals are reviewed by a committee of academic and administrative staff whose determination is final. A mitigating circumstance appeal may not be used to override the Maximum Timeframe Standard. Further, appeals will not be granted to students for whom the completion of the program will not be mathematically possible within the Maximum Timeframe Standard (see above).

   A student for whom a mitigating circumstance appeal is approved will be placed on Financial Aid Probation Status for one payment period. If the student has not returned to good academic standing (according to the chart) by the end of a probationary payment period, the student will lose eligibility for future financial aid.

2. Regaining Eligibility Other Than Through Appeal: Students who have lost federal financial aid eligibility may potentially regain academic eligibility by one or more of the following methods: 1) make up the academic deficiencies at E.D.P. School without benefit of federal financial aid, and/or 2) be accepted into a different eligible academic program at E.D.P. School, if the re-evaluated student's record (based upon the courses applicable to the new program) will be in compliance with all academic standards.

In each of the circumstances listed above, approval is at the discretion of the School Director. Students for whom the completion of the program will not be mathematically possible within the Maximum Timeframe Standard (see above) will not be approved for regained federal financial aid eligibility.

Return to Good Standing

Once a student has returned to good academic standing, any previous academic difficulty, warning, or probation shall have no future bearing on the student's status. Hence, such students will have benefit of all provisions of this policy, including a warning payment period.

Financial Aid Office

Any questions regarding Financial Aid should be directed to the Financial Aid Director, Milan Nevidomsky.

The Financial Aid Office is open Monday through Friday 9:00 AM to 4:00 PM by appointment.
Hours are subject to change, please check with the Financial Aid Office for their latest office hours and appointment schedule.

Academic Policies and Information

Grading System

E.D.P. School uses a numerical grading system for tracking academic progress. Each numerical grade corresponds to a GPA (grade point average). GPAs will be included on academic progress reports and transcripts. The GPA will also be used in calculating satisfactory academic progress (SAP).

In the chart below, percentage, GPA, and letter grade equivalents are included as a reference for students.

Letter Grade	**% Equivalent**	**GPA**
A+	100 – 98	4.0
A	97-95	4.0
A-	94-92	3.7
B+	91-88	3.3
B	87-85	3.0
B-	84-82	2.7
C+	81-78	2.3
C	77-75	2.0
C-	74-72	1.7
D+	71-68	1.3
D	67-65	1.0
D-	64-62	0.7
F	Below 62	0.0

Calculation of Grade Point Average (GPA)

A final unit grade will be determined by combining quizzes, midterms, and a final unit exam. Practical exams may also be given. Each final unit grade will then be converted to a numerical GPA, according to the chart above. A cumulative Grade Point Average (CGPA) is calculated by dividing all previous unit GPA's by the number of units attempted.

Definitions

Clock Hours (Instructional Hours)

At E.D.P. School, an instructional hour (or "clock hour") is defined as fifty minutes of instructional time within a sixty-minute period (ten-minute break each hour).

Program and Units

A *program* is defined as a full course of study. It may also be referred to as a program of study. A *unit* is defined as one course within a program.

Attendance Policy

Students should be on time to every class and make every effort to attend every class.

Students who arrive to class within 15 minutes after the start of class will be marked late. Three late arrivals to class are considered to be one absence and will be marked in a student's attendance record as such.

Any student arriving more than 15 minutes after the start of class will be marked absent for one instructional hour.

Depending on the length of the class meeting, instructors may allow students to take one or two breaks. Students who choose to take that break are expected to return back to class in the time frame stated by the instructor.

Attendance is taken for each instructional hour, or for blocks of instructional hours, within each class meeting, not simply for each class meeting (each class meeting will likely contain two or more instructional hours).

Therefore, attendance will be taken at the beginning of each class, and after each break. If a student returns late from break, she/he will be marked late for that or those instructional hours. Late is considered to be within 15 minutes of the reconvening of class.

If the student doesn't return after the break, or returns after the 15-minute mark, they will be marked absent for that or those instructional hours.

Absences

When absences occur, students are expected to contact the school before the start of their class if possible, to explain the cause of absence and the expected date of return to class(es). Excessive absences may lead to oral warning, written warning, and academic dismissal.

Excused Absences

Excused absences are allowed for cases such as court appearances, appointments at Social Services agencies, or illness of a student or student's family member. Documentation, such as appearance tickets, official letters from state or federal agencies, or doctor's notes may be required. Students are allowed one excused absence for every 15 instructional hours.

Make-Up Policy

Students are expected to make-up any missed classes. The student should arrange for make-up sessions with their instructor.

Withdrawal Policy

Students may withdraw from a program, or from the school, at any time, by notifying administration in writing, and filling out the *Program Change Form* (one can be obtained in the School's Main Office). However, students must be aware of the academic and financial consequences of doing so. The failure of a student to notify the School Director in writing of withdrawal may delay refund of tuition due pursuant to Section 5002 of the Education Law.

If a student withdraws from a program up until the 25% mark of the standard program length, a "W" will be recorded on the student's transcript. Also, the student will be subject to tuition fees as indicated in the Financial Information section of this catalog. A "W" will not be calculated into a student's GPA or CGPA.

If a student withdraws at any point after the 25% mark, an "F" will be recorded on the student's transcript, and the student will be responsible for all tuition accordingly. This "F" will be calculated into a student's GPA and CGPA.

Leave of Absence Policy

A request for a leave of absence (LOA) must be submitted in writing and the student must have been enrolled at least 15 days. A regular leave of absence may not exceed 60 calendar days and students are limited to one leave of absence for a 12-month period.

If a student fails to return from an approved leave of absence on the date scheduled, the student is considered to have withdrawn.

The granting of all leaves of absence is at E.D.P.'s discretion. The School may require the student to provide supporting documentation for any leave of absence prior to approval.

A student on leave will have all his/her academic progress, as it relates to SAP, frozen. Once the student returns, their academic progress will pick up where they left off at the time of their leave. However, a student's leave will be noted as "LOA" on their permanent transcript.

Satisfactory Academic Progress

The Satisfactory Academic Progress (SAP) policy applies to the entire body of the institution. Every student of E.D.P. School is required to make satisfactory academic progress towards the completion of their program. Academic progress is measured both by grade point average (qualitative determination), and by the amount of time required to complete the program of study (quantitative determination).

Students are expected to maintain satisfactory academic progress of a minimum cumulative grade point average GPA of 2.00.

Transfer credits will not be calculated into a student's GPA. However, a student's maximum time allowed for completion of their program (quantitative measurement; see below) will be reduced accordingly based on the number of credits that are transferred.

SAP Review Checkpoints:

All students will undergo an SAP review at designated checkpoints within their program.

For programs that contain 7 or more units, SAP will be performed at the midpoint and at every unit thereafter.

For programs that contain 6 units or less, SAP review will be performed at the end of each unit.

Both Qualitative and Quantitative Measures must be satisfied at the SAP checkpoints.

All students receive grades at the end of every unit within their program, for the full duration of their program of study.

Maximum Time Allowed for Completion - Quantitative Determination

The maximum time given to students to complete their program is based on total clock hours. Students are allowed 150% of the total clock hours to complete their program.

For Example: If a program of study contains 600 hours, students will be allowed 900 hours in which to complete their program of study. Please refer to the chart below.

Maximum Time Allowed for Program Completion: Hours

Program	Total Program Units (Hours per Unit)	Total Program Hours	Maximum Hours to Complete Program (150% of the total program hours)
Medical Assistant	10 (3X50 hrs/unit, 4X60 hrs/unit, 2X80 hrs/unit, 1X70 hrs/unit)	620	750
Medical Assistant Advanced	17 (10X40hrs/unit, 1X60 hrs/unit, 1X50 hrs/unit, 2X70 hrs/unit, 1X20 hrs/unit, 1X180 hrs/unit)	900	1350
Diagnostic Ultrasonography	3 (20 hrs/unit), 4 (30 hrs/unit), 6 (40 hrs/unit), 13 (50 hrs/unit), 1 (620 hrs/unit)	1690	2535
HHA	4(1.5hrs), 1(4hrs),2(2hrs), 5(1hrs),4(1hrs),3(8hrs),1(0.5hrs),1(22hrs),1(6.5hrs),1 (4.5hrs),1(3.5hrs)	84	126
Esthetician	18 (follows BPSS curriculum)	600	730
ESL	6 (120 hrs/units) 3 (60 hrs/units)	900	1350
Accounting & Bookkeeping	4 (80 hrs), 3 (70 hrs), 1 (90 hrs) units	620	750

Unit Completion Requirements to maintain SAP (Quantitative Determination)

Students must attempt to complete all units within their program. The minimum percentage of the cumulative hours attempted (measured as units earned divided by units attempted) must be 70 % or higher at the review checkpoint. A unit is considered "complete" only if the student earns a 2.0 or higher GPA in that unit.

Programs	Total Units Within the Program	Units Students Need to Attempt	Units Students Need to Complete (within normal program length) to Receive Certificate of Completion
Medical Assistant	10	10	8
Medical Assistant Advanced	17	17	15
ESL and Business Communications	9	9	7
Esthetician	18	18	15
Accounting and Bookkeeping	8	8	6
Diagnostic Ultrasound	27	27	27
CNA	7	7	7
HHA	24	24	24

If a student has not completed their program within the 150% maximum time frame and/or does not have a minimum cumulative grade point average of 2.0, he/she will not receive a certificate of completion for their program.

Academic Evaluation - Qualitative Determination

Students are expected to maintain a Cumulative Grade Point Average (CGPA) of 2.0 or higher atthe SAP review checkpoint.

Repercussions of Failure to Meet Satisfactory Academic Progress

Academic Probation

A student will be placed on probation if one of the measures (qualitative or quantitative) is not satisfied at the SAP checkpoints. Students will be able to appeal in writing and in person with the school's administration.

The purpose of academic probation is to improve a student's qualitative and/or quantitative performance, as it relates to SAP.

Once on probation, a student will remain on probation for <u>two marking periods</u> (two units). If, at that time, SAP has not been met, the student will be dismissed from the program.

Students on probation will receive academic and/or personal advisement and will be offered assistance, such as individualized tutoring. Any and all other reasonable accommodations, appropriate advisement, and remediation will be made available to the student.

<u>The school will only place a student on academic probation one time.</u> A second probationary period will not be granted. The only exception to this is the rare cases in which EDP might grant a waiver to a student who has faced extenuating circumstances (see below).

SAP and Extenuating Circumstances
If student has failed to meet SAP due to extenuating circumstances, the school may render a waiver.

Extenuating circumstances include:

- Injury or illness to the student or student's close family member
- Death of student's family member

The student must provide documentation proving one of the above circumstances.

A student who has received a waiver will be granted a second probationary period.

If, after the second probationary period the student has not raised their qualitative and quantitative performance to SAP standards, they will be dismissed.

Re-establishing SAP after Probation
A student placed on probation will be closely monitored and appropriately advised during the total probationary period (two marking periods). If, at the conclusion of the probationary period, the student has met satisfactory standards, the student will then be reinstated to regular status.

Termination
Any student who fails to meet SAP by the completion of their probationary period will be terminated. Additionally, the school has right to terminate a student for the following reason:

- Student does not attend classes for 15 days or more without contacting Administration

Students will be told of their termination by their advisor, and be notified in writing, as well.

Appealing Termination, Probation
Academic Probation is final and is not subject to appeal.

Students dismissed from E.D.P. School may appeal this decision. All appeals must be submitted in writing and be accompanied by an appeals form, which can be obtained from one of our administrative secretaries.

Appeals decisions will be made during a special meeting of the school's administration and Board of Directors. Students will be notified in writing of the groups' decision.

Repeated Courses:
If the student has to repeat a course within a given program, the Satisfactory Academic Progress will be measured as follows:

1. *Quantitative Determination*

The maximum time given to students to complete their program is based on total clock hours. Students are allowed 150% of the total clock hours to complete their program. The time for the repeating the course will be added to the total hours. For example, if the program is 600 hours in length and the repeated course is 60 hours than the total hours will be 660 hours for quantitative determination.

2. *Qualitative Determination*

Students are expected to maintain a Cumulative Grade Point Average (CGPA) of 2.0 or higher at the SAP review checkpoint. If the students repeats the course his previous grade from the first time the course was taken will not be counted. The only grade that will be calculated in the CGPA will be a grade from the repeated course.

More than one program of study with EDP:
EDP does not allow an overlap in programs of study. If the student decides to enroll in another program with EDP after finishing the initial program, the SAP calculation will start from the beginning of that program. Every program taken in EDP school will have a separate SAP monitoring.

GPA and Grading Policy

All issues of grading policy, Grade Point Average (GPA) calculation, attendance, etc. are calculated in accordance with the general academic policies of E.D.P. School.

Completed/Attempted Clock Hours

"Attempted Clock Hours" means the number of scheduled instructional hours (clock hours) in the program as listed in the EDP calendar for the enrolled program. "Completed Clock Hours" means the number of "attempted" clock hours a student attended.

Transfer Students

Accepted transfer credit shall be considered as completed coursework for purposes of this policy. However, since no grades are assigned to transfer courses, they will not impact the student's GPA. Increments for transfer students shall be defined individually based upon the remaining period of instruction.

College Credit – Disclaimer Statement

Licensed private career schools offer curricula measured in clock hours. Certificates of completion i.e., school diplomas, are issued to students who meet clock hour requirements. The granting of any college credit to students who participated in and/or completed a program at a licensed private career school is solely at the discretion of the institution of higher education that the student may opt to subsequently attend.

Return after an Absence

A student who returns after a withdrawal, dismissal, or other absence of 180 calendar days or less, shall be evaluated in the same manner as if the absence had not occurred, with the exception of any necessary changes to the start and end dates of planned increments.

A student who returns after a withdrawal, dismissal, or other absence of more than 180 days, shall be measured in a manner consistent with a transfer student (see below)

Return to Good Standing

Once a student has returned to good academic standing, any previous academic difficulty, warning, or probation shall have no future bearing on the student's status. Hence, such students will have benefit of all provisions of this policy, including a warning increment.

Graduation Requirements

Students are responsible for meeting the following requirements for graduation:

- Completion of all units in the program;
- Achievement of a minimum cumulative grade point average (CGPA) of 2.0; and
- Fulfillment of all financial obligations to the school.

Students are responsible for completing all units in their chosen program within the maximum time frame (see Satisfactory Academic Progress). Once all academic and financial responsibilities to EDP have been met, students will be eligible to graduate and receive their certificates.

Academic Transcripts

Students are entitled to one transcript at no cost. Student must request an official transcript in writing. A $5.00 fee may be charged for additional transcript requests.

Student Services

Placement Assistance

E.D.P. School recognizes its role and responsibility to assist students in finding employment upon graduation. E.D.P.'s Placement Assistance Services will assist students in preparation for entry into the job market

The Placement Assistance Service includes:

- Employment Assessment
- Individual Career Counseling
- Interviewing Techniques
- Resume Preparation
- Career Troubleshooting

Placement assistance is available to students who:

- Are in good academic standing
- Maintain satisfactory attendance
- Fulfill all financial obligations to the institution

Personal Career Counseling

Any E.D.P. School student can request a private, one-on-one career advisement session with any of our faculty or career advisors. Our staff members are also working professionals and have many years of experience to share with our students. Sessions are free of charge to our students.

Individualized Tutoring

E.D.P. School students can also receive private, one-on-one tutoring from faculty at any time, free of charge. This added-value service is included in E.D.P.'s tuition and can be used as often as a student requires.

These individual sessions can be used for subject-specific tutoring, assistance with lab projects, career related inquiries, or any other needed assistance important to our students.

E.D.P. Library & Resource Center

E.D.P. School is committed to providing students the tools they need to succeed. As such, the school is equipped with a library and resource center, which students may use anytime.

The Library and Resource room is an air-conditioned center containing 10 computer stations. All stations are equipped with high -speed internet access and Microsoft Office. Computers are available for use whenever the school is open. No pre-scheduling or appointment is necessary. Students can enjoy a private, quiet setting, and unlimited use of the computers.

The library contains many volumes of books in all courses of study that the school offers. Volumes include but are not limited to, books on Java, Visual Basic, Medical Billing, Allied Health, Accounting, ESL and others.

Open-Door Policy

We have instituted an "Open Door" culture at our school. As part of this culture, students can feel comfortable asking our teachers and E.D.P. School staff any question at any time. We have worked hard to create a comfortable atmosphere in which our students feel like they are part of our family. In keeping with this policy, if you want to share with our faculty or staff something that happened at work last week, go ahead and share! If you are wondering about a skill-related issue that came up earlier that day, go ahead and ask…. Our hearts, minds and our doors are always open!

Consumer Information

Federal Consumer Information

E.D.P. School website contains consumer information mandated by numerous governmental agencies. The consumer information webpage can be accessed at https://edschool.edu under consumer information tab. The information available includes:

Jeanne Clery Campus Security Report and Policy

This report contains an itemized listing of crimes and certain other offenses committed on the campus and the adjacent public areas in the past three years. The policy highlights EDP's methods for protecting student security, and for informing the students and the campus community of any crimes or patterns of crimes that may pose a threat to safety. The Report and Policy can be found at https://edpschool.edu/rights-and-responsibilities/. Interested parties who are unable to access the report on-line, or would prefer a paper copy, may contact the Financial Aid Officer or School Director.

E.D.P School Drug and Alcohol Policy

E.D.P. School has a strong policy against drug and alcohol abuse. The complete policy, including links to educational sites about drug addiction and local resources for addiction services/rehabilitation can be accessed at https://edpschool.edu/drug-alcohol-policy-at-e-d-p-school/.

Other Consumer Information Available on the EDP website include: (www.edpschool.edu/consumer.html):

Rights and Responsibilities of Students Receiving Financial Aid
Withdrawal, Refund and Return to Title IV Policies
Protecting Students' Personal Information (FERPA and Privacy Policy)
Student Right-to-Know Act (Graduation Rate) Disclosures
Student Loan Code of Conduct
How to Apply for Financial Aid
Copyright Infringement Policy
Transfer of Credit Policy
Satisfactory Academic Progress Policy
Financial Aid Code of Ethics
Voter Registration
Net-Price Calculator

Printed copies of any of the consumer information contained on E.D.P. School website can be obtained by contacting the Financial Aid Officer or School Director.

Student Grievance Policy

Students who have a complaint or grievance with E.D.P. School should address their concerns to the School Director at 1601 Voorhies Ave. Brooklyn NY, 11235 718-332-6469. If the student's issue is not resolved after consultation with the School Director, the student may pursue further grievance procedures through either the NYSED-BPSS and/or the school's accrediting commission.

If a student does not feel that the school has adequately addressed a complaint or concern, the student may consider contacting the Accrediting Commission. All complaints considered by the Commission must be in written form, with permission from the complainant(s) for the Commission to forward a copy of the complaint to the school for a response. The complainant(s) will be kept informed as to the status of the complaint as well as the final resolution by the Commission. A complaint can be filed at:

Middle States Commission of Higher Education
3624 Market Street, 2nd Floor West
Philadelphia, PA 19104
TEL: (267) 284-5000

Tuition Reimbursement Fund

The Tuition Reimbursement Fund is designed to protect the financial interests of students attending career schools. If a school closes while students are in attendance, prior to the completion of their educational programs, the students may be eligible for refunds of all tuition expenses paid.

A student who files a complaint with the New York State Education Department against a school, after having withdrawn from that school, may also be eligible to receive a tuition refund. Such reimbursement is contingent on the receipt by the New York State Education Department of factual support for claims proving that the complaint is valid and proving a violation of applicable Education Law and/or the Commissioner's Regulations as specified in Section 126.17.

To file a complaint to the Tuition Reimbursement Fund, a student first must file a complaint with New York's State Education Department, Bureau of Proprietary School Supervision. The Department will assist anyone in the preparation of a Tuition Reimbursement Form. Their address is:

New York State Education Department
Bureau of Proprietary School Supervision
Room 974, Education Building Addition
Albany, New York 12234
Telephone Number: (518) 474-3969
Fax Number: (518) 473-3644

New York Education Department
Bureau of Proprietary School Supervision
116 West 32nd Street, 5th Floor
New York, NY 10001 Telephone
Number: (212) 643-4760 Fax
Number: (212) 645-4765

Program Information and Descriptions

Cost of attendance for each program can be found at www.edpschool.edu

DIAGNOSTIC ULTRASONOGRAPHY (Diagnostic Ultrasonography)

Program Overview

The Diagnostic Ultrasonography program combines a strong science education, practical experience, and allied health education to prepare you for a career in ultrasound.
It emphasizes skills in administration and research in addition to development of scanning and diagnostic abilities, with a focus on relevancy to clinical practice. This high-quality comprehensive background will make you well prepared, well trained, and sought after in the workplace.

Program Objectives

- Discuss the basic fundamentals of ultrasound physics/instrumentation and describe image artifacts
- Explain the operation of the ultrasound system controls and appropriate transducer selection for different applications
- Perform ultrasound evaluation of the trauma patient (FAST exam)
- Perform the scan protocols for focused evaluation of the abdomen and small parts
- Identify normal/abnormal image characteristics of the abdomen (including Aorta), small parts and superficial structures
- Apply the information discussed in a clinical setting under supervised conditions until an accepted level of proficiency has been achieved

Program Contents

Unit #1
Medical Terminology (MA.1-MT.1)
Prerequisite Course: None
Clock Hours: 30

Unit #2

Medical Office: Computerized Systems (MA.1-CS.1)
Prerequisite Course: Medical Terminology
Clock Hours: 20

Unit #3
Patients Record Keeping (MA.1-RK.1)
Prerequisite Course: Medical Office: Computerized Systems
Clock Hours: 20

Unit #4
Anatomy and Physiology (MA.1-AP.1)
Prerequisite Course: none
Clock Hours: 50

Unit #5
Medical Law and Ethics (MA.1-LE.1)
Prerequisite Course: none
Clock Hours: 30

Unit #6
Foundations of Sonography (US.1-FS.1)
Prerequisite Course: Medical Terminology, Medical Office: Computerized Systems, Patients Record Keeping, Anatomy and Physiology, Medical Law and Ethics
Clock Hours: 30

Unit #7
Introduction to Physical Findings, Physiology, and Laboratory Data of the Abdomen (US.1-PF.1)
Prerequisite Course: Foundations of Sonography
Clock Hours: 30

Unit #8
Anatomic and Physiologic Relationships within Abdominal cavity (US.1-APR.1)
Prerequisite Course: Introduction to Physical Findings, Physiology, and Laboratory Data of the Abdomen
Clock Hours: 40

Unit #9
Introduction to Abdominal Scanning Techniques and Protocols (US.1-AS.1)
Prerequisite Course: Foundations of Sonography; Introduction to Physical Findings, Physiology and Laboratory Data of the Abdomen; Anatomic and Physiologic Relationships within Abdominal cavity; Introduction to Abdominal Scanning Techniques and Protocols
Clock Hours: 40

Unit #10
The Vascular System (US.1-VS.1)
Prerequisite Course: Foundations of Sonography; Introduction to Physical Findings, Physiology and Laboratory Data of the Abdomen; Anatomic and Physiologic Relationships within Abdominal cavity; Introduction to Abdominal Scanning Techniques and Protocols
Clock Hours: 50

Unit #11
The Liver (US.1-TL.1)
Prerequisite Course: Foundations of Sonography; Introduction to Physical Findings, Physiology and Laboratory Data of the Abdomen; Anatomic and Physiologic Relationships within Abdominal cavity; Introduction to Abdominal Scanning Techniques and Protocols
Clock Hours: 50

Unit #12
The Gallbladder and the Biliary System (US.1-GB.1)
Prerequisite Course: Foundations of Sonography; Introduction to Physical Findings, Physiology and Laboratory Data of the Abdomen; Anatomic and Physiologic Relationships within Abdominal cavity; Introduction to Abdominal Scanning Techniques and Protocols
Clock Hours: 50

Unit #13
The Pancreas (US.1-TP.1)
Prerequisite Course: Foundations of Sonography; Introduction to Physical Findings, Physiology and Laboratory Data of the Abdomen; Anatomic and Physiologic Relationships within Abdominal cavity; Introduction to Abdominal Scanning Techniques and Protocols
Clock Hours: 50

Unit #14
The Gastrointestinal Tract (US.1-GT.1)
Prerequisite Course: Foundations of Sonography; Introduction to Physical Findings, Physiology and Laboratory Data of the Abdomen; Anatomic and Physiologic Relationships within Abdominal cavity; Introduction to Abdominal Scanning Techniques and Protocols
Clock Hours: 50

Unit #15
The Urinary System (US.1-TUS.1)
Prerequisite Course: Foundations of Sonography; Introduction to Physical Findings, Physiology and Laboratory Data of the Abdomen; Anatomic and Physiologic Relationships within Abdominal cavity; Introduction to Abdominal Scanning Techniques and Protocols
Clock Hours: 50

Unit #16
The Spleen (US.1-TS.1)
Prerequisite Course: Foundations of Sonography; Introduction to Physical Findings, Physiology and Laboratory Data of the Abdomen; Anatomic and Physiologic Relationships within Abdominal cavity; Introduction to Abdominal Scanning Techniques and Protocols
Clock Hours: 50

Unit #17
The Retroperitoneum (US.1-TR.1)
Prerequisite Course: Foundations of Sonography; Introduction to Physical Findings, Physiology and Laboratory Data of the Abdomen; Anatomic and Physiologic Relationships within Abdominal cavity; Introduction to Abdominal Scanning Techniques and Protocols
Clock Hours: 50

Unit #18
The Peritoneal Cavity and Abdominal Wall (US.1-PC.1)
Prerequisite Course: Foundations of Sonography; Introduction to Physical Findings, Physiology and Laboratory Data of the Abdomen; Anatomic and Physiologic Relationships within Abdominal cavity; Introduction to Abdominal Scanning Techniques and Protocols
Clock Hours: 50

Unit #19
Abdominal Applications of Ultrasound Contrast Agents (US.1-CA.1)
Prerequisite Course: Foundations of Sonography; Introduction to Physical Findings, Physiology and Laboratory Data of the Abdomen; Anatomic and Physiologic Relationships within Abdominal cavity; Introduction to Abdominal Scanning Techniques and Protocols
Clock Hours: 50

Unit #20
Ultrasound-Guided Interventional Techniques (US.1-IT.1)
Prerequisite Course: Foundations of Sonography; Introduction to Physical Findings, Physiology and Laboratory Data of the Abdomen; Anatomic and Physiologic Relationships within Abdominal cavity; Introduction to Abdominal Scanning Techniques and Protocols
Clock Hours: 50

Unit #21
Emergent Abdominal Ultrasound Procedures (US.1-AP.1)
Prerequisite Course: Foundations of Sonography; Introduction to Physical Findings, Physiology and Laboratory Data of the Abdomen; Anatomic and Physiologic Relationships within Abdominal cavity; Introduction to Abdominal Scanning Techniques and Protocols
Clock Hours: 50

Unit #22
Superficial Structures - The Breast (US.1-SSB.1)
Prerequisite Course: Foundations of Sonography; Introduction to Physical Findings, Physiology and Laboratory Data of the Abdomen; Anatomic and Physiologic Relationships within Abdominal cavity; Introduction to Abdominal Scanning Techniques and Protocols
Clock Hours: 40

Unit #23
Superficial Structures - The Thyroid and Parathyroid (US.1-SST.1)
Prerequisite Course: Foundations of Sonography; Introduction to Physical Findings, Physiology and Laboratory Data of the Abdomen; Anatomic and Physiologic Relationships within Abdominal cavity; Introduction to Abdominal Scanning Techniques and Protocols
Clock Hours: 40

Unit #24
Superficial Structures - The Scrotum (US.1-SSS.1)
Prerequisite Course: Foundations of Sonography; Introduction to Physical Findings, Physiology and Laboratory Data of the Abdomen; Anatomic and Physiologic Relationships within Abdominal cavity; Introduction to Abdominal Scanning Techniques and Protocols
Clock Hours: 40

Unit #25
The Musculoskeletal System (US.1-MS.1)
Prerequisite Course: Foundations of Sonography; Introduction to Physical Findings, Physiology and Laboratory Data of the Abdomen; Anatomic and Physiologic Relationships within Abdominal cavity; Introduction to Abdominal Scanning Techniques and Protocols
Clock Hours: 40

Unit #26
Overview and Certification Exam Preparation for the abdomen specialty examination given by ARDMS (US.1-CEP.1)
Prerequisite Course: All Diagnostic Ultrasonography Courses
Clock Hours: 20

The program will be followed by an Internship.

MEDICAL ASSISTANT

Program Overview

The Medical Assistant Program will teach students all the skills necessary to administer clinical and administrative procedures in a medical office. Medical Assistants are vital personnel in a medical office, hospital or medical center. Trained to assist in administrative, patient care and laboratory functions, medical assistants can certify in many specialized areas. The program's main objective is to teach medical skills such as performing venipunctures, conducting EKGs, assisting during medical examinations, laboratory technician skills, and administrative functions as well. Administration functions include patient record keeping and reception room management.

Graduates will be thoroughly prepared for employment in a doctor's office, both general practice as well as a specialty practice, and other health care facilities. They will be prepared to effectively perform tasks assigned or delegated by a supervising doctor in both front and back office procedures. They can be employed as entry-level Medical Assistants.

Program Objectives

EDP's Medical Assistant program strives to produce students who:

- Possess a general overview of the healthcare industry
- Perform clerical functions required in the medical office.
- Apply principles of medical asepsis.
- Perform specimen collection.
- Perform EKG procedures
- Perform Phlebotomy procedures
- Perform diagnostic testing.
- Provide patient care.
- Apply legal and ethical concepts.
- Instruct patients.
- Perform medical office operational functions.
- Demonstrate professionalism in health care setting.

Program Details

Program Designator: MA.1
Total Hours Needed for Completion: 620 hours (3 units of 50 hours, 4 units of 60 hours, 2 units of 80 hours, 1 unit of 70 hours)

Length of Study: Approximately 32 weeks
Upon Completion: Certificate in Medical Assisting
Program Offered: Year round

Program Contents
Unit #1
Medical Terminology (MA.1-MT.1)
Pre-Requisite Course: None
Clock Hours: 60

Unit #2
Medical office: Computerized systems (MA.1-CS.1)
Pre-Requisite Course: Medical Terminology (MA.1-MT.1)
Clock Hours: 50

Unit #3
Medical Patient Record Keeping (MA.1-RK.1)
Pre-Requisite Course: None
Clock Hours: 50

Unit #4
Anatomy and Physiology (MA.1-AP.1)
Pre-Requisite Course: none
Clock Hours: 80

Unit #5
Clinical Office Skills: Assisting at Examination (MA.1-AE.1)
Pre-Requisite Course: none
Clock Hours: 70

Unit #6
Clinical Office Skills: Patients Procedure and Safety (MA.1-PS.1)
Pre-Requisite Course: Clinical Office Skills: Assisting at Examination (MA.1-AE.1)
Clock Hours: 60

Unit #7
Medical Law and Ethics (MA.1-LE.1)
Pre-Requisite Course: none
Clock Hours: 50

Unit #8
Introduction to the Medical Laboratory (MA.1-ML.1)
Pre-Requisite Course: Medical Terminology (MA.1-MT.1)
Clock Hours: 60

Unit #9
Electrocardiography (MA.1-EKG.1)
Pre-Requisite Course: Medical Terminology (MA.1-MT.1)
Clock Hours: 80

Unit #10
Phlebotomy (MA.1-Pl.1)
Pre-Requisite Course: Medical Terminology (MA.1-MT.1)
Clock Hours: 60

MEDICAL ASSISTANT ADVANCED

Program Overview

The primary objective of E.D.P. School's Medical Assistant Advanced program is to thoroughly and sufficiently teach individuals many of the essential skills necessary for Medical Assistant in the doctor's office setting. Students will learn all aspects of medical office including but not limited to admitting patients, medical billing, assisting during medical examinations, how to perform procedures such as administering venipunctures, conducting EKGs as well as technical laboratory skills. Students will also undergo hands on internship in Medical office.

Graduates will be thoroughly prepared for employment in a doctor's office, both general practice as well as a specialty practice, and other health care facilities. They will be prepared to effectively perform tasks assigned or delegated by a supervising doctor in both front and back office procedures. They can be employed as entry-level Medical Assistants as well as Medical Office Receptionist/Biller.

Program Objectives

EDP's Medical Assistant program strives to produce students who:

- Possess a general overview of the health care industry
- Perform clerical functions required in the medical office.
- Perform Medical Billing.
- Apply principles of medical asepsis.
- Perform specimen collection.
- Perform EKG procedures
- Perform Phlebotomy procedures
- Perform diagnostic testing.
- Provide patient care.
- Apply legal and ethical concepts.
- Instruct patients.
- Perform medical office operational functions.
- Demonstrate professionalism in health care setting.

Program Details

Program Designator: MAA.1

Total Hours Needed for Completion: 900 hours (10 units of 40 hours, 1 unit of 60 hours, 2 units of 50 hours, 2 units of 70 hours, 1 unit of 20 hours and 180 hours of Internship)

Length of Study: Approximately 46 weeks
Upon Completion: Certificate in Medical Assisting
Program Offered: Year round

Program Contents
Unit #1
Medical Terminology (MAA.1-MT.1)
Pre-Requisite Course: None
Clock Hours: 40

Unit #2
Medical office: Computerized systems (MAA.1-CS.1)
Pre-Requisite Course: Medical Terminology (MAA.1-MT.1)
Clock Hours: 40

Unit #3
Medical Patient Record Keeping (MAA.1-RK.1)
Pre-Requisite Course: None
Clock Hours: 40

Unit #4
Medical Law and Ethics (MAA.1-LE.1)
Pre-Requisite Course: none
Clock Hours: 40

Unit #5
Anatomy and Physiology Level of Organization/ Urinary/ Digestive (MAA.1-AP.1)
Pre-Requisite Course: Medical Terminology (MAA.1-MT.1)
Clock Hours: 40

Unit #6
Anatomy and Physiology Level of Organization/ Cardiovascular/ Respiratory/ Blood/Nervous (MAA.1-AP.2)
Pre-Requisite Course: Medical Terminology (MAA.1-MT.1)
Clock Hours: 40

Unit #7
Anatomy and Physiology Level of Organization/ Immune/Endocrine/Reproduction MAA.1-AP.3)
Pre-Requisite Course: Medical Terminology (MAA.1-MT.1)
Clock Hours: 40

Unit #8
Anatomy and Physiology Level of Organization/ Integumentary/Musculoskeletal (MAA.1-AP.4)
Pre-Requisite Course: Medical Terminology (MAA.1-MT.1)
Clock Hours: 40

Unit #9
Clinical Office Skills: Assisting at Examination (MAA.1-AE.1)
Pre-Requisite Course: none
Clock Hours: 60

Unit #10
Clinical Office Skills: Patients Procedure and Safety (MAA.1-PS.1)
Pre-Requisite Course: Clinical Office Skills: Assisting at Examination (MA.1-AE.1)
Clock Hours: 50

Unit #11
Introduction to the Medical Laboratory (MAA.1-ML.1)
Pre-Requisite Course: Medical Terminology (MAA.1-MT.1)
Clock Hours: 50

Unit # 12
Electrocardiography (MAA.1-EKG.1)
Pre-Requisite Course: Medical Terminology (MAA.1-MT.1)
Clock Hours: 70

Unit #13
Phlebotomy (MAA.1-Pl.1)
Pre-Requisite Course: Medical Terminology (MAA.1-MT.1)
Clock Hours: 70

Unit #14
Medical Coding (MAA.1-MC.1)
Pre-Requisite Course: Medical Terminology (MAA.1-MT.1)
Clock Hours: 40

Unit #15
Health Insurance (MAA.1-HI.1)
Pre-Requisite Course: Medical Terminology (MAA.1-MT.1)
Clock Hours: 20

Unit #16
Medical Billing Software (MAA.1-MB.1)
Pre-Requisite Course: Medical Terminology (MAA.1-MT.1), Medical Coding (MAA.1-MC.1)
Clock Hours: 40

Unit #17
Internship
Pre-Requisite Course: All of the above
Clock Hours: 180

HHA – Home Health Aide and PCA – Personal Care Aide

Program Overview

This course teaches skills, knowledge and guidelines for becoming the Home Health Aide. Topics covered include the role of the Home Health Aide, the use of assistive devices, employee-employer relationship, safety, infection control, communication, ADL's, privacy, dignity and autonomy. The practical aspects of the program teach students how to work with safety related equipment such as Hydraulic lifts and wheelchairs along with natural transfer devices and good boy mechanics.

Program Objectives

- Understanding body systems
- Role of the HHA in reporting and recording deviations in patient's health state
- Good hygienic care
- Good nutrition as well as special diet.
- Meal preparation
- Special mouth care
- Housekeeping, purchasing supplies

Program Details

Program Designator: HH-101
Total Hours Needed for Completion: 84 (76 classroom hours plus 8 hours of internship)
Length of Study: approx. 3 weeks
Upon Completion: Certificate Qualifying from Home Health Care Registry (DOH)
Program Offered: Classes start every month

Program Contents

Unit #1
Introduction to Home Care
Prerequisite Course: None
Clock Hours: 1.5

Unit #2
Working Effectively w/Homecare Clients
Prerequisite Course: Introduction to Home Care
Clock Hours: 3.0

Unit#3
Working with Elderly
Prerequisite Course: Introduction to Home Care
Clock Hours: 2.0

Unit#4
Working with Children
Prerequisite Course: Introduction to Home Care
Clock Hours: 1.0

Unit#5
Working w/People who are Mentally Ill
Prerequisite Course: Introduction to Home Care
Clock Hours: 1.0

Unit#6
Working with People with Development Disabilities
Prerequisite Course: Introduction to Home Care
Clock Hours: 1.0

Unit#7
Working with People with Physical Disabilities
Prerequisite Course: Introduction to Home Care
Clock Hours: 1.0

Unit#8
Food, Nutrition & Meal Preparation
Prerequisite Course: Introduction to Home Care
Clock Hours: 4.0

Unit#9
Family Spending and Budgeting
Prerequisite Course: Introduction to Home Care
Clock Hours: .5

Unit#10
Care of the Home & Personal Belongings
Prerequisite Course: Introduction to Home Care
Clock Hours: 1.5

Unit#11
Safety and Injury Prevention
Prerequisite Course: Introduction to Home Care
Clock Hours: 1.5

Unit #11
Universal Precautions and Other State Mandated Topics
Prerequisite Course: Introduction to Home Care
Clock Hours: 1.0

Unit# 12
Personal Care (skills)
Prerequisite Course: Introduction to Home Care
Clock Hours: 22
(Note: End of PCA course)

Unit A
Orientation to health-Related Tasks
Prerequisite Course: Introduction to Home Care
Clock Hours: 1.0
Unit B
Performing Simple Measurements and Tests
Prerequisite Course: Introduction to Home Care
Clock Hours: 6.5

Unit C
Complex Modified Diets
Prerequisite Course: Introduction to Home Care
Clock Hours: 4.5

Unit D
Assisting with Prescribed Exercise Program
Prerequisite Course: Introduction to Home Care
Clock Hours: 3.5

Unit E
Assisting w/ use of Prescribed Medical Equipment, Supplies & Devices
Prerequisite Course: Introduction to Home Care
Clock Hours: 8.0
Unit F
Assisting with Special Skin Care
Prerequisite Course: Introduction to Home Care
Clock Hours: 2.0
Unit G
Assisting with Dressing Change
Prerequisite Course: Introduction to Home Care
Clock Hours: 1.5

Unit H
Assisting with Ostome Care
Prerequisite Course: Introduction to Home Care
Clock Hours: 8.0

Internship – 8 hours

Esthetician

Program Overview

An esthetician course is a professional training program designed to equip students with the knowledge and hands-on skills needed to become licensed skincare specialists. Estheticians focus on improving and maintaining the health and appearance of the skin, primarily through non-invasive treatments.

Program Objectives

- Skin Anatomy and Physiology: Understanding the layers, functions, and conditions of the skin.
- Facial Treatments: Techniques such as cleansing, exfoliation, extractions, and mask application.
- Hair Removal: Waxing, tweezing, and other methods of temporary hair removal.
- Makeup Application: Basics of makeup theory, application techniques, and color theory.
- Skincare Products: Knowledge of ingredients, product selection, and client recommendations.
- Sanitation and Safety: Proper hygiene practices and infection control in the spa environment.
- Client Consultation: How to assess clients' needs and create tailored skincare regimens.
- Business Practices: Basics of spa operations, customer service, and maintaining client records.

Program Details

Program Designator:	Esthetics- 101
Total Hours Needed for Completion:	600 hours (follows BPSS unit breakdown)
Length of Study:	Varying lengths (call school for specific schedule)
Upon Completion:	Certificate in Esthetics
Program Offered:	All years round

Program Contents

Unit #1
Orientation
Prerequisite Course: None
Clock Hours: 5
Unit #2
Safety and Health
Prerequisite Course: Orientation
Clock Hours: 8
Unit #3
Infection Control
Prerequisite Course: All the above
Clock Hours:1 8

Unit #4
Anatomy and Physiology
Prerequisite Course: All the above
Clock Hours: 30

Unit #5

Structure and Functions of the Skin
Prerequisite Course: All the above
Clock Hours: 18

Unit #6

Nutrition for Healthy Skin and Body
Prerequisite Course: All the above
Clock Hours: 5

Unit #7

Skin Disorders and Diseases
Prerequisite Course: All the above
Clock Hours: 12

Unit #8

Skin Analysis
Prerequisite Course: All the above
Clock Hours: 18

Unit #9

Superfluous Hair
Prerequisite Course: All the above
Clock Hours: 60

Unit #10

Chemistry
Prerequisite Course: All the above
Clock Hours: 3

Unit #11

Chemistry as Applied to Esthetics
Prerequisite Course: All the above
Clock Hours: 21

Unit #12

Electricity and Equipment
Prerequisite Course: All the above
Clock Hours: 18

Unit #13

Facial and Body Procedures
Prerequisite Course: All the above
Clock Hours: 240

Unit #14

Make-Up Techniques
Prerequisite Course: All the above
Clock Hours: 70

Unit #15

Business Practices
Prerequisite Course: All the above
Clock Hours: 30

Unit #16

Career Skills
Prerequisite Course: All the above
Clock Hours: 12

Unit #17

Introduction to Advanced Esthetics
Prerequisite Course: All the above
Clock Hours: 9

Unit #18

School Defined
Prerequisite Course: All the above
Clock Hours: 23

ESL and Business Communications

Program Overview

The English as a Second Language (ESL) Program is designed for students whose native language is not English. Its goals are to help students gain proficiency and confidence in the use of English and to prepare them for entry into academic or career programs.

The course of study is based on an integrated skills approach with listening, speaking, reading, writing and grammar components. Fluency and accuracy in both spoken and written English are emphasized.

Business Communications Program covers the skills needed to conduct business in English. Students will learn and practice business communication, terminology, and vocabulary in various contexts. Skills needed for business writing, oral presentations, and meetings are developed. Class activities include analyzing case studies, simulated business meetings, and simulated business telephone usage. The purpose of this program is to teach the student to function effectively in a business setting.

Program Objectives

EDP's ESL and Business Communication program covers:

- Improve oral and listening English skills
- Increase fluency with English reading and writing skills
- Enhance formal and practical English skills
- Understand American Business English Vocabulary and terminology, idioms, expressions, slang, business collocations, proverbs (i.e. the early bird…).
- Be familiar with and comfortable using Written Business Communication–memos, letters, e-mails, reports, and proposals. Understand appropriate business style and mechanics. Develop oral presentation skills.
- Review grammar structures of particular significance in the business context (i.e.: passive, perfect modals, conditionals)
- Explain and identify Human Relations.

Program Details

Program Designator: ESL 100
Total Hours Needed for Completion: 900 hours (6 units of 120 hours each; 3 unit of 60 hours)
Length of Study: Varying lengths (call school for specific schedule)
Upon Completion: Certificate in ESL and Business Communications
Program Offered: Two years round

Program Contents

Unit #1
ESL 100
Prerequisite Course: None
Clock Hours: 120
Unit #2
ESL 101
Prerequisite Course: ESL 100
Clock Hours: 120

Unit #3
ESL 102
Prerequisite Course: ESL 101
Clock Hours: 120

Unit #4
ESL 103
Prerequisite Course: ESL 102
Clock Hours: 120

Unit #5
ESL 104
Prerequisite Course: ESL 103
Clock Hours: 120

Unit #6
American Idioms 100
Prerequisite Course: ESL 104
Clock Hours: 120

Unit #7
Business English 100
Prerequisite Course: ESL 104
Clock Hours: 60

Unit #8
Business Communications 100
Prerequisite Course: Business English 100
Clock Hours: 60

Unit #9
Human Relations 100
Prerequisite Course: None
Clock Hours: 60

Accounting and Bookkeeping

Program Overview

The Accounting and Bookkeeping course is destined to give students insight into the financial upkeep of a business. Its goals are to help students become confident in their ability to reconcile financial mishaps and ensure the continued profit-making of any company they may work for in the future.

The course of study will go further than just outlaying the basic principles of Accounting and Bookkeeping. In addition to the core principle of reconciling accounts, debits and credits, check writing, account models, liabilities, and general journal ledgers, students will be taught how to properly account for these transactions. Students will be introduced to the programs of QuickBooks, Sage 50cloud Accounting (formerly Peachtree), and Excel so that they are able to keep orderly records about the topics they will be taught in the introductory portion of the course.

Students will be able to practice the skills necessary to keep a job as a Bookkeeper with the creation of a fictional business. Various assessments will be given to ensure students properly grasp both the core concepts and the way to use the computer programs correctly. At the end of this course, students will be able to deal with many of the financial proceedings in the business world.

Program Objectives

EDP's Accounting and Booking program covers:

- Introduction to the Principles of Accounting (financial statements, rules of operations, accounting tools, journal entries, income statements, setting up books, etc.)
- Introduction to the Principles of Bookkeeping (bookkeeping equations, double-entry system, profit and loss statements, ledge accounts, accounting for bad debts, etc.)
- Introduction to Payroll Profession and federal regulations dealing with wage, hours, profit-making, taxes, etc.
- QuickBooks and Excel proficiency
- Introduction to Sage 50cloud Accounting (formerly Peachtree)

Program Details

Program Designator:	AB-101
Total Hours Needed for Completion:	620 (3 Units of 70 hours, 4 Units of 80 hours, 1 Unit of 90 hours)
Length of Study:	approx. 39 weeks
Upon Completion:	Certificate Qualifying
Program Offered:	Classes start every month

Program Contents

Unit #1
Principles of Accounting
Prerequisite Course: None
Clock Hours: 90

Unit #2
Principles of Bookkeeping
Prerequisite Course: Principles of Accounting
Clock Hours: 80

Unit #3
Payroll
Prerequisite Course: Principles of Accounting
Clock Hours: 70

Unit #4
QuickBooks
Prerequisite Course: Principles of Accounting, Payroll
Clock Hours: 80

Unit #5
QuickBooks Advanced Features
Prerequisite Course: QuickBooks
Clock Hours: 80

Unit #6
Sage 50cloud Accounting (formerly Peachtree)
Prerequisite Course: Principles of Accounting
Clock Hours: 80

Unit #7
Excel
Prerequisite Course: None
Clock Hours: 70

Unit #8
Advanced Excel
Prerequisite Course: Excel
Clock Hours: 70

Course Descriptions

Esthetician (Course follows BPSS Curriculum)

ORIENTATION
• School Rules and Regulations
• History of Esthetics
• The Role of the Esthetician
• Qualities of the Professional Esthetician
• Code of Ethics
• New York State and Federal Laws, Rules, and Regulations
• View and discuss the mandatory Domestic Violence and Sexual Assault Awareness online course

SAFETY AND HEALTH
• Local, State, Federal Safety Codes
• Classroom/Student Salon Rules and Regulations
• Hazardous Materials Communications (HAZMAT)

INFECTION CONTROL
• Types and Classification of Bacteria
• Viral, Bacterial and Fungal Infections
• Immunity and Body Defenses
• Methods of Infection Control
• Physical and Chemical Agents for Infection Control

ANATOMY AND PHYSIOLOGY
• Cells, Tissues, and Organs
• Body Systems

STRUCTURE AND FUNCTIONS OF THE SKIN
• Physiology and Histology of the Skin
• Structure and Functions of the Skin
• Appendages of the Skin

SUPERFLUOUS HAIR
• Theoretical Overview of Permanent Methods (Electrolysis, Thermolysis and Blend)
• Temporary Methods of Hair Removal: Manual Tweezing and Waxing (Strip and Non-strip)

CHEMISTRY
• Chemistry as Related to Esthetics
• Acidity and Alkalinity

CHEMISTRY AS APPLIED TO ESTHETICS
• Cosmetics and Skin Care Products
• Massage Creams and Oils
• New Product Technologies
• FDA Laws Governing Cosmetics and Skin Care
• Skin Sensitivity and Allergic Reactions

ELECTRICITY AND EQUIPMENT
• Electricity as Related to Esthetics Equipment
• Electrical Equipment Safety
• Galvanic Current for Iontophoresis or Desincrustation
• High Frequency Current
• Esthetics Equipment
• Paraffin Unit
• Emerging Technologies
FACIAL AND BODY PROCEDURES
• Client Consultation
• Skin Analysis, Product Selection and Treatment Recommendations
• Facial and Body Procedures
• Overview of Various Products to enhance the Appearance of the Skin
• Facial Procedures with Electrical Equipment
• Wet and Dry Exfoliations and Applications
• Overview of Advanced Techniques
MAKE-UP TECHNIQUES
• Color Theory
• Morphology of the Face
• Eyebrow Contouring
BPSS-30
Esthetics
• Make-up Application
• Artificial Eyelashes
• Advanced Make-up Techniques
BUSINESS PRACTICES
• Business Operation
• Accounting and Inventory
• Payroll Regulations
• Ethics and Professional Conduct
• Retailing Techniques
• Marketing (Advertising, Retailing, and Promotion)
• Customer Relations
INTRODUCTION TO ADVANCED ESTHETICS
• Define Paramedical Procedures
• Discuss Scope of Licensure
• Overview of Medical Procedures
• Pre and Post-Operative Care

Nutrition for Healthy Skin and Body
• The Role of Nutrition in Skin Health
• Macronutrients and Skin
• The Importance of Hydration
• Practical Application for Estheticians
• Food Sources and Dietary Patterns

SKIN DISORDERS AND DISEASES
• Recognize and Identify Common Skin Conditions
• Understand the Science Behind Skin Conditions
• Skin Anatomy and Physiology
• Causes and Contributing Factors
• Perform Effective Skin Analysis:
• Identify Contraindications for Treatments:
• Prioritize Safety and Sanitation:
• Develop Expertise in Relevant Esthetic Practices:

• Understand the Esthetician's Scope of Practice:

SKIN ANALYSIS

• Foundational Knowledge
• Methods and Techniques for Skin Analysis
• Interpretation and Application
• Professional Practices

CAREER SKILLS

Foundational Esthetic Skills
Business and Professional Development
Interpersonal and Communication Skills
Career Building and Management
Personal Wellness and Professionalism

UNASSIGNED

• Review and reinforce previous modules
• Deeper dives into specific advanced techniques or technologies.
• Preparation for state board exams
• HIPAA regulations
• OSHA regulations

ESL and Business Communications

Course Title: ESL 100
Prerequisite Course: None
Clock Hours: 120
Beginners unit takes students from speaking no English at all, to being able to fulfill basic communication needs including; giving personal information and describing their daily routines and the world around them.

Course Title: ESL 101
Prerequisite Course: ESL 100
Clock Hours: 120
This unit will introduce beginning English learners to basic everyday English vocabulary, expressions and instructions to describe everyday actions, needs and abilities. Simple past will be introduced. Students will learn basic forms of questions, will have an introduction to modal verbs. Students will practice these structures through communicative and functional activities.

Course Title: ESL 102
Prerequisite Course: ESL 101
Clock Hours: 120
This course is designed for intensive practice in intermediate grammar skills, such as correct use of the perfect and continuous tenses, simple gerunds and infinitives. Students will learn to describe past actions and situations, also will use sentences and questions with passive voice.

Course Title: ESL 103
Prerequisite Course: ESL 102
Clock Hours: 120
Emphases are placed on the use of progressive and perfect forms. Students will also learn to combine sentences with passive and active voice, to make comparisons. These grammar structures are practiced through the performance of common language functions such as making suggestions, requests and invitations.

Course Title: ESL 104
Prerequisite Course: ESL 103
Clock Hours: 120
This course is intended to assist students in improving and practicing their spoken English and written grammar. Students will study conditional sentences, gerunds and infinitives. They will also practice following and giving oral and written instructions and answer questions orally and in writing about a reading or a listening passage.

Course Title: American Idioms 100
Prerequisite Course: ESL104
Clock Hours: 120
The aim of this unit to improve student's communication skills and receive helpful and positive feedback from a one-on-one tutor. Substantially increase student's vocabulary and expressions. Work on pronunciation, get help with vocabulary, and master business communication. Also help to recognize and understand the meaning of idioms, to create their own idioms and illustrate the meaning, to appreciate and value the use of idioms.

Course Title: Business English 100
Prerequisite Course: ESL 104
Clock Hours: 60
The aim of the unit is an introduction to a practical application of basic language usage skills with emphasis on fundamentals of writing and editing for business. Reading comprehension skills will be improved through discussion of texts drawing from various fields of business studies such as management, information technology, banking, commerce, etc. and grammatical phenomena will be taught through a series of exercises. Also, students will be able - effectively and politely - to chair meetings; to make opening and closing statements; to agree, disagree and interrupt; to suggest and express firm opinions; and to greet, welcome and introduce.

Course Title: Business Communications 100
Prerequisite Course: Business English 100
Clock Hours: 60
The aim of the unit is an introduction to a practical application of basic language usage skills with emphasis on fundamentals of writing and editing for business. Reading comprehension skills will be improved through discussion of texts drawing from various fields of business studies such as management, information technology, banking, commerce, etc. and grammatical phenomena will be taught through a series of exercises. Also, students will be able - effectively and politely - to chair meetings; to make opening and closing statements; to agree, disagree and interrupt; to suggest and express firm opinions; and to greet, welcome and introduce

Course Title: Human Relations 100
Prerequisite Course: None
Clock Hours: 60
This unit is designed to provide basic principles from the behavioral sciences that apply to establishing positive relationships among individuals in the work setting. Through readings, critical thinking/ problem solving, writing, role-playing, and case studies, students will develop basic human relations skills essential to effectively functioning in the modern workplace. These skills are applicable to relations with co-workers, supervisors, subordinate workers and customers. The student will be presented with basic concepts for interpersonal relations, including individual differences, communications, group/team activities, cultural relations, leadership, mentoring, customer satisfaction and ethics. This knowledge will then be applied in their analysis of case studies, scenarios, and problem-solving exercises in order to develop interpersonal skills that can be used in actual work situations.

Accounting and Bookkeeping

Course Title: Principles of Accounting
Prerequisite Course: None
Clock Hours: 90
Beginner's unit that introduces students to the Principles of Accounting, including Financial Statements, Rules of Operation, Accounting Tools (i.e. Sales Journal, Account Receivable / Payable, General Ledger, Bank Recs, etc.) and much more. The course will also provide students with Accounting Practice examples (i.e. chart of accounts, checking accounts, income statements,journal entries, setting up the books, etc.).

Course Title: Principles of Bookkeeping
Prerequisite Course: Principles of Accounting
Clock Hours: 80
This unit introduces students to the Principles of Bookkeeping, including, but not limited to the bookkeeping equations (i.e. the balance sheets, the net income formula, petty cash funds, etc.), the double-entry system, the profit and loss statements, keeping ledge accounts, common errors in posting, the trial balance, accounting for bad debts, etc.

Course Title: Payroll
Prerequisite Course: Principles of Accounting
Clock Hours: 70
At the conclusion of the course, students will be able to describe perform manual and computerized payroll procedures, know all federal wage and hour laws, perform gross to net calculations, describe permissible and mandatory benefits, review union agreements, describe electronic deposits, withholding and depositing taxes, create payroll wage and tax reports, utilize of payroll procedures, use ADP PC/Payroll for Windows.

Course Title: QuickBooks
Prerequisite Course: Principles of Accounting, Payroll
Clock Hours: 80
This course introduces students to the QuickBooks. This introductory course covers bookkeeping fundamentals, then shows you an easy way for setting up organization in QuickBooks. Students learn how to setup the chart of accounts, post income and expense items, enter credit card transactions, work with balance sheet accounts, reconcile bank and credit card accounts, and interpret financial reports.

Course Title: QuickBooks Advanced Features
Prerequisite Course: QuickBooks
Clock Hours: 80
At the conclusion of the course, students will be able to use Computerized Software QuickBooks and all its advanced functions.

Course Title: Sage 50cloud Accounting (formerly Peachtree)
Prerequisite Course: Principles of Accounting
Clock Hours: 80
At the conclusion of the course, upon successful completion which will include many practical exercises, students will be able to use Computerized Software Peach Tree and its functions, including inputting routine cash and credit transactions involving sales, purchases, expenses and employees into a computerized general ledger accounting software program, generate trial balances, general ledgers and journal reports, etc.

Course Title: Excel
Prerequisite Course: None
Clock Hours: 70
At the conclusion of the course, upon successful completion, students will be able to use Microsoft Excel and all its functions in order to create accounting charts and spread sheets.

Course Title: Advanced Excel
Prerequisite Course: Excel
Clock Hours: 70
At the conclusion of the course, upon successful completion, students will be able to use Microsoft Excel Advanced functions in order to create complicated (advanced) accounting charts and spread sheets, write complicated Excel Macros and use various Internet special features.

HHA – Home Health Aide

Course Title: HHA
Prerequisite Course: None
Clock Hours: 76 plus 8 hours of Internship

The course is approved by New York State Department of Health and the New York State Education.

The HHA course is designed to prepare students to perform the basic skills required for home health care agencies. Special emphasis is placed on health care provisions and modifications in community health care settings.

Skills obtained include but are not limited to: assistance with medications; handling the patient's money; maintaining a clean, safe home environment; safety, accident prevention and responses to emergencies in the home; taking of blood pressure; and observing, recording and reporting in the home care setting.

Upon successful completion of the course and internship, the student receives a certificate from the school and the Home Health Care Agency (Department of Health, NY).

MEDICAL ASSISTANT

Course Title: Medical Terminology (MA.1-MT.1)
Pre-Requisite Course: None
Clock Hours: 60

Upon successful completion of this unit, the student will be able to use medical abbreviations, acronyms and medical symbols. Students will also achieve fluency and comfort with terminology used in a medical office environment. They will know and recognize the names, functions and major pathological conditions of many human systems, including urinary, male and female reproductive, blood, lymphatic, immune, and digestive systems, among others.

Course Title: Medical office: Computerized systems (MA.1-CS.1)
Pre-Requisite Course: none
Clock Hours: 50

Upon successful completion of this course, the student will understand the tasks that are performed on a regular basis in the medical office. They will know the daily tasks and common applications requiring the use of computers in a medical office and their advantages over traditional paper methods. They will also know how to start and exit the Medical Office Computerized Software application and navigate within Medical Office Computerized Software. They will be able to use Medical Office Computerized Software to enter and change patient information, work with cases, and enter charge transactions, as well as how to enter payments and adjustments. Students will also know how to use Office Hours to schedule patient appointments, use claim management, and print reports.

Course Title: Medical Patient Record Keeping (MA.1-RK.1)
Pre-Requisite Course: Medical office: Computerized systems (MA.1-CS.1)
Clock Hours: 50

Upon successful completion of this course, the student will be able to create patient lists,
set up chart numbers by various methods, create new patient set-up, as well as create and monitor patient scheduling. In addition, students will learn about output reports, statements and forms. They will be able to perform computerized system maintenance.

Course Title: Anatomy and Physiology (MA.1-AP.1)
Pre-Requisite Course: none
Clock Hours: 80

Upon successful completion of this course, the student will be able to list constituent parts of the human body, including biochemical elements, atoms, molecules and organic com pounds; define cells, tissues, and organs; list the systems of the body, outline the plan of the body. When given a medical word they will be able to identify the prefix, root, and suffix of that word. Students will be able to list common units of metric measurement in medical use.

Students will learn to define and describe the structures, functions, and processes of the Musculoskeletal, Circulatory, Nervous, Endocrine, Digestive, Urinary, Reproductive systems, and the Sense Organs. They will be able to list the common systemic disorders and diseases of these same systems.
Students will also be able to define and spell five system- related terms for each of these same systems as well as be able to define the major stages of human growth and development.

Course Title: Clinical Office Skills: Assisting at Examination (MA.1-AE.1)
Pre-Requisite Course: none
Clock Hours: 70

The student will be able to describe common methods of infectious disease transmission, aseptic technique and infection control procedures. They will also learn and demonstrate hand washing and gloving, sanitization, chemical disinfections and autoclaving procedures. Students will be able to describe and apply the principals of **OSHA** standards and regulations. They will be able to define functions and describe the procedures and the equipment used for measuring height, weight .and temperature, pulse, blood pressure, and respiration;
Using appropriate equipment they will be able to measure ones oral temperature, height and weight, and be able to compare the results to normal ranges They will learn to measure ones apical and radial pulse and blood pressure and to compare the results to normal ranges They will measure ones respiration, and compare the results to normal ranges. In a simulated situation, the student will be able to prepare an examination room; greet and prepare the patient, set up a minor surgery tray; establish and maintain a sterile field; demonstrate methods of assisting a physician during examination and treatment; describe post-procedural patient needs and cleanup. They will demonstrate proper procedures for applying and removing dressings, gauze, and elastic bandages. They will be able to administer near vision and Snellen eye tests, describe hearing assessment, sonogram and radiographic procedures.

Course Title: Clinical Office Skills: Patients Procedure and Safety (MA.1-PS.1)
Pre-Requisite Course: Clinical Office Skills: Assisting at Examination (MA.1-AE.1)
Clock Hours: 60

The student will be able to describe common patient psychological and social needs; define the interpersonal role of medical office staff; describe and give examples of patient education done by medical office staff; and list the principles of communication. They will identify effective and ineffective elements of communication and behavior and describe alternative approaches where appropriate. In a simulation involving interaction with at least two special patient categories, they will role-play a situation, critique his or her effectiveness, and repeat the role-play correcting weak and ineffective areas. The student will be able to describe procedures and guidelines for handling medical records. Given a selection of five medical record items they will correctly identify each item and describe its function. In a role-play situation, they will define regulations related to the administration of medication with complete accuracy; describe procedures regarding patient medication, drug classifications, and dosage and common methods of administration. The student will be able to list types of medical emergencies and describe emergency guidelines. They will describe procedures for the Heimlich maneuver and 1 and 2-person CPR. In simulated role play situations they will demonstrate proper responses for emergencies involving the unconscious patient, stroke, fainting, seizure, shock, bleeding, ingestion of poison, and burns.

The student will list common hazards in the medical office and describe safety precautions appropriate to infants, children, the elderly and patients with limited function. They will know about safety devices, oxygen safety, and fire safety. Given two simulated situations involving a fire emergency they will demonstrate proper use of emergency equipment, notification and evacuation procedures.

Course Title: Medical Law and Ethics (MA.1-LE.1)
Pre-Requisite Course: none
Clock Hours: 50

The student will be able to list guidelines of the AMA Principles and AAMA Code of Ethics and describe ethical aspects of professional behavior. They will be able to define patient rights and the concept of quality assurance all with complete accuracy. Given two case histories involving ethical issues, they will identify positive and negative examples of ethical behavior and propose solutions where appropriate. The student will be able to define the legal relationship of doctor and patient. They will have the knowledge to accurately describe health care personnel credentialing, medical professional liability, patient care documentation, medical records and public health reporting requirements. Given two case histories involving legal considerations, they will identify positive and negative examples of legal behavior and propose solutions where appropriate. The student will be able to describe procedures for secure storage of hazardous materials and commonly abused supplies as well as regulations for the access control of hazardous materials and commonly abused supplies. Procedures for the safe disposal of infectious or hazardous material and the procedures for the tracking and periodic inventory verification as well as and risk management procedures will also be covered. Given two case histories involving security and risk management issues, students will identify positive and negative actions and propose corrective, actions where appropriate.

Course Title: Introduction to the Medical Laboratory (MA.1-ML.1)
Pre-Requisite Course: Medical Terminology (MA.1-MT.1)
Clock Hours: 60

At the end of this course students should be able to explain purposes of laboratory testing.
They will be able to describe the similarities and differences between independent laboratories and physicians' office laboratories. They will know the levels of laboratory personnel in relation to their education, skills, and duties. They will be able to list eight different departments within the medical laboratory and list at least two types of testing performed within each of those departments
Students will be able to name nine of the most common laboratory profiles and explain the body system or function being surveyed. They will know the concepts of quality assurance in the medical laboratory and be able to describe at least 3 methods of assuring quality in the medical laboratory. Successful students can demonstrate how to correctly complete a laboratory requisition and list ten pieces of information required on a written laboratory requisition.
Students will know where accurate and reliable information might be obtained about proper procurement, storage, and handling of laboratory specimens. On a diagram they will be able to label the parts of a compound microscope, explain the function of a compound microscope and demonstrate its use. Students will know the importance of safety procedures and quality control when working with urine and be able to describe the importance of proper collection and preservation of random, midstream, clean catch, and 24-hour urine specimens. The student will be able to obtain a clean-catch urine sample and, given appropriate equipment, perform a routine urinalysis, including physical, chemical and microscopic examination.

They will also be able to describe the process of hematopoiesis and discuss how the clinical science of hematology and the CBC are used in the diagnosis and treatment of disease. Their knowledge will allow them to compare the normal versus abnormal values of the CBC parameters. In addition, they will discuss how the hemoglobin and hematocrit are used to diagnose anemia and list the steps required to prepare and stain a different white blood cell smear. Upon completing this course, the will perform the laboratory procedure taught in this unit in a manner acceptable for entry level employment.
The student will be able to describe the use of standards and controls for automated blood chemistry analyzers. Given blood samples and the appropriate equipment and materials they will perform a blood glucose test, kidney function tests (urea nitrogen, creatinine, uric acid) and cholesterol tests (total

cholesterol, HDL-cholesterol) within control parameters. Students will define microbiology, discuss clarifications and nomenclature relevant to a microbiology laboratory, and be able to identify bacterial cell structure. They will learn the importance of and the steps involved in quality control within the microbiological laboratory. They will know the different types of stains used to microscopically observe microorganisms and discuss the systems used to identify bacteria. They will be able to list two parasites and two fungi that can be observed in the microbiology laboratory. They will know the three main precautions to be observed during all tests and the collection of samples included in this unit. The student will be able to define purposes and significance of the following laboratory testing:

- Pregnancy tests
- Infectious Mononucleosis
- Blood Typing: ABO Blood Groups and Rh Factor
- Semen Analysis
- Phenylketonuria (PKU)
- Blood PKU
- Urine PKU
- Tuberculosis: Mycobacterium and TB Testing
- Triglycerides
- Blood Urea Nitrogen (BUN) Test

Course Title: Electrocardiography (MA.1-EKG.1)
Pre-Requisite Course: Medical Terminology (MA.1-MT.1)
Clock Hours: 80

The student will be able to define the Electrocardiograph as *a* diagnostic tool. Students will also be able to describe the structure, function, and conduction system of the heart. Students will have an in-depth knowledge of the role of the EKG technician and the guidelines for patient care. Students will recognize and be able to list ethical and legal considerations for EKG personnel. The student will be able to identify the parts and the functions of single and multi-channel EKG machines and describe their proper use and maintenance. They will know how to prepare a patient for an EKG. They will perform EKG's using both single-channel and multi-channel machines and accurately mount tracings. When given five sample tracings with frequently seen reportable abnormalities, the student will be able to accurately identify each abnormality. The student will be able to describe the functions and routine procedures for telemetric EKG, Holter monitor, stress tests, and ultrasound cardiography. Students will be able to define types of radiographic studies of the heart, heart auscultation studies, cardiac catheterization, common cardiac drug treatment, and advanced intervention.

Course Title: Phlebotomy (MA.1-Pl.1)
Pre-Requisite Course: Medical Terminology (MA.1-MT.1)
Clock Hours: 60

The student will be able define the role of Medical assistant in area of phlebotomy They will know why a medical assistant has a special responsibility to present a neat, pleasant and competent demeanor. They will define phlebotomy and the role of the phlebotomist
Students will be able to describe the composition of blood and be able to identify types and structures of blood vessels. Students will describe the guidelines for patient relations and list ethical and legal considerations for phlebotomy personnel. They will know and identify the Phlebotomy Certifying agencies. In addition, they will identify and describe the equipment and supplies used in Phlebotomy Procedures.
They will also describe and demonstrate safety procedures for including but not limited to:

- hand-washing/gloving techniques
- safe/sterile handling of materials
- proper handling of specimens

- proper disposal techniques
- appropriate emergency procedures
- safe disposal of used supplies

Successful student will identify and use protective barriers such as gloves, gowns, goggles, shields, and masks. Students will also be able to define and perform routine phlebotomy procedures including but not limited to:

- applying the tourniquet
- choosing the site
- assembling equipment
- cleansing the site
- performing venipuncture
- releasing the tourniquet
- removing the needle
- specimen labeling, storage and transportation

After this course, students will be able to describe micro-capillary blood collection, syringe collection, how to use the centrifuge to spin down blood samples, and perform Blood Glucose Monitoring. Students will be able to name the anticoagulant associated with various color-coded evacuated tubes and state the purpose of additives to evacuated tubes. Students will know the three skills used in collecting blood specimens. In addition, they will define order of draw, explain the importance of correct patient identification, complete specimen labeling, and the proper handling, storage and delivery of specimens.

The successful student will be able to describe and demonstrate how to approach the patient and prepare supplies. They will demonstrate proper patient specimen identification, show how to properly position the patient, and describe and demonstrate how to select the appropriate vena - puncture site. They will know proper syringe specimen selection. Our students will describe and identify evacuation tube specimen collection and the Butterfly Collection System. They will be able to describe various patient reactions to the procedure and how to handle it.

Students will define the criteria for the Unsuccessful Vena-puncture and the criteria for the rejection of the specimen. The can define the factors affecting laboratory values, and explain how a tourniquet makes the veins more prominent. They will describe the step-by-step procedure for drawing blood with a syringe, evacuation tube system, and butterfly. Students will perform a routine blood collection by vena-puncture puncture and perform a collection by syringe and accurately label, store, and prepare a sample for transportation and centrifuge a sample. Successful students can define the Composition of Capillary Blood, describe Capillary Puncture Sites, and demonstrate how to prepare the Capillary Puncture site. They will demonstrate collection of the blood sample and the order of draw.

The student will be able to perform a routine blood collection by capillary puncture; label, store and prepare a sample for transportation and centrifuge a sample, all with complete accuracy. The student will be able to describe procedures for the following:

- Bleeding time test
- Neonatal blood collection
- Arterial procedures
- Cold Agglutinin tests
- Blood cultures
- Blood donation collections
- Therapeutic collections
- Tests for fibrin degradation products
  Peripheral blood smear.

The student will be able to list common factors affecting testing and describe complications and the problems influencing collection. In addition, they can describe common types of unacceptable specimens and describe common procedures for quality assurance.

MEDICAL ASSISTANT ADVANCED

Course Title: Medical Terminology (MAA.1-MT.1)
Pre-Requisite Course: None
Clock Hours: 40

Upon successful completion of this unit, the student will be able to use medical abbreviations, acronyms and medical symbols. Students will also achieve fluency and comfort with terminology used in a medical office environment. They will know and recognize the names, functions and major pathological conditions of many human systems, including urinary, male and female reproductive, blood, lymphatic, immune, and digestive systems, among others.

Course Title: Medical office: Computerized systems (MAA.1-CS.1)
Pre-Requisite Course: none
Clock Hours: 40

Upon successful completion of this course, the student will understand the tasks that are performed on a regular basis in the medical office. They will know the daily tasks and common applications requiring the use of computers in a medical office and their advantages over traditional paper methods. They will also know how to start and exit the Medical Office Computerized Software application and navigate within Medical Office Computerized Software. They will be able to use Medical Office Computerized Software to enter and change patient information, work with cases, and enter charge transactions, as well as how to enter payments and adjustments. Students will also know how to use Office Hours to schedule patient appointments, use claim management, and print reports.

Course Title: Medical Patient Record Keeping (MA.1-RK.1)
Pre-Requisite Course: Medical office: Computerized systems (MA.1-CS.1)
Clock Hours: 40

Upon successful completion of this course, the student will be able to create patient lists, set up chart numbers by various methods, create new patient set-up, as well as create and monitor patient scheduling. In addition, students will learn about output reports, statements and forms. They will be able to perform computerized system maintenance.

Course Title: Medical Law and Ethics (MAA.1-LE.1)
Pre-Requisite Course: none
Clock Hours: 40

The student will be able to list guidelines of the AMA Principles and AAMA Code of Ethics and describe ethical aspects of professional behavior. They will be able to define patient rights and the concept of quality assurance all with complete accuracy. Given two case histories involving ethical issues, they will identify positive and negative examples of ethical behavior and propose solutions where appropriate. The student will be able to define the legal relationship of doctor and patient. They will have the knowledge to accurately describe health care personnel credentialing, medical professional liability, patient care documentation, medical records and public health reporting requirements. Given two case histories involving legal considerations, they will identify positive and negative examples of legal behavior and propose solutions where appropriate. The student will be able to describe procedures for secure storage of hazardous materials and commonly abused supplies as well as regulations for the access control of hazardous materials and commonly abused supplies. Procedures for the safe disposal of infectious or hazardous material and the procedures for the tracking and periodic inventory verification

as well as and risk management procedures will also be covered. Given two case histories involving security and risk management issues, students will identify positive and negative actions and propose corrective, actions where appropriate.

Course Title: Anatomy and Physiology (MA.1-AP.1 - 4) (includes 4 Anatomy and Physiology units 40 hours each)
Pre-Requisite Course: Medical Terminology
Clock Hours: 160

Upon successful completion of this course, the student will be able to list constituent parts of the human body, including biochemical elements, atoms, molecules and organic com pounds; define cells, tissues, and organs; list the systems of the body, outline the plan of the body. When given a medical word they will be able to identify the prefix, root, and suffix of that word. Students will be able to list common units of metric measurement in medical use.

Students will learn to define and describe the structures, functions, and processes of the Musculoskeletal, Circulatory, Nervous, Endocrine, Digestive, Urinary, Reproductive systems, and the Sense Organs. They will be able to list the common systemic disorders and diseases of these same systems.
Students will also be able to define and spell five system- related terms for each of these same systems as well as be able to define the major stages of human growth and development.

Course Title: Clinical Office Skills: Assisting at Examination (MAA.1-AE.1)
Pre-Requisite Course: none
Clock Hours: 60

The student will be able to describe common methods of infectious disease transmission, aseptic technique and infection control procedures. They will also learn and demonstrate hand washing and gloving, sanitization, chemical disinfections and autoclaving procedures. Students will be able to describe and apply the principals of **OSHA** standards and regulations. They will be able to define functions and describe the procedures and the equipment used for measuring height, weight .and temperature, pulse, blood pressure, and respiration;
Using appropriate equipment they will be able to measure ones oral temperature, height and weight, and be able to compare the results to normal ranges They will learn to measure ones apical and radial pulse and blood pressure and to compare the results to normal ranges They will measure ones respiration, and compare the results to normal ranges. In a simulated situation, the student will be able to prepare an examination room; greet and prepare the patient, set up a minor surgery tray; establish and maintain a sterile field; demonstrate methods of assisting a physician during examination and treatment; describe post-procedural patient needs and cleanup. They will demonstrate proper procedures for applying and removing dressings, gauze, and elastic bandages. They will be able to administer near vision and Snellen eye tests, describe hearing assessment, sonogram and radiographic procedures.

Course Title: Clinical Office Skills: Patients Procedure and Safety (MAA.1-PS.1)
Pre-Requisite Course: Clinical Office Skills: Assisting at Examination (MAA.1-AE.1)
Clock Hours: 50

The student will be able to describe common patient psychological and social needs; define the interpersonal role of medical office staff; describe and give examples of patient education done by medical office staff; and list the principles of communication. They will identify effective and ineffective elements of communication and behavior and describe alternative approaches where appropriate. In a simulation involving interaction with at least two special patient categories, they will role-play a situation, critique his or her effectiveness, and repeat the role-play correcting weak and ineffective areas. The student will be able to describe procedures and guidelines for handling medical records. Given a selection of five

medical record items they will correctly identify each item and describe its function. In a role-play situation, they will define regulations related to the administration of medication with complete accuracy; describe procedures regarding patient medication, drug classifications, and dosage and common methods of administration. The student will be able to list types of medical emergencies and describe emergency guidelines. They will describe procedures for the Heimlich maneuver and 1 and 2-person CPR. In simulated role play situations they will demonstrate proper responses for emergencies involving the unconscious patient, stroke, fainting, seizure, shock, bleeding, ingestion of poison, and burns.

The student will list common hazards in the medical office and describe safety precautions appropriate to infants, children, the elderly and patients with limited function. They will know about safety devices, oxygen safety, and fire safety. Given two simulated situations involving a fire emergency they will demonstrate proper use of emergency equipment, notification and evacuation procedures.

Course Title: Introduction to the Medical Laboratory (MAA.1-ML.1)
Pre-Requisite Course: Medical Terminology (MAA.1-MT.1)
Clock Hours: 50

At the end of this course students should be able to explain purposes of laboratory testing.
They will be able to describe the similarities and differences between independent laboratories and physicians' office laboratories. They will know the levels of laboratory personnel in relation to their education, skills, and duties. They will be able to list eight different departments within the medical laboratory and list at least two types of testing performed within each of those departments
Students will be able to name nine of the most common laboratory profiles and explain the body system or function being surveyed. They will know the concepts of quality assurance in the medical laboratory and be able to describe at least 3 methods of assuring quality in the medical laboratory. Successful students can demonstrate how to correctly complete a laboratory requisition and list ten pieces of information required on a written laboratory requisition.
Students will know where accurate and reliable information might be obtained about proper procurement, storage, and handling of laboratory specimens. On a diagram they will be able to label the parts of a compound microscope, explain the function of a compound microscope and demonstrate its use. Students will know the importance of safety procedures and quality control when working with urine and be able to describe the importance of proper collection and preservation of random, midstream, clean catch, and 24-hour urine specimens. The student will be able to obtain a clean-catch urine sample and, given appropriate equipment, perform a routine urinalysis, including physical, chemical and microscopic examination.

They will also be able to describe the process of hematopoiesis and discuss how the clinical science of hematology and the CBC are used in the diagnosis and treatment of disease. Their knowledge will allow them to compare the normal versus abnormal values of the CBC parameters. In addition, they will discuss how the hemoglobin and hematocrit are used to diagnose anemia and list the steps required to prepare and stain a different white blood cell smear. Upon completing this course, the will perform the laboratory procedure taught in this unit in a manner acceptable for entry level employment.
The student will be able to describe the use of standards and controls for automated blood chemistry analyzers. Given blood samples and the appropriate equipment and materials they will perform a blood glucose test, kidney function tests (urea nitrogen, creatinine, uric acid) and cholesterol tests (total cholesterol, HDL-cholesterol) within control parameters. Students will define microbiology, discuss clarifications and nomenclature relevant to a microbiology laboratory, and be able to identify bacterial cell structure. They will learn the importance of and the steps involved in quality control within the microbiological laboratory. They will know the different types of stains used to microscopically observe microorganisms and discuss the systems used to identify bacteria. They will be able to list two parasites and two fungi that can be observed in the microbiology laboratory. They will know the three main precautions

to be observed during all tests and the collection of samples included in this unit. The student will be able to define purposes and significance of the following laboratory testing:

- Pregnancy tests
- Infectious Mononucleosis
- Blood Typing: ABO Blood Groups and Rh Factor
- Semen Analysis
- Phenylketonuria (PKU)
- Blood PKU
- Urine PKU
- Tuberculosis: Mycobacterium and TB Testing
- Triglycerides
- Blood Urea Nitrogen (BUN) Test

Course Title: Electrocardiography (MAA.1-EKG.1)
Pre-Requisite Course: Medical Terminology (MAA.1-MT.1)
Clock Hours: 70

The student will be able to define the Electrocardiograph as *a* diagnostic tool. Students will also be able to describe the structure, function, and conduction system of the heart. Students will have an in-depth knowledge of the role of the EKG technician and the guidelines for patient care. Students will recognize and be able to list ethical and legal considerations for EKG personnel. The student will be able to identify the parts and the functions of single and multi-channel EKG machines and describe their proper use and maintenance. They will know how to prepare a patient for an EKG. They will perform EKG's using both single-channel and multi-channel machines and accurately mount tracings. When given five sample tracings with frequently seen reportable abnormalities, the student will be able to accurately identify each abnormality. The student will be able to describe the functions and routine procedures for telemetric EKG, Holter monitor, stress tests, and ultrasound cardiography. Students will be able to define types of radiographic studies of the heart, heart auscultation studies, cardiac catheterization, common cardiac drug treatment, and advanced intervention.

Course Title: Phlebotomy (MAA.1-Pl.1)
Pre-Requisite Course: Medical Terminology (MAA.1-MT.1)
Clock Hours: 70

The student will be able define the role of Medical assistant in area of phlebotomy They will know why a medical assistant has a special responsibility to present a neat, pleasant and competent demeanor. They will define phlebotomy and the role of the phlebotomist
Students will be able to describe the composition of blood and be able to identify types and structures of blood vessels. Students will describe the guidelines for patient relations and list ethical and legal considerations for phlebotomy personnel. They will know and identify the Phlebotomy Certifying agencies. In addition, they will identify and describe the equipment and supplies used in Phlebotomy Procedures.
They will also describe and demonstrate safety procedures for including but not limited to:

- hand-washing/gloving techniques
- safe/sterile handling of materials
- proper handling of specimens
- proper disposal techniques
- appropriate emergency procedures
- safe disposal of used supplies

Successful student will identify and use protective barriers such as gloves, gowns, goggles, shields, and masks. Students will also be able to define and perform routine phlebotomy procedures including but not limited to:

- applying the tourniquet
- choosing the site
- assembling equipment
- cleansing the site
- performing venipuncture
- releasing the tourniquet
- removing the needle
- specimen labeling, storage and transportation

After this course, students will be able to describe micro-capillary blood collection, syringe collection, how to use the centrifuge to spin down blood samples, and perform Blood Glucose Monitoring. Students will be able to name the anticoagulant associated with various color-coded evacuated tubes and state the purpose of additives to evacuated tubes. Students will know the three skills used in collecting blood specimens. In addition, they will define order of draw, explain the importance of correct patient identification, complete specimen labeling, and the proper handling, storage and delivery of specimens.

The successful student will be able to describe and demonstrate how to approach the patient and prepare supplies. They will demonstrate proper patient specimen identification, show how to properly position the patient, and describe and demonstrate how to select the appropriate vena - puncture site. They will know proper syringe specimen selection. Our students will describe and identify evacuation tube specimen collection and the Butterfly Collection System. They will be able to describe various patient reactions to the procedure and how to handle it.

Students will define the criteria for the Unsuccessful Vena-puncture and the criteria for the rejection of the specimen. The can define the factors affecting laboratory values, and explain how a tourniquet makes the veins more prominent. They will describe the step-by-step procedure for drawing blood with a syringe, evacuation tube system, and butterfly. Students will perform a routine blood collection by vena-puncture puncture and perform a collection by syringe and accurately label, store, and prepare a sample for transportation and centrifuge a sample. Successful students can define the Composition of Capillary Blood, describe Capillary Puncture Sites, and demonstrate how to prepare the Capillary Puncture site. They will demonstrate collection of the blood sample and the order of draw.
The student will be able to perform a routine blood collection by capillary puncture; label, store and prepare a sample for transportation and centrifuge a sample, all with complete accuracy. The student will be able to describe procedures for the following:

- Bleeding time test
- Neonatal blood collection
- Arterial procedures
- Cold Agglutinin tests
- Blood cultures
- Blood donation collections
- Therapeutic collections
- Tests for fibrin degradation products
  Peripheral blood smear.

The student will be able to list common factors affecting testing and describe complications and the problems influencing collection. In addition, they can describe common types of unacceptable specimens and describe common procedures for quality assurance.

Course Title: Medical Coding (MAA.1-MC.1)
Pre-Requisite Course: Medical Terminology (MAA.1-MT.1)
Clock Hours: 40

Upon successful completion of this course, the student will be able to:

- Identify and properly use the special terms, marks, abbreviations, and symbols from the various coding systems.
- Explain how diagnostic coding affects the payment process
- Label the primary diagnosis and coexisting conditions
- Explain the ICD format, and identify sections used by medical insurance specialists in physician practices
- Identify the purpose and correct use of V codes and E codes
- Use a five-step process to analyze diagnoses and locate the correct ICD code
- Identify the purpose and format of the Current Procedural Terminology (CPT)
- Name three key factors that influence the selection of Evaluation and Management codes
- Compare and contrast referral and consultation services
- Recognize surgical packages and laboratory panels that are coded as single procedures

Course Title: Health Insurance (MAA.1-HI.1)
Pre-Requisite Course: Medical Terminology (MAA.1-MT.1)
Clock Hours: 20

Students will be able to: Define consumer health and illustrate its application to the marketplace. Summarize the problems consumers face in the health marketplace. Explain why people are vulnerable to quackery. Describe the limitations of consumer-protection agencies. Identify the actions needed to become an intelligent health consumer. Explain how to locate many of the references cited in Consumer Health.
Distinguish between Traditional, Group, Medicaid, Medicare and Workers Compensation Insurances

Course Title: Medical Billing Software (MAA.1-MB.1)
Pre-Requisite Course: Medical Terminology (MAA.1-MT.1)
Clock Hours: 40

Upon successful completion of this course, the student will be able to:

- Understand the tasks that are performed on a regular basis in the medical office
- List the daily tasks and common applications requiring the use of computers in a medical office and their advantages over traditional paper methods
- Start and exit the MediSoft or similar application and navigate within MediSoft
- Use MediSoft or similar to enter and change patient information
- Work with Cases
- Enter charge transactions
- Enter payments and adjustments
- Use Office Hours to schedule patient appointments
- Use claim management
- Print reports
- Use utilities

This course will be followed by 180 hours of Clinical Internship

Diagnostic Ultrasonography

Course Title: Medical Terminology (US.1-MT.1)
Pre-Requisite Course: None
Clock Hours: 30
Upon successful completion of this unit, the student will be able to use medical abbreviations, acronyms and medical symbols. Students will also achieve fluency and be comfortable with terminology used in a medical office environment. They will know and recognize the names, functions and major pathological conditions of many human systems, including the urinary, male and female reproductive, blood, lymphatic, immune and digestive systems, among others.

Course Title: Medical office: Computerized systems (US.1-CS.1)
Pre-Requisite Course: Medical Terminology (US.1-MT.1)
Clock Hours: 20
Upon successful completion of this course, the student will be able to understand the tasks that are performed on a regular basis in the medical office. List the daily tasks and common applications requiring the use of computers in a medical office and their advantages over traditional paper methods. Start and exit the Medical Office Computerized Software application and navigate within Medical Office Computerized Software. Use Medical Office Computerized Software to enter and change patient information. Work with Cases. Enter charge transactions. Enter payments and adjustments. Use Office Hours to schedule patient appointments. Use claim management. Print reports.

Course Title: Medical Patient Record Keeping (US.1-RK.1)
Pre-Requisite Course: Medical office: Computerized systems (US.1-CS.1)
Clock Hours: 20
Upon successful completion of this course, the student will be able to relate Patient List.
Set up the chart number by various methods. Create New Patient Set-up. Create and monitor patient scheduling. Output Reports, statements and forms. Perform computerized system maintenance.

Course Title: Anatomy and Physiology (US.1-AP.1)
Pre-Requisite Course: none
Clock Hours: 50
Upon successful completion of this course, the student will be able to list constituent parts of the human body, including biochemical elements, atoms, molecules and organic compounds; define cells, tissues and organs; list the systems of the body: outline the plan of the body; given a medical word, identify the prefix, root and suffix, list units of metric measurement in common medical use. Define and describe the structure, functions and processes of the Musculoskeletal. Define and describe the structure, functions and processes of the Integument Define and describe the structure, functions and processes of the Circulatory System and list common systemic diseases and disorders. Define and describe the structure, functions and processes of the Nervous System and list common systemic diseases and disorders. Define and describe the structure, functions and processes of the Sense Organs and list common systemic diseases and disorders Define and describe the structure, functions and processes of the Respiratory System, and list common systemic diseases and disorders. Define and describe the structure, functions and processes of the Endocrine System and list common systemic diseases and disorders. Identify and describe primary function of all endocrine glands. Define and spell five system-related terms with complete accuracy. Define and describe the structure, functions and processes of the Digestive System and list common systemic diseases and disorders. Define and spell five system- related terms. Define and describe the structure, functions and processes of the Urinary System and body fluids and list common systemic diseases and disorders. Define and describe the structure, functions and processes of the Reproductive System and list common systemic diseases and disorders; to define major stages of human growth and development.

Course Title: Medical Law and Ethics (US.1-LE.1)
Pre-Requisite Course: none
Clock Hours: 30
The student will be able to list guidelines of the AMA Principles and AAMA Code of Ethics and describe ethical aspects of professional behavior; define patient rights and the concept of quality assurance, all with complete accuracy, and, given two case histories involving ethical issues, will identify positive and negative examples of ethical behavior and propose solutions where appropriate. The student will be able to define the legal relationship of doctor and patient: to describe health care personnel credentialing, medical professional liability, patient care documentation, medical records and public health reporting requirements, all with complete accuracy, and, given two case histories involving legal considerations, identify positive and negative examples legal behavior and propose solutions where appropriate. The student will be able to describe procedures for secure storage of hazardous materials and abusable supplies, access control for hazardous materials and abusable supplies, procedures for safe disposal of infectious or hazardous material, tracking and periodic inventory verification procedures and risk management procedures, ail with complete accuracy, and, given two case histories involving security and risk management issues, will identify positive and negative actions and propose corrective, actions where appropriate.

Unit #6
Foundations of Sonography (US.1-FS.1)
Prerequisite Course: Medical Terminology, Medical Office: Computerized Systems, Patients Record Keeping, Anatomy and Physiology, Medical Law and Ethics
Clock Hours: 30
Upon completion of this course you should understand the history of Diagnostic Medical Ultrasound. You will know the role of a sonographer, what makes a good sonographer, use medical terms, find resources devoted to ultrasound, describe the concepts of fundamental mathematical functions and algebraic equations and perform appropriate mathematical and algebraic functions, relate mathematical formulas to the action of sound at interfaces of various qualities, plus list and describe the physical units involved in sonography.

Unit #7
Introduction to Physical Findings, Physiology, and Laboratory Data of the Abdomen (US.1-PF.1)
Prerequisite Course: Foundations of Sonography
Clock Hours: 30
Upon completion student will be able to explain how to obtain a health history, learn about the interview process, learn how to perform the physical assessment, explain the clinical signs and symptoms of various diseases, describe the physiology of the abdominal structures, list the various laboratory tests pertinent to sonographic examination.

Unit #8
Anatomic and Physiologic Relationships within Abdominal cavity (US.1-APR.1)
Prerequisite Course: Introduction to Physical Findings, Physiology, and Laboratory Data of the Abdomen
Clock Hours: 40
Upon course completion you will be able to use key medical terminology, describe the organization of the body, name the body systems and their functions, know the anatomic directions in the body, describe the abdominal quadrants of the body, list the organs located in each major body cavity, name the membranes associated with the thoracic and abdominal muscles in the body, describe the potential spaces in the body, and properly use the sonographic terms that describe relative positions, body sections, and body regions.

Unit #9
Introduction to Abdominal Scanning Techniques and Protocols (US.1-AS.1)
Prerequisite Course: Foundations of Sonography; Introduction to Physical Findings, Physiology and Laboratory Data of the Abdomen; Anatomic and Physiologic Relationships within Abdominal cavity; Introduction to Abdominal Scanning Techniques and Protocols
Clock Hours: 40
Upon course completion you will be able to name the scanning techniques used in ultrasound, describe how to properly label a sonogram, describe the correct orientation of an ultrasound image, list the criteria for an adequate scan, describe the general abdominal protocol, list the patient preparation, transducer selection, patient position, and images that should be obtained, for all abdominal soft tissue structures, describe the use of Doppler in abdomen, list the Doppler scanning techniques for abdominal vessels

Unit #10
The Vascular System (US.1-VS.1)
Prerequisite Course: Foundations of Sonography; Introduction to Physical Findings, Physiology and Laboratory Data of the Abdomen; Anatomic and Physiologic Relationships within Abdominal cavity; Introduction to Abdominal Scanning Techniques and Protocols
Clock Hours: 50
Upon course completion name the three layers of the artery, explain the differences between an artery and vein, name the five sections of the aorta, list the major anterior and lateral branches of the aorta, list the tributaries to the inferior vena cava, describe the portal system, describe the various types of aneurysm formation, name what ultrasound characteristics are important to know when evaluating an abdominal aortic aneurysm, list the types of dissection possible, name the factors that may cause a pulsatile abdominal mass, describe the appearance of tumor or thrombus in the vascular system, describe the normal and abnormal Doppler patterns of the vascular structures, differentiate sonographic appearances by explaining the clinical significance of the pathologic processes as related to the vascular system in the following diseases: (atherosclerosis; aneurysm; dissection; calcification; thrombus), create high quality diagnostic scans to illustrate the appropriate anatomy in all planes pertinent to the vascular system, select the correct equipment setting appropriate to individual system. Distinguish between the normal and abnormal sonographic appearances of the vascular system.

Unit #11
The Liver (US.1-TL.1)
Prerequisite Course: Foundations of Sonography; Introduction to Physical Findings, Physiology and Laboratory Data of the Abdomen; Anatomic and Physiologic Relationships within Abdominal cavity; Introduction to Abdominal Scanning Techniques and Protocols
Clock Hours: 50
Upon course completion you will be able to describe the location and size of the liver, define the relational landmarks of the liver, list the four fossae of the liver, describe the vascular supply to the liver, illustrate the surface and internal anatomy of the liver and adjacent structures, list the functions of the Liver, describe the liver function tests and their relevance to hepatic disease, list the clinical signs, sonographic features, and differentials fort normal liver parenchyma, diffuse disease, focal anomalies, cystic lesions, congenital lesions, infection and inflammatory lesions, benign neoplasm, traumatic lesions, and vascular anomalies of the liver, Differentiate between the sonographic appearances of intrahepatic and extrahepatic biliary obstruction

Unit #12
The Gallbladder and the Biliary System (US.1-GB.1)
Prerequisite Course: Foundations of Sonography; Introduction to Physical Findings, Physiology and Laboratory Data of the Abdomen; Anatomic and Physiologic Relationships within Abdominal cavity; Introduction to Abdominal Scanning Techniques and Protocols
Clock Hours: 50
Upon successful completion of this course, the student will be able to describe the internal, surface, and relational anatomies of the gallbladder, describe the normal sonographic patterns of the gallbladder, cystic duct, hepatic ducts, and common bile duct, differentiate the sectional anatomy of the hepatobiliary system and adjacent structures, describe the congenital anomalies that affect the biliary system, explain the function of the gallbladder, Differentiate the sonographic appearances of jaundice, cholelithiasis, cholecystitis, cholesterosis, benign tumors, carcinoma, gangrenous, cholecystitis, wall changes, sludge, polyps, emphysematous cholecystitis, porcelain gallbladder, sclerosing cholangitis, and cholangiocarcinoma (Klatskin's tumor) , and describe the sonographic appearance of the dilated intrahepatic ducts.

Unit #13
The Pancreas (US.1-TP.1)
Prerequisite Course: Foundations of Sonography; Introduction to Physical Findings, Physiology and Laboratory Data of the Abdomen; Anatomic and Physiologic Relationships within Abdominal cavity; Introduction to Abdominal Scanning Techniques and Protocols
Clock Hours: 50
Upon course completion describe the normal anatomy and relational landmarks of the pancreas, name the exocrine and endocrine functions of the pancreas, describe the laboratory tests used to detect pancreatic disease, describe the sonographic technique and patterns of the normal pancreas, define the clinical signs and symptoms of pancreatic disease, name the congenital anomalies of the pancreas, list the sonographic findings and differential diagnoses of the following diseases: pancreatitis, pancreatic cyst, pancreatic tumor, and distinguish between the normal andabnormal sonographic appearance of the pancreas.

Unit #14
The Gastrointestinal Tract (US.1-GT.1)
Prerequisite Course: Foundations of Sonography; Introduction to Physical Findings, Physiology and Laboratory Data of the Abdomen; Anatomic and Physiologic Relationships within Abdominal cavity; Introduction to Abdominal Scanning Techniques and Protocols
Clock Hours: 50
Upon successful completion of this course, the student will be able to describe the anatomy and relational landmarks of the gastrointestinal system, discuss the size of wall thickness and diameters of the gastrointestinal tract, describe the sonographic techniques used to image the gastrointestinal tract, differentiate the sonographic appearances of the following conditions or diseases: duplication cyst, bezoar, benign tumor, malignant tumor, obstruction, appendicitis, mucocele, Meckel's diverticulitis, and Crohn's disease, describe the sonographic techniques used to image the appendix, create high-quality diagnostic scans demonstrating the appropriate anatomy in all planes pertinent to the gastrointestinal tract. Select the correct equipment settings appropriate to individual body habitus.

Unit #15
The Urinary System (US.1-TUS.1)
Prerequisite Course: Foundations of Sonography; Introduction to Physical Findings, Physiology and Laboratory Data of the Abdomen; Anatomic and Physiologic Relationships within Abdominal cavity; Introduction to Abdominal Scanning Techniques and Protocols
Clock Hours: 50

Upon course completion student will be able to list the organs in the urinary system and describe their basic functions, identify the internal anatomy of the kidney including the renal pelvis, calyces, renal sinus, medulla pyramids, cortex, and hilum and describe the sonographic appearance of each, describe the sonographic scanning technique to image the urinary system, identify the common locations of ectopic kidneys, their sonographic appearance, and their relationship to genital anomalies, identify and describe renal variants and anomalies, their sonographic appearance, and other secondary findings associated with renal anomalies, describe the clinical signs and symptoms, and list the laboratory tests (urinalysis, urine pH, specific gravity, blood, creatinine, and blood urea nitrogen) that are used to evaluate urinary tract problems, describe the different types of congenital renal cystic diseases: von Hippel-Lindau, tuberous sclerosis, polycystic, multicystic dysplastic, and medullary cystic disease, including sonographic appearance and involvement of other organs, identify and define sonographic appearance of benign and malignant urinary system neoplasms, describe the process of hydronephrosis, including the causes, stages, clinical symptoms, laboratory findings, sonographic appearance, and Doppler findings, describe prerenal, renal, and postrenal causes of renal failure, including the sonographic appearance of each, identify the sonographic appearance of the kidneys with acquired immune deficiency syndrome (AIDS), sickle cell anemia, cuncontrolled hypertension, define the following renal infections: pyonephrosis, emphysematous pyelonephritis, xanthogranulomatous pyelonephritis, and nephrocalcinosis, discuss the role of ultrasound in postrenal transplant patients, including parenchymal pattern, color flow and Doppler findings and medical complications associated with rejection, describe the extraperitoneal fluid collections that may occur after transplant: lymphocele, lymph fistula, urinary fistula, urinoma, perinephric abscess, and hematoma, list the factors that must be considered when an increased resistive index is found in a native and transplanted kidney and describe the uses and limitations of power, color, and Doppler to evaluate the intrarenal vascularity, identify lower urinary tract abnormalities and describe the sonographic appearances of each and scanning technique used in evaluation of the urinary bladder. Describe the sonographic appearance of benign and malignant urinary bladder neoplasms and identify causes that prohibit the complete emptying of the urinary bladder.

Unit #16
The Spleen (US.1-TS.1)
Prerequisite Course: Foundations of Sonography; Introduction to Physical Findings, Physiology and Laboratory Data of the Abdomen; Anatomic and Physiologic Relationships within Abdominal cavity; Introduction to Abdominal Scanning Techniques and Protocols
Clock Hours: 50

Upon successful completion of this course, the student will be able to list the normal anatomy and relational landmarks of the spleen, discuss the size and primary functions of the spleen, describe the songraphic technique and patterns of the spleen, discuss the sonographic findings and differential diagnosis of the following conditions or diseases: regressive changes, congestion of the spleen, focal disease, diffuse disease, splenic abscess, splenic infraction, trauma, splenic cysts, and primary tumors, create high-quality diagnostic scans demonstrating the appropriate anatomy in all planes pertinent to the spleen, select the correct equipment settings appropriate to individual body habitus.

Unit #17
The Retroperitoneum (US.1-TR.1)
Prerequisite Course: Foundations of Sonography; Introduction to Physical Findings, Physiology and Laboratory Data of the Abdomen; Anatomic and Physiologic Relationships within Abdominal cavity; Introduction to Abdominal Scanning Techniques and Protocols
Clock Hours: 50
Upon successful completion of this course, the student will be able to list the boundaries of the pelvic retroperitoneum and the four subdivisions: previsical, rectovesical, and presacral and bilateral pararectal (and paravesical) spaces, describe the structures in the retroperitoneal cavity, name the hormones that are secreted by the adrenal gland, identify the adrenal gland hormones and describe the syndromes associated with hypersecretion and hyposecretion, describe the sonographic appearance and clinical findings of neonatal adrenal glands and neuroblastomas, including their clinical findings, explain the role that ultrasound plays in the evaluation of para-aortic nodes and describe the sonographic techniques used to visualize them, describe the boundaries of the posterior pararenal space and iliac fossa and the structures located within, discuss what makes up the retrofascial space, including the tree compartments; psoas, lumbar (quadrates lumborum), and iliac, describe the sonographic appearance of the retroperitoneal fluid collections; urinoma, hemorrhage, and abscesses, define retroperitoneal fibrosis and the medical problems that may be associated with it, select the correct equipment settings appropriate to individual body habitus and distinguish between the normal and abnormal appearances of the retroperitoneal structures.

Unit #18
The Peritoneal Cavity and Abdominal Wall (US.1-PC.1)
Prerequisite Course: Foundations of Sonography; Introduction to Physical Findings, Physiology and Laboratory Data of the Abdomen; Anatomic and Physiologic Relationships within Abdominal cavity; Introduction to Abdominal Scanning Techniques and Protocols
Clock Hours: 50
Upon successful completion of this course, the student will be able to compare and contrast pleural fluid and sub diaphragmatic fluid, compare and contrast sub capsular fluid and intraperitoneal fluid, list which organs are peritoneal or retroperitoneal , describe the sonographic findings to detect fluid in the intraperitoneal compartments, discuss the formation of ascitic fluid and the sonographic findings, list the sonographic findings in the abdomen and pelvis, discuss the abnormalities of the mesentery, omentum, and peritoneum, describe the normal anatomy of the abdominal wall, describe the extra peritoneal hematomas of the abdomen, create high-quality diagnostic scans demonstrating the appropriate anatomy in all planes pertinent to the peritoneal cavity and abdomen wall, select the correct equipment settings appropriate to the individual body habitus. Distinguish between the normal and abnormal sonographic appearances of the peritoneal cavity andabdomen wall.

Unit #19
Abdominal Applications of Ultrasound Contrast Agents (US.1-CA.1)
Prerequisite Course: Foundations of Sonography; Introduction to Physical Findings, Physiology and Laboratory Data of the Abdomen; Anatomic and Physiologic Relationships within Abdominal cavity; Introduction to Abdominal Scanning Techniques and Protocols
Clock Hours: 50
Upon successful completion of this course, the student will be able to list current limitations of ultrasound imaging that may be enhanced with ultrasound contrast agents, describe the properties an ultrasound contrast agents needs to have to be clinically useful, name three contrast agents available for ultrasound applications, describe the difference between tissue-specific ultrasound contrast agents and vascular agents, define harmonic energy, and describe the clinical applications of contrast agents in the liver.

Unit #20
Ultrasound-Guided Interventional Techniques (US.1-IT.1)
Prerequisite Course: Foundations of Sonography; Introduction to Physical Findings, Physiology and Laboratory Data of the Abdomen; Anatomic and Physiologic Relationships within Abdominal cavity; Introduction to Abdominal Scanning Techniques and Protocols
Clock Hours: 50
Upon successful completion of this course, the student will be able to describe the advantages of ultrasound guided procedures, describe the benefits of sonographer involvement in procedures, discuss the advantages and disadvantages of free hand and needle-guide techniques, discuss techniques for finding the needle for finding needle tip, discuss indications and contraindications of ultrasound-guided interventional techniques.

Unit #21
Emergent Abdominal Ultrasound Procedures (US.1-AP.1)
Prerequisite Course: Foundations of Sonography; Introduction to Physical Findings, Physiology and Laboratory Data of the Abdomen; Anatomic and Physiologic Relationships within Abdominal cavity; Introduction to Abdominal Scanning Techniques and Protocols
Clock Hours: 50
Upon successful completion of this course, the student will be able to name the most frequent reasons why people go to the emergency room, list the complications of peritoneal lavage, name the reasons why ultrasound is a good screening tool for the trauma patient, define the goal of ultrasound in the assessment of blunt trauma, describe the sonographic findings of free fluid in the abdomen and/or pelvis, define the pitfalls and limitations of using ultrasound in the trauma patient, identify the most common modalities used to evaluate acute flank pain, describe the sonographic findings in aortic dissection, name the tree types of abdominal hernias, describe the sonographic findings of hernia.

Unit #22
Superficial Structures - The Breast (US.1-SSB.1)
Prerequisite Course: Foundations of Sonography; Introduction to Physical Findings, Physiology and Laboratory Data of the Abdomen; Anatomic and Physiologic Relationships within Abdominal cavity; Introduction to Abdominal Scanning Techniques and Protocols
Clock Hours: 40
Upon successful completion of this course the student will be able to describe the basic anatomic structures of the breast and how they relate to the sonographic layers, identify the different sonographic layers of the breast and boundary tissue, including skin, subcutaneous layer, mammary layer, retro mammary layer, and chest wall, discuss the physiology of the breast, discuss the concept of screening versus diagnostic breast imaging, discuss the indications for the use of ultrasound in breast imaging, describe the sonographic technique used in evaluating the breast using two methods (clock face and quadrants), identify the location of a breast mass, label the three-dimensional location and orientation of a breast mass, list and discuss at least two common pitfalls in imaging the breast with ultrasound and how to avoid them, identify the sonographic characteristics associated with benign breast masses, identify the sonographic characteristics associated with malignant breast masses, identify the mammographic characteristics associated with malignant breast masses, name the most common interventional procedures for which ultrasound guidance is used, and create high-quality diagnostic scans demonstrating the appropriate anatomy in all planes pertinent to the breast.

Unit #23
Superficial Structures - The Thyroid and Parathyroid (US.1-SST.1)
Prerequisite Course: Foundations of Sonography; Introduction to Physical Findings, Physiology and Laboratory Data of the Abdomen; Anatomic and Physiologic Relationships within Abdominal cavity; Introduction to Abdominal Scanning Techniques and Protocols
Clock Hours: 40
Upon successful completion of this course, the student will be able to describe the texture patterns and size of the normal thyroid and parathyroid glands, define the relational anatomy of the thyroid and parathyroid gland, discuss congenital anomalies that affect the thyroid, and differentiate the sonographic features of pathologic conditions found in the thyroid and parathyroid glands.

Unit #24
Superficial Structures - The Scrotum (US.1-SSS.1)
Prerequisite Course: Foundations of Sonography; Introduction to Physical Findings, Physiology and Laboratory Data of the Abdomen; Anatomic and Physiologic Relationships within Abdominal cavity; Introduction to Abdominal Scanning Techniques and Protocols
Clock Hours: 40
Upon successful completion of this course, the student will be able to identify the anatomy of the scrotum, explain the vascular supply to the scrotal contents, describe the patient positioning and scanning protocol for ultrasound exam of the scrotum, review the technical considerations of ultrasound imaging related to scrotal ultrasound, discuss the role of color and spectral Doppler, and describe the ultrasound characteristics of scrotal pathology.

Unit #25
The Musculoskeletal System (US.1-MS.1)
Prerequisite Course: Foundations of Sonography; Introduction to Physical Findings, Physiology and Laboratory Data of the Abdomen; Anatomic and Physiologic Relationships within Abdominal cavity; Introduction to Abdominal Scanning Techniques and Protocols
Clock Hours: 40
Upon successful completion of this course, the student will be able to identify the normal anatomic location and function of the tendon, ligaments, muscle, nerves, and bursa, know the advantages and disadvantages of sonographic artifacts in the musculoskeletal imaging, summarize the basic sonographic examination of the shoulder, wrist, knee, ankle, and foot and distinguish normal anatomy from common pathologic conditions.

Unit #26
Overview and Certification Exam Preparation for the abdomen specialty examination given by ARDMS (US.1-CEP.1)
Prerequisite Course: All Diagnostic Ultrasonography Courses
Clock Hours: 20
Upon successful completion of this course, the student will be able to successfully pass practice tests for National Certification Exam in Abdominal Sonography specialty given by ARDMS. Students will be referred to www.ardms.org site where they will be able to review ARDMS requirements and prerequisites learned during the unit. They will prepare their resume of the entry-level abdomen specialty ultrasound technician. They will pass mock interview and be able to describe the job search process.

E.D.P. School

Catalog Addendum

Part A: Academic Calendar 2026

Academic Calendar: School Closings

New Year's Day – Thursday, January 1	**Thanksgiving Day – Thursday, November 26**
Memorial Day – Monday, May 25	**Christmas Day – Friday, December 25**
Independence Day – Saturday, July 4	
Labor Day – Monday, September 7	
***** Note - Religious Holiday closure may occur during the year. Announcements will be made to staff and students at least 2 weeks prior.**	

Part B: Tuition and Fee Information

TUITION INFORMATION 2026

Program	Hours	Tuition
Medical Assistant	620	$5,500.00
Medical Assistant Advanced	900	$7,500.00
Accounting and Bookkeeping	620	$5,500.00
HHA (Home Health Aide)	84	$550.00
PCA (Personal Care Aide, first 41 hours of HHA)	41	$350.00
Diagnostic Ultrasound	1690	$18,000.00
Esthetician	600	$5250.00
ESL and Business Communications	900	$7,500.00

Part C: Licensing, Completion and Job Placement Statistics

Licensing:

2. The New York State Bureau of Proprietary School Supervision (BPSS) licenses E.D.P. School. BPSS is a division of the State of New York State Education Department.

3. EDP is accredited by the *Middle States Commission on Secondary Education* (MSA-CESS) to award certificates of completion. MSA-CESS is listed as a nationally recognized accrediting agency by the U.S. Department of Education and is recognized by the *Council for Higher Education Accreditation*.

EDP Graduation and Placement Rates

As of last academic year (July 1, 2024, through June 30, 2025) Annual Institution Report EDP's rates are as follows:

Accounting and Bookkeeping
Retention – 95%
Placement – 80%

ESL and Business Communications
Retention – 70 %
Placement – Not Applicable

Medical Assistant
Retention – 96 %
Placement – 76%

Home Health Aide (HHA)
Retention – 100%
Placement – 76%

PCA (Personal Care Aide)
Retention – 100%
Placement – 88%

Diagnostic Ultrasonography
Retention – 100%
Placement – 73%

Part D: Faculty / Academic Governance

At E.D.P. School, our faculty and teachers are an integral part of our continued success. Without the value provided by our teachers, we would not be able to give our students the high-quality education they deserve. As a result, we value faculty and academic governance and we strive to work with our faculty to continue providing for our students.

Over the years, E.D.P. School has gone through intensive changes in its curriculum. This has mostly been due to the changing nature of the job market and the demand for different educational opportunities from our potential students in the surrounding communities. Even though the Board of Directors meets every year to discuss the changing job market and brainstorm ideas for new programs, once approved, we leave the development of the educational program up to our teachers. Teachers know best how to communicate ideas to students and even though we want to provide a wide array of educational opportunities, it is only our teachers who can instill the knowledge that the students need to succeed in each course and/or career opportunity.

After each teacher develops a syllabus for each educational program, the Board of Directors will sit down with the teacher to ensure that his or her goals are in line with our intentions for the class. At that time, we will discuss the selection of course materials, instructional equipment and other educational resources. The teacher will hopefully have suggested the types of material he or she intends to use in the syllabi, but the Board will solidify those choices. For classes that have occurred for 2 or more years, the Board will have a set of textbooks/materials that have been approved in the past. If a teacher wants to take a new approach or a new teacher is hired who has used different materials in the past, we look forward to discussing these new options together to ensure our students' educational opportunities are enhanced. At this time, learning objectives for the course are also agreed upon between the respective teacher and the Board so that everyone understands what each student is intended to gain and learn throughout the course.

Throughout the course, it is the responsibility of the teacher to assign grades and marks. The evaluation of each student is up to the discretion of the teacher. At the midway point of the course, the teacher will meet with the Board to discuss any concerns that he or she may in the instruction of the class. At this time, adjustments for the rest of the semester could be made so that the syllabi can better reflect the students' needs. This meeting is also the time where the Board and teacher discuss which learning objectives have already been met and how the teacher intends to meet the remaining ones throughout the rest of the semester. A similar meeting is held at the end of the course to evaluate if the teacher's methods and feedback allowed the students to reach all the learning objectives agreed upon before the course started.

Six months after the course has completed, we usually have enough data to evaluate a course's effectiveness in terms of making our students career ready. At that time, we will sit down with the teacher and discuss our thoughts on the employment rate of our students. We will elicit ideas from the teacher on what he or she thinks can be improved upon and the Board will suggest ideas based on the employment data available. If things need to be drastically changed, the curriculum will be revised. We want not only for our students to succeed but for our teachers to become better instructors and understand the changes necessary to better suit our students' needs.

To ensure institutional effectiveness, as a career-oriented institution, we need to ensure that our teachers are effectively preparing our students for the workforce. We believe that through giving teachers freedom in the classroom, but also working with them to make their courses even stronger, EDP School will be able to achieve all its goals in this changing economy.

Part E: Conduct and Dismissal Policy

CONDUCT

I. Policy Statement

Students are expected to comply with all policies, procedures, rules, regulations and directives of E.D.P. School. Failure to comply with these requirements may result in disciplinary action, up to and including dismissal from the School. All students are held accountable for their actions and therefore students as well as employees and affiliates are to cooperate fully with the disciplinary process.

II. Reason for Policy

Through the disciplinary process, students learn the importance of accepting personal responsibility for behavior that violates community standards. Procedures used to enforce standards contribute to teaching appropriate individual and group behaviors as well as protecting the rights of individuals and the campus community from disruption and/or harm.

III. Applicability of the Policy

All members of the E.D.P. School community should be familiar with this policy. This policy shall govern the conduct of students in the school facilities. Each student shall be responsible for his/her conduct from the time of initial enrollment through the actual awarding of a certificate.

IV. Related Documents

- E.D.P. School Policies and Procedures Manual
- E.D.P. School Catalog
- NYS Education Law, Article 129-A
- Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, and accompanying regulations of the U.S. Department of Education (collectively, "FERPA")

V. Contacts

Questions Regarding Policy	Milan Nevidomsky	Financial Aid Director	(718)332-6469	milan@edpschool.edu
Reporting Alleged Violations	Milan Nevidomsky	Campus Safety and Security Officer	(718-332-6469	admin@ edpschool.edu