Labouré College

Catalog and Student Handbook
Academic Year 2016 - 2017

K.D. 6/12/17

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Labouré College
Academic Calendar 2016 - 2018

2016
FALL SEMESTER:

September	(M) 5	Labor Day - HOLIDAY
	(Tu) 6	Opening Convocation
	(W) 7	First class day
	(W-F) 7-16	Course adjustment period
October	(M) 10	Columbus Day – HOLIDAY
November	(M) 7	Register for spring 2017
	(W) 9	Scholarship Ceremony
	(F) 11	Veteran's Day – HOLIDAY
	(M) 14	Last day for course withdrawal
	(W) 23	College closes at 2pm
	(Th-F) 24-25	Thanksgiving – HOLIDAY
December	(M) 12	Last class day
	(Tu) 13	Reading day
	(W-Sa) 14-17	Final examinations/standardized testing
	Dec. 24-Jan. 2	Christmas Holiday – College Closed

The recess period between fall and spring semesters is December 18 – January 8, 2017, though Professional Staff Day is on January 6, 2017.

2017
SPRING SEMESTER:

January	(Su) 1	New Year's Day - HOLIDAY
	(M) 2	New Year's Day - HOLIDAY (observed)
	(W) 4	New Student Orientation – spring students
	(F) 6	Professional Staff Day
	(M) 9	First day of class
	(M-F) 9-20	Course adjustment period
	(M) 16	Martin Luther King, Jr. Day – HOLIDAY
February	(M) 20	President's Day – HOLIDAY
	(Tu-Su) 21-26	Spring Break
	(M) 27	Classes resume
March	(M) 6	Register for summer 2017
	(F) 24	Last day for course withdrawal
April	(W) 12	Last class day
	(Th) 13	Holy Thursday Recess
	(F) 14	Good Friday - HOLIDAY

	(Sa-Su) 15-16	Easter Recess
	(M) 17	Patriot's Day - HOLIDAY
	(Tu) 18	Reading day and Honors Convocation for students
	(W- Sa) 19-22	Final examinations/standardized testing
	(Th) 27	Class of 2017 Dinner and Awards
May	(TBA)	Pinning Ceremony
	(Sa) 6	Commencement

The recess period between spring and summer semesters is April 24 – May 8, 2017, though there are Commencement activities in May.

2017
SUMMER SEMESTER:
SESSION I

May	(M) 8	First class day
	(M-M) 8-15	Course adjustment period
	(M) 29	Memorial Day - HOLIDAY
June	(F) 2	Last day for course withdrawal (session I courses)
	(M) 5	Register for fall 2017
	(M) 19	Last class day
	(T) 20	Reading day and Professional Staff Day
	(W-F) 21-23	Final examinations

The recess period between summer sessions I and II is June 24 – July 4, 2017.

SESSION II

July	(Tu) 4	Independence Day - HOLIDAY
	(W) 5	First class day
	(W-T) 5-11	Course adjustment period
	(F) 14	Last day for course withdrawal (15-week summer session courses*)
	(F) 28	Last day for course withdrawal (session II courses)
August	(M) 14	Last class day
	(Tu) 15	Reading day
	(W-F) 16-18	Final examinations
	(W) 30	New Student Orientation – summer and fall students

**** 15-week summer session courses span the entirety of the summer semester.***
The recess period between summer and fall semester is August 19 – September 5, 2017.

2017
FALL SEMESTER:

September	(M) 4	Labor Day - HOLIDAY
	(Tu) 5	Opening Convocation
	(W) 6	First class day
	(W-F) 6-15	Course adjustment period
October	(M) 9	Columbus Day – HOLIDAY
November	(M) 6	Register for spring 2018
	(TBA)	Scholarship Ceremony
	(F) 10	Veteran's Day – HOLIDAY
	(M) 13	Last day for course withdrawal
	(W) 22	College closes at 2pm
	(Th-F) 23-24	Thanksgiving – HOLIDAY

December	(M) 11	Last class day
	(Tu) 12	Reading day
	(W-Sa) 13-16	Final examinations/standardized testing
	Dec. 23-Jan. 1	Christmas Holiday – College Closed

The recess period between fall and spring semesters is December 17, 2017 – January 8, 2018, though Professional Staff Day is on January 5, 2018.

2018
SPRING SEMESTER:

January	(M) 1	New Year's Day – HOLIDAY
	(W) 3	New Student Orientation - spring students
	(F) 5	Professional Staff Day
	(M) 8	First Class Day
	(M-F) 8-19	Course adjustment period
	(M) 15	Martin Luther King, Jr. Day – HOLIDAY
February	(M) 19	President's Day – HOLIDAY
	(Tu-F) 20-23	Spring Break (Recess)
	(M) 26	Classes resume
March	(M) 5	Register for summer 2018
	(F) 16	Last day for course withdrawal
	(Th) 29	Holy Thursday (Recess Day)
	(F) 30	Good Friday - HOLIDAY
	(Sa) 31	Easter Recess
April	(Su) 31-1	Easter Recess
	(F) 13	Last class day
	(M) 16	Patriots Day – HOLIDAY
	(Tu) 17	Reading day and Honors Convocation
	(W-S) 18-21	Final examinations/standardized testing
May	(TBA)	Pinning Ceremony
	(Tu) 1	Class of 2018 Dinner and Awards
	(Sa) 5	Commencement

The recess period between spring and summer semesters is April 20 – May 6, 2018, though there are Commencement activities in May.

2018
SUMMER SEMESTER:
SESSION I

May	(M) 7	First class day
	(M-M) 7-14	Course adjustment period
	(M) 28	Memorial Day - HOLIDAY
June	(F) 1	Last day for course withdrawal (session I courses)
	(M) 4	Register for fall 2018
	(F) 22	Last class day
	(M) 25	Reading day and Professional Staff Day
	(Tu-W) 26-27	Final examinations

The recess period between summer sessions I and II is June 28 – July 8, 2018.

SESSION II

July	(W) 4	Independence Day - HOLIDAY
	(M) 9	First class day
	(M-M) 9 -16	Course adjustment period

	(F) 20	Last day course withdrawal (15-week summer session courses*)
	(F) 27	Last day for course withdrawal (session II courses)
August	(Tu) 21	Last class day
	(W) 22	Reading day
	(Th-F) 23-24	Final examinations
	(W) 29	New Student Orientation – summer and fall students

15-week summer session courses span the entirety of the summer semester.
The recess period between summer and fall semesters is August 22 – September 4, 2018.

2018
FALL SEMESTER:

September	(M) 3	Labor Day - HOLIDAY
	(Tu) 4	Opening Convocation
	(W) 5	First class day
	(W-F) 5-14	Course adjustment period
October	(M) 8	Columbus Day – HOLIDAY
November	(M) 5	Register for spring 2019
	(TBA)	Scholarship Ceremony
	(M) 12	Veteran's Day – HOLIDAY (observed)
	(F) 16	Last day for course withdrawal
	(W) 21	College closes at 2pm
	(Th-F) 22-23	Thanksgiving – HOLIDAY
December	(F) 14	Last class day
	(M) 17	Reading day
	(Tu-Th) 18-20	Final examinations/standardized testing
	Dec 22 – Jan 1	Christmas Holiday – College closed

Note: Faculty professional activity period - fall and spring semesters Mondays (1:00pm – 2:00pm)

Introduction

Mission
The mission of Labouré College is to provide high-quality education and to prepare women and men for careers in Nursing and in Allied Health fields. Inherent in the Catholic identity of the College and its educational mission is a commitment to Judeo-Christian principles, which influence the curriculum and the College environment. Consistent with these principles, the College seeks to provide opportunities for a diverse population of students to continue their education as mature adults and responsible world citizens.

Vision
All members of the Labouré College community aspire to be models of excellence, recognized in the Greater Boston area and in New England for innovative and collaborative approaches to education for practice in the healthcare sector. Labouré College is committed to preparing practitioners who contemplate and care for a diverse patient population and to fostering interdisciplinary approaches to address complex issues within the healthcare field and society.

History
Labouré College is a small, Catholic, non-residential college located in Milton, Massachusetts. Labouré's distinct focus is education for practice in the healthcare sector. Founded in 1892 as the Carney Hospital Training School for Nurses, the College merged with two other schools, St. John's Hospital School of Nursing and St. Margaret's Hospital School of Nursing, in 1951 to form Catherine Labouré School of Nursing. Catherine Labouré School of Nursing was the first independent, regional, three-year diploma program in New England.

In 1971, the Commonwealth of Massachusetts amended the charter of the School of Nursing to provide associate degree granting authority in Nursing and Allied Health. In 2008, the Commonwealth of Massachusetts amended the College's charter to provide Bachelor of Science in Nursing degree-granting authority.

The Daughters of Charity of St. Vincent de Paul sponsored the educational mission of the institution from 1892 to 1997. In 1997, the Daughters of Charity transferred control of the College to Caritas Christi, a network of non-profit Catholic healthcare entities sponsored by the Archdiocese of Boston. Labouré College joined Steward Health Care in 2010. In 2013, Labouré College disaffiliated from Steward Health Care and moved to a new campus at 303 Adams Street in Milton, Massachusetts. Through the various changes in the College's corporate structure, Labouré College has maintained its independent, non-profit institutional status under the oversight of its own Board of Directors.

Accreditation

Labouré College is accredited by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges.

The Commission on Institutions of Higher Education
The New England Association of Schools and Colleges
209 Burlington Road, Suite 201
Bedford, MA 01730-1433
Email: cihe@neasc.org

Additionally, each of the College's healthcare programs is accredited by a discipline-specific, specialized accrediting body. As a College with the distinct focus of education for practice in the healthcare sector, Labouré is committed to preparing individuals to deliver patient-centered care as members of an interdisciplinary team. The individual programs provide clinical education emphasizing evidence-based practice, taking advantage of the latest research and clinical expertise. Quality improvement approaches and the use of information technology are important components of each program.

Specialized Program Accreditation

- The Bachelor of Science in Nursing degree is accredited by the Commission on Collegiate Nursing Education (CCNE).
- The Associate in Science in Nursing degree is accredited by the Accreditation Commission for Education in Nursing (ACEN).

- The Online Neurodiagnostic Certificate program is accredited by the Commission on Accreditation of Allied Health Education Programs in cooperation with the Committee on Accreditation for Education in Neurodiagnostic Technology (CoA-NDT).
- The Associate in Science and the Certificate in Health Information Technology are accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) in cooperation with the Council on Accreditation of the American Health Information Management Association.
- The Associate in Science in Radiation Therapy degree program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT).

Program Approval
The Associate in Science in Nursing degree program is "approved with warning" by the Massachusetts Board of Registration in Nursing. The Massachusetts Board of Registration in Nursing approves pre-licensure programs in Nursing.

State Authorization: Online and Distance Education
Labouré College is obligated to comply with other states' laws regarding the delivery of distance education to residents of other states. Distance education includes 100% online programs, online programs that require some on-the-ground experience, certificate programs, and non-credit programs and/or courses that will be delivered to students residing outside the state of Massachusetts. State laws regarding distance education vary state-by-state, and even program-by-program within a state.

Residency – Course and program availability varies by state. Admission into a program is granted at the time of initial acceptance into the program and is dependent on program availability in the state where the student is physically located at the time of admission. If a student moves to a different state after admission to the program, continuation within the program will depend on the availability of the program within the new state where the student is physically present. It is the student's responsibility to notify the college of a change in physical presence. Whether military personnel stationed outside the state of Massachusetts may enroll or continue in a Labouré College distance education program, or not, is based on where military personnel are stationed.

Licensure – State authorization has no effect on state professional licensing requirements. Students considering an academic program that leads to a professional license in their state should first seek guidance from the appropriate licensing agency in that state *BEFORE* beginning the academic program located outside the state. It is the student's responsibility to contact the appropriate licensing board in his or her home state to confirm whether a Labouré College program will meet the requirements for licensure in that state. Labouré College cannot confirm whether the course or program meets requirements for professional licensure in the student's state.

Complaint Resolution: Online Programs
Labouré College is committed to integrating institutional objectives in innovative ways to demonstrate excellence in all online programs. The College greatly values students' experiences and urges all students to adhere to the Student Code of Conduct. Please refer to the section in this *Catalog and Student Handbook* for detailed information regarding student expectations, rights, and grievance procedures.

When an issue is brought to the College's attention, the College will take appropriate action to seek resolution. Students are encouraged to pursue Labouré College's internal grievance procedures for any complaints before contacting external sources for resolution. Often, it is the case that communication with the course instructor is the most direct route to resolving issues. If an issue cannot be resolved at that level, a student should contact the Academic Chair for guidance. While attending Labouré College, students residing outside of Massachusetts who desire to resolve a grievance should always follow the College's student grievance procedure outlined in this *Catalog and Student Handbook.* If a grievance cannot be resolved internally, students may be able to file a grievance with their states.

Admission to the College

The College encourages qualified students of all ages and backgrounds interested in a healthcare career to apply for acceptance. Those wishing to discuss their educational and career plans are invited to contact the Office of Admissions at (617) 322-3575 to arrange an appointment or a campus tour. Information is also available on the College's website: www.laboure.edu.

To become members of Labouré's learning community, students are asked to submit an application. Applicants will be considered based on academic credentials and the capacity to succeed in intended programs of study. No applicant will be denied admission based on ethnicity, age, gender, religion, or learning differences. Since direct patient contact is involved in the clinical aspect of most programs, applicants will be expected to perform the required duties without compromising patient safety or welfare. Applicants need to review and acknowledge the technical standards required for their program of interest during the application process. Technical standards are available on the College website at laboure.edu/admissions. Questions regarding clinical responsibilities may be directed to the respective Division Chairperson.

Applicants are responsible for submitting all required information prior to consideration for admission.

Admission Application
All applicants are responsible for submitting the following:

- Completed application for admission, with non-refundable application fee of $50, *(applications are available online at http://www.laboure.edu/admissions)*
- Documentation of high school graduation, General Education Degree (GED) completion, or other state-approved equivalency credential *(waived for current RNs)*
- Official college transcript(s) *(if applicable)*
- Program-specific requirements *(if applicable)*

General College Admission Requirements

Minimum Academic Expectations for All Programs

- Evidence of graduation from an accredited high school or completion of a General Education Degree (GED) with a minimum standard score of 450 for each test
- An overall GPA of 2.0, or higher
- A strong foundation in Reading, Writing, Mathematics, and Science

Associate Degree Requirements

High School Graduates (students who graduated high school within the last five years)

- Mathematics: two years with a grade of C, or higher
- Science: one year of laboratory sciences (Biology or Chemistry) with a grade of C, or higher

Transfer Students (students with some college background)

- Mathematics: one college-level mathematics class (e.g., College Algebra or Statistics) with a grade of C, or higher
- Science: one four-credit, college-level life science class and accompanying lab, with a grade of C, or higher

**** Please note: Our transfer policy – transfer credits are evaluated separately from our admissions process. See Transfer of Credits - Associate Degree section for transfer credit requirements.***

Applicants whose native language is not English and who have not graduated from an American high school should achieve no less than 100 (Internet-based exam), 600 (paper), or 250 (computer) on the Test of English as a Foreign Language (TOEFL) examination.

Program-Specific Admission Requirements

Intraoperative Neuromonitoring (IONM) Certificate
In order to be accepted into the Intraoperative Neuromonitoring Certificate program, applicants must meet the general College admission requirements AND the program specific criteria and requirements listed below.

Admission Criteria
This professional certificate program has been designed for individuals holding a Neurodiagnostic Technology (NDT) Certificate, or an associate degree or higher from an accredited college, or extensive work experience in NDT as follows:

- NDT credentials with an associate degree or certificate in NDT, *or*
- NDT field experience for five plus years, preferred, *or*
- An associate degree in a medical field or a bachelor's, master's, or doctoral degree

Admission Requirements

- Attend an information session webinar
- Conduct an interview with IONM Program Director
- Submit evidence of NDT registrations or certifications, such REEGT or REPT and/or transcripts of post-secondary degrees, such as bachelor's, master's or doctoral.

Neurodiagnostic Technology Certificate
In order to be accepted into the Neurodiagnostic Technology Certificate program, applicants must meet the general College admission requirements, AND complete the following:

- Visit a clinical site and complete Clinical Site Visit Verification form;
- Attend an information session webinar; and
- Submit an essay *(applicants with a prior bachelor's degree have this requirement waived).*

Once accepted, students must complete a Site Visit & Interview Confirmation Form.

Nursing, Associate in Science
*** As of May 2, 2017, students who submit a completed application will be reviewed under the new admissions requirements (listed below).*

In order to be accepted into the Associate in Science in Nursing applicants must meet the general College admissions requirements. Additional admissions requirements for the program are dependent upon the applicant's level of education. Please review the categories below to determine specific requirements for admission.

High School Graduates
Applicants who have never taken any courses for credit after high school (within five years of graduation from high school)

- Submit the most recent official transcript at time of application; a final transcript will need to be provided at least two weeks prior to the start of their accepted semester;
- Possess a minimum cumulative GPA of 2.0, or higher;
- Completion of two mathematics courses with at least a "C" (2.0), or higher;
- Completion of one lab science course with at least a "C" (2.0), or higher;
- Submit SAT or ACT scores;
- Students who do not have SAT or ACT scores may be required to take the Test of Essential Academic Skills (TEAS)*, which will be provided at no charge by Labouré College; and
- All accepted students will receive an Academic Success Plan, and are required to meet with their assigned academic advisor at least two weeks before beginning their first semester.

General Education Degree (GED) or High School Equivalency Test (HiSET) Completers
Applicants who have never taken any courses for credit after completion of their GED or HiSET

- Submit official proof of completion at time of application;

- Submit SAT or ACT scores *(if available);*
- If no SAT or ACT is available, students will be required to take the Test of Essential Academic Skills (TEAS)*; and
- All accepted students will receive an Academic Success Plan, and are required to meet with their assigned academic advisor at least two weeks before beginning their first semester

Transfer Students or Associate Degree Holders

Applicants who have completed courses outside of high school, but have not completed a four-year advanced degree

- Submit all official transcripts to review potential course transfers;
- Minimum cumulative GPA must be 2.0, or higher;
- Completion of at least one, three-credit mathematics course. Grade must be a "C" (2.0), or higher *(non-developmental only);*
- Completion of at least one, four-credit life science course with a lab component. Grade must be a "C" (2.0), or higher;
- Students may be requested to take the Test of Essential Academic Skills (TEAS)*, which will be provided at no charge by Labouré College;
- Accepted students will be required to meet with an academic advisor at least two weeks prior to beginning their first term, and may be required to have an Academic Success Plan; and
- Students who have questions about courses that can be used for transfer credit should visit the transfer credit page in the Admissions section of the website, or reach out directly to Admissions.

** Test of Essential Academic Skills (TEAS)*

As an additional way to assess and assist students in their progression at Labouré, some applicants will be required to take the Test of Essential Academic Skills (TEAS). These applicants will be provided dates that testing will be available at the College. Labouré only requires applicants to complete the Reading and English components. The test should take no more than two hours to complete. There will be no additional charge to take this test.

Bachelor's Degree Holders

Applicants who have a bachelor's degree

- Submit proof of completion via official transcript; a final transcript must be provided at least two weeks prior to the start of their accepted semester;
- Minimum cumulative GPA must be 2.0, or higher;
- Completion of at least one, three-credit math course. Grade must be a "C" (2.0), or higher *(non-developmental only);*
- Completion of at least one, four-credit life science course with a lab component. Grade must be a "C" (2.0), or higher;
- No entry test is required; and
- Students are required to meet with an academic advisor at least two weeks before their first semester, but are *not* required to have an Academic Success Plan.

Master's Degree Holders

Applicants who have a master's degree

- Submit proof of completion via official transcript; a final transcript must be provided at least two weeks prior to the start of their accepted semester;
- Minimum cumulative GPA must be 3.0, or higher;
- Completion of at least one, three-credit math course. Grade must be a "C" (2.0), or higher (*non-developmental only*);
- Completion of at least one, four-credit life science course with a lab component. Grade must be a "C" (2.0), or higher; and
- Students are required to meet with an academic advisor at least two weeks before their first semester, but are not required to have an Academic Success Plan.

Licensed Practical Nurses (LPNs)

- Submit official proof of Licensed Practical Nurse licensure at time of application;

- All requirements for Transfer Students *(listed above)* must be submitted;
- Accepted students will be required to meet with an academic advisor at least two weeks prior to beginning their first semester, but are not required to have an academic success plan;
- Note: After students are accepted, LPN students may choose to take the Health Education System Incorporated (HESI) exam to receive exception credit for NUR1000 and/or 2000.

Nursing, Bachelor of Science
In order to be accepted into the Bachelor of Science in Nursing program (for RNs), applicants must meet the general College admission requirements, AND have the following:

- Overall GPA of 2.5, or higher (*if GPA is lower than 2.5, contact Admissions to discuss options*); and
- Copy of current RN license *(required to enroll in professional nursing course, but not for general education courses in the BSN program).*

Radiation Therapy, Associate in Science
In order to be accepted into the Associate in Science in Radiation Therapy degree program, applicants must meet the general College admission requirements, AND the program specific criteria and requirements listed below.

Admission Criteria
Applicants must complete the following prerequisite courses with a grade of "C", or higher:

High School Applicants:
Applicants currently enrolled in high school, or have graduated high school within the last five years and have no college experience

- Mathematics: two years
- Science: one year of laboratory sciences *(Biology or Chemistry)*
- *SAT scores may be submitted, but are not required*

Transfer Applicants:
Applicants with some college background

- Mathematics: one college-level mathematics class *(such as College Algebra or Statistics)*
- Science: one four-credit college-level life science with a laboratory section

Admission Requirements

- Complete the Clinical Site Acknowledgment form
- Attend an information session
- Write an essay *(contact Admissions for instructions)*

Deadlines
Labouré College accepts students three semesters per year, with start dates in Spring (January), Summer (May), and Fall (September).

The admissions process at Labouré College operates on a rolling basis for all programs other than the Associate in Science in Nursing program *(see below)*. Rolling admissions means that there are no final deadlines to apply; rather, applications are reviewed as they become complete, and until a program is filled. Programs with limited capacity can fill up quickly. In the event that a program is filled for a particular semester, the completed application will be considered for the next available semester.

Application materials for the **Associate in Science in Nursing** program are **only** accepted during the open application period.

- **Spring Applications** (January start): Open August 1 at 9am until full
- **Fall Applications** (September start): Open February 1 at 9am until full
- **Summer Applications** (May start): Open November 1 at 9am until full

To accept the offer of admission, the applicant will complete a deposit form and submit a non-refundable enrollment deposit of $200.00 by the deadline identified in the acceptance letter. *The deposit is waived for RN-BSN students who completed the Associate in Science in Nursing program at Labouré College.*

Upon Acceptance to the College

To accept an offer of admission, applicants need to:

- Submit the non-refundable $200 tuition deposit/matriculation fee to the Office of Admissions
- Submit all required forms concerning Student Health and Safety Requirements (background checks, health requirements, and health insurance) as described below to the College's Office of Human Resources and Compliance, prior to the first day of class. Late registrants will submit all documentation to the Office of Human Resources and Compliance no later than the last day for course withdrawal for the semester

Acceptance to the Nursing Advanced Placement Program for LPNs

Upon receiving an acceptance letter, a student should contact the Division of Nursing at (617) 322-3579. Every student completes the fee-based HESI Fundamentals of Nursing examination, which is offered three times per year. A student will need to earn a minimum score of 780 on the HESI exam to receive nine credits for NUR 1000. There is no opportunity for a re-test. Those students who do not achieve a minimum score of 780 on the HESI examination are ineligible for advanced placement status. These students then enroll in NUR 1000 to continue in the program.

Upon successful completion of the Fundamentals of Nursing HESI exam, the student is eligible to enroll in NUR 1020 on a space-available basis. To enroll in NUR 1020, the student has to have completed ANA 1010 and ANA 1120. Prior to entering NUR1020, the student must attend the NUR 1000 orientation.

Enrollment in NUR 1020 makes the student eligible to complete the fee-based Maternity/Pediatric HESI exam. A student will have to earn a minimum score of 780 to receive eight credits for NUR 2000. There is no re-test opportunity. In the event the student does not achieve a minimum score or 780, the student is required to enroll in NUR 2000.

Deferring Admission

Students accepted into a program who wish to defer their enrollment in the College may do so one time for a maximum period of one academic year with submission of a deferral form and the non-refundable $200 tuition deposit/matriculation fee to the Office of Admissions. After one year, the student will have to re-apply and pay the established application fee, if appropriate.

Reapplication

An applicant who has previously applied to Labouré College and has withdrawn at any stage of the admission process is required to submit another application. Each applicant is considered individually and is required to submit the information requested by the Office of Admissions so that all appropriate College offices may be notified about the reapplication. Previous application materials are kept on file for one year only.

Readmission to a Program

Students who have been dismissed or withdrawn from a program are required to submit an application for readmission consideration. Applications for readmission are received by the Office of Admissions. All outstanding financial obligations to the College have to be met before formal review of an application for readmission.

A student who withdraws voluntarily from the College may seek reinstatement by, first, contacting the Office of Admissions. Applications will be referred to the Academic Progression Review Committee.

Applicants who submit applications to be reviewed by the Academic Progression Review Committee must submit the following packet to the Office of Admissions:

- Completed Application;
- Official transcripts from all colleges attended after leaving Labouré College;
- Letters of recommendation from an employer, supervisor, or professor; and
- A personal statement that addresses the following:
    - Why the student withdrew or was dismissed from Labouré College;
    - Why the student is prepared to return to study at Labouré College; and
    - What strategies for success the student will employ once readmitted to Labouré College.
- Any additional documentation requested by the Academic Progression Review Committee.

Student Health and Safety Requirements

Background Checks
All students registered for any class at the College, on-campus or online, need to submit to a Criminal Offender Record Information (CORI) background check. Students registered for a clinical course, or a course with a professional practice experience involving the care of minors, will undergo a Sex Offender Record Information (SORI) background check prior to the start of the course. Students may be required to undergo additional background checks, in accordance with affiliation agreements between the College and sites to which they are assigned.

Student Health Requirements
Part 1 - College Vaccination Requirements
Once registered for any class at the College, on-campus or online, all students need to submit the following documentation to the Office of Human Resources and Compliance:

- MMR vaccine (Measles, Mumps, Rubella): Two doses (minimum of twenty-eight days apart) or Measles, Mumps, AND Rubella titers (all results have to be positive);
- Varicella vaccine (Chicken Pox): Two doses (minimum of four weeks apart) or Varicella titer (result has to be positive). A history of Chicken Pox is not accepted;
- Hepatitis B vaccine: Completion of three dose series or Hepatitis titer (surface antibody [anti-HBs] result has to be positive);
- Tdap vaccine (Tetanus, Diphtheria, Pertussis): within past ten years; every ten years; and
- Influenza vaccine: yearly, and as soon as available, during the annual flu season (early fall through early spring). College deadline will be announced. There may be additional flu shot deadlines in accordance with the College's affiliation agreements. Students may decline the flu shot, in writing annually. Some affiliate sites may not admit a student who has not received a flu shot, while others will require personal protective equipment (e.g., mask) to be worn, or other measures to be taken.

Part 2 - Clinical Course and Professional Practice Experience Health Requirements
Students registered for a clinical course have to submit the following documentation to the Office of Human Resources and Compliance Office by August 15 (fall); December 15 (spring); April 15 (summer sessions I and II):

- PPD (Tuberculosis Skin Test): within past year; every year or if PPD is positive: chest x-ray every five years *and* Annual TB Symptom Review Form; and
- CPR Certification: Submit a copy of the card (front and back) and current certification. The following two courses are the only approved courses: "American Heart Association, Healthcare Provider" or "American Red Cross, CPR/AED for the Professional Rescuer and Health Care Provider."

Students registered for courses with a professional practice experience have to submit the following documentation by August 15 (fall); December 15 (spring); April 15 (summer session I and II):

- PPD (Tuberculosis Skin Test): within past year; every year or if PPD is positive: chest x-ray every five years *and* Annual TB Symptom Review Form.

Additional health clearance steps may be required of students, in accordance with affiliation agreements (e.g., physical exam, two-step PPD, drug testing, fingerprinting).

Part 3 - Student Health Insurance
Massachusetts requires that students enrolled in nine credits or more each semester have health insurance. Students enrolled in online programs are exempt. Attendance at clinical sites, however, does require health insurance. Students will be automatically enrolled in the Student Health Insurance Plan. If a student has comparable insurance and does not wish to enroll in the Student Health Insurance Plan, the student has to waive online by the announced deadline. Visit the Health and Safety Compliance section at my.laboure.edu for more information.

Part 4 - Health Compliance Deadlines
Massachusetts Department of Public Health (105 CMR 220.000) requires students to provide evidence of necessary immunizations within thirty days of registering for courses or clinicals.

A "compliance hold" will be placed on accounts of returning students who are not compliant with health and safety requirements. Students will be unable to register with a "compliance hold." Throughout the calendar year, students enrolled

in courses with expired health requirements (e.g., PPD, Tdap, chest x-ray, Annual TB Symptom Review Form, CPR) will not be permitted to attend class, lab, clinical, or professional practice experience until the proper documentation is submitted to the Office of Human Resources and Compliance. Absence from class, lab, clinical, or professional practice experience may result in course withdrawal or failure.

Part 5 - General Student Health Policy

Students engage in proper health maintenance activities so as to function safely and effectively in the class, lab, clinical, or professional practice experience. The Centers for Disease Control and Prevention (CDC) advises students to stay home if they are sick. Students should stay at home until at least twenty-four hours after their symptoms have disappeared.

In the event that a student develops a health condition or illness that results in time away from class, lab, clinical, or professional practice experience, or if his or her condition warrants dismissal, the following shall occur at the discretion of the Divisional Chairperson, Clinical and Compliance Director, and/or the Vice President of Academic Affairs. The student will be required to submit a health clearance letter from his or her healthcare provider (MD, DO, NP, PA-C) that states the student "may return with 'no restrictions' to class, lab, clinical, or professional practice experience".

A student who is pregnant will notify all faculty members. Additionally, the student will obtain and submit a health clearance letter from her Obstetrician that states the Estimated Due Date (EDD) and that the student "may return with 'no restrictions' to class, lab, clinical, or professional practice experience." The student should submit this letter to faculty members who will forward it to the appropriate Chairperson. The letter will be filed in the student's health record in the Office of Human Resources and Compliance.

The College reserves the right to release health records to clinical sites.

Financial Aid Information

The goal of the Office of Financial Aid is to help assure that all qualified applicants have the opportunity to enroll at Labouré College. The Office of Financial Aid awards scholarships, grants, employment aid when available, and low-interest student loans. We provide counseling to students and their families on the cost of their education and ways in which financial aid may be obtained. The Office of Financial Aid is located in the One-Stop Student Service Center.

How to Apply
To apply for financial aid, students complete the Free Application for Federal Student Aid (FAFSA). By completing the required FAFSA, students may be considered for federal, state, and Labouré College financial aid. The quickest and easiest way to apply is online at www.fafsa.ed.gov.

To fully utilize the online application, students (and their parents, if relevant) may obtain Federal Student Aid (FSA) user name and passwords from the US Department of Education to sign in and then complete the FAFSA application electronically. Otherwise, students will have to print, sign, and mail a signature page at the end of the FAFSA, increasing the amount of time required to process applications for aid. Students can obtain FSA user names at https://fsaid.ed.gov.

If students do not have Internet access at home, they may use the College library or computer lab. Students may also make an appointment with the Office of Financial Aid for assistance with completing the FAFSA. Many public libraries have Internet access as well. Students will be asked to provide the College's **Federal School Code (006324)** when completing the FAFSA. Students should read all instructions carefully and answer questions accurately. Students should respond in a timely manner to requests for information by the Office of Financial Aid. Students may be required to submit verification forms, copies of their federal tax return transcripts from the IRS, and other information. The Office of Financial Aid will notify students via the student's Labouré College email, or for prospective students, the email address provided on the FAFSA, if they are required to supply further verification or if they have been awarded financial aid.

Financial aid status can also be viewed on the financial aid website: https://financialaid.laboure.edu. This site can be used to view and download any missing documentation as well as to view, modify, and accept financial aid awards.

Deadlines
The priority deadline is May 1 for fall semester financial aid, November 1 for spring semester financial aid, and April 1 for summer semester financial aid. Students are required to meet these deadlines to receive maximum consideration for all types of financial aid. Students may complete the FAFSA after the semester priority deadline, but they will be considered for financial aid on a funds-available basis. All students are strongly encouraged to complete the FAFSA by the priority deadline.

Satisfactory Academic Progress (SAP)
The U.S. Department of Education requires all students who receive financial aid to make satisfactory academic progress toward completion of their programs of study. SAP is the measure of a student's overall progress. Students who fail to meet SAP standards may not receive financial aid, including loans. A student's entire academic history will be reviewed for the purpose of determining satisfactory academic progress, including credits not covered by financial aid. To view or print the College's SAP Policy, visit http://www.laboure.edu/tuition-financial-aid.aspx and click on Satisfactory Academic Progress Policy: http://www.laboure.edu/documents/Satisfactory-Academic-Progress_LC.pdf.

Discussing Financial Aid
While students are not required to make appointments during open office hours, the Office of Financial Aid strongly urges students to do so. To schedule appointments contact the One-Stop Student Service Center at (617) 322-3517.

Labouré College Financial Aid
(The FAFSA should be completed to receive consideration for any financial aid.)

Scholarships
Students are allowed up to one scholarship per semester of the following College scholarships: Alumni Tuition Benefit, BSN, Catholic High School, Steward Health Care Employees and LPN Scholarship. If multiple scholarships apply, the higher amount prevails. Students can receive certain College scholarships, or a tuition benefit only once per course. Students are responsible for completing the necessary paperwork for any College scholarships. For questions regarding this process, contact the One-Stop Student Service Center at (617) 322-3517.

Alumni Tuition Benefit
Associate degree graduates of the College who return to complete an additional associate degree or professional certificate program receive a scholarship for 50% of the cost of required courses.

BSN Scholarship
A $200 scholarship for each BSN course is available for Labouré graduates of the Associate in Science in Nursing degree program who enter the RN-BSN program **within one year** of their graduation. Students returning after a year of their graduation will receive a $75 scholarship for each BSN course.

Catholic High School Scholarship
This scholarship is awarded to two Catholic high school graduates each year. It covers 50% of the cost of all courses in a student's chosen associate degree program. Generally, the student has to enter Labouré in the fall semester following graduation from high school. In addition to completion of the FAFSA, there is a separate application for this scholarship. The scholarship cannot be combined with any other Labouré College scholarship, and the scholarship can only be applied once per course. The scholarship may be discontinued if you stop attending. If you are planning on taking a semester off, please make sure you notify the Office of Financial Aid.

Labouré College Scholarship for Steward Health Care Employees
Students in degree or certificate programs who work at least 16 hours per week at a Steward Health Care facility receive a scholarship for 25% of the cost of their courses. Degree students who work between 8 and 15 hours each week receive a scholarship for 10% of the cost of their courses. Verification of employment is required.

LPN Scholarship
For students holding the LPN credential and seeking an associate degree, this scholarship covers 25% of the cost of professional courses.

Retention Scholarship
Students who have completed 24 credits toward their current program, possess a GPA of 2.5 or higher, and demonstrate exceptional financial need may be eligible for a retention scholarship. Applications are available on the financial aid website or at the One-Stop Student Service Center. Limited funding is available for this scholarship. Applications are due by July 15 for the fall semester and by October 15 for consideration for the spring semester.

Labouré College Scholarship Program
These scholarships are available each fall through the Office of Institutional Advancement. Students have to meet eligibility requirements as described on the application.

Grant Aid
(The FAFSA should be completed to receive consideration for ANY financial aid.)

Federal Pell Grant
For students with exceptional financial aid needs who have not earned a bachelor's degree, this grant is funded by the US Department of Education. The amount of the grant is determined by federal government regulations. Maximum Pell Grant for 2015-2016 is $5,775. The actual grant award is determined based on financial need and the total number of credits registered for each semester.

Federal Supplemental Educational Opportunity Grant (FSEOG)
A companion grant to the Federal Pell Grant, this is also for students with exceptional financial aid needs who have not earned a bachelor's degree. Students have to be at least half-time (six credits) status and demonstrate exceptional financial need. There is limited funding for this grant.

MASSGrant
This program is for full-time (12 or more credits) students who are Massachusetts residents, have exceptional need, and meet other eligibility criteria determined by the Commonwealth of Massachusetts. **Applicants have to file the FAFSA prior to May 1.** Eligibility is determined by the Massachusetts Office of Student Financial Assistance (OSFA) and students will be notified by OSFA via mail.

Part-time Massachusetts Grant Program
This program is for part-time (six to eleven credits) students who are Massachusetts residents, have exceptional need, and meet other eligibility criteria determined by the Commonwealth of Massachusetts. Students should file the FAFSA by the College's priority deadline to receive maximum consideration. There is limited funding for this grant.

Massachusetts Gilbert Grant
This grant is funded by the Commonwealth of Massachusetts and awarded by the College to full-time students who have demonstrated exceptional financial need, are residents of Massachusetts, and have not earned a bachelor's degree.

Loans

Federal Direct Stafford Loan—Subsidized and Unsubsidized
This is a low-interest government loan program. The Direct Stafford Loan is the basic undergraduate loan in the United States. The money comes from the federal government, and there is no credit check. The interest rate changes once per year, on July 1. The Department of Education may keep an origination fee that will be deducted from loan proceeds. The origination fee for Direct Stafford Loans disbursed between October 1, 2015 and October 1, 2016 is 1.068%. After October 1, 2016, the rate will be 1.069%. There are lifetime Direct Stafford Loan limits. For Independent students, the lifetime limit is $57,500 with no more than $23,000 in subsidized loans. For Dependent students, the lifetime limit is $31,000 with no more than $23,000 in subsidized loans. Repayment of loans begins six months after one ceases to be a half-time student. Normally, students have 10 years to repay Direct Stafford Loans, but there are various payment plans available that may allow borrowers to extend the 10-year period.

Subsidized means the government pays the interest while one is a half-time student and qualifies for a subsidized loan by having need. For the 2016-2017 award year, the interest rate will be a fixed 3.76%. By regulation, the annual amount a student may receive for Labouré's degree programs is $3,500 as a first-year student, $4,500 as a second-year student, or $5,500 as a third-year student or higher.

Unsubsidized means the borrower is responsible for the interest. One may pay the interest while a student or may capitalize the interest and pay it when it is time to repay the loans. The 2016-2017 fixed interest rate is 3.76%. A student does not have to demonstrate financial need to qualify for an unsubsidized loan. Independent students may borrow annually $6,000 in unsubsidized loan as first- and second-year students. Combined with the subsidized amount, this is $9,500 in Direct Stafford Loans per year for first-year students and $10,500 in Direct Stafford Loans per year for second-year students. Third-year students and beyond can borrow up to $7,000 per year for a combined total of $12,500 in Stafford Loans per year. Dependent students may borrow annually $2,000 in unsubsidized loans. This means that first-year dependent students can borrow up to a total of $5,500, second-year students can borrow up to a total of $6,500, and third-year or higher students can borrow up to a total of $7,500 in Stafford Loans a year. Also, dependent students whose parents cannot obtain a Federal Direct PLUS Loan may borrow up to an additional $4,000.

Federal Direct PLUS Loan
This is a low-interest unsubsidized federal loan for the parent of a dependent student. For the 2016-2017 year the interest rate is a fixed 6.31%. The Department of Education may keep an origination fee that will be deducted from the loan proceeds. The origination fee for Direct PLUS Loans disbursed between October 1, 2015 and October 1, 2016 is 4.272%. After October 1, 2016, the rate will be 4.276%. There is a credit check on the borrower. The funds come from the federal government. If a dependent student's parent cannot obtain a Direct PLUS loan, then the dependent student may borrow up to $4,000 in unsubsidized Stafford Loan. This is an excellent educational financing option for dependent students.

Federal Perkins Loan
This is a fixed-rate (5%) federal loan that gets repaid after a nine-month grace period. The monthly payment will be at least $40 per month, perhaps more, depending on amount borrowed. It is awarded to students who demonstrate exceptional financial need and who are already receiving the maximum Stafford loan available. If a Stafford loan is declined or cancelled, the Perkins loan will be cancelled. There is limited funding for this loan.

Nursing Student Loan
This is a fixed-rate (5%) loan through the Department of Health and Human Services specifically for nursing majors. Students have to demonstrate need and meet other eligibility criteria to qualify. Repayment begins after a nine-month grace

period, and the monthly payment is $40 per month, perhaps more, depending on amount borrowed. There is limited funding for this loan.

Alternative Loan
This is known as a private loan. Students apply directly to financial institutions and have to be credit worthy or have a credit worthy co-signer. Private loans are often used by students who need assistance in addition to the Federal Stafford Loan, who require funds for living expenses, or who do not have access to the Federal Stafford Loan.

Federal Work-Study
This is a federal program that provides funding for part-time jobs on campus. Students have to be enrolled at least half-time and have financial need. Students typically work up to 20 hours per week and get paid directly every two weeks. The Office of Financial Aid has a list of available openings. For further information, please contact the Office of Financial Aid at financialaid@laboure.edu.

Withdrawals and Financial Aid
Students who receive Federal or Title IV financial aid are subject to the Return of Title IV Funds regulations. Students who withdraw may keep earned aid. Unearned aid has to be returned to the appropriate aid programs. Earned aid is determined by the percentage of the semester that the student completed before withdrawing. For example, if a student completed only 30% of the semester, then the student may keep only 30% of aid. The remaining unearned aid would have to be returned to the appropriate aid programs. Students who complete 60% of the semester are eligible to keep their aid for that semester. Students who had aid disbursed to them for living expenses may be required to repay funds to the US Department of Education. For more information, please visit http://www.laboure.edu/tuition-financial-aid/financial-aid-information

All students should be aware of the following:

- If a promissory note for any of the loan programs that the College offers has not been submitted before the withdrawal date, the loan(s) will automatically be cancelled in full;
- If an entrance interview has not been completed before the withdrawal date, the loan(s) will automatically be cancelled in full; and
- New students who are first-time borrowers who withdraw during the first thirty days of the semester are not eligible to receive subsidized or unsubsidized loans.

Massachusetts financial aid is returned in accordance with Commonwealth of Massachusetts regulations. Students who have questions about how withdrawing will affect their financial aid are encouraged to contact the Office of Financial Aid. Students may also contact Office of Financial Aid to learn about some examples of Return of Title IV Funds.

Tuition and Fees – Fall 2107 Semester

Tuition is paid on a per-credit basis each semester you enroll.

- $485 per credit for all RN-BSN courses
- $955 per credit for Professional courses in the Nursing associate-level (ASN)
- $975 per credit for Professional courses in the Radiation Therapy program
- $975 per credit for courses in Intraoperative Neuromonitoring (IONM)
- $975 per credit for Vascular Sonography courses
- $975 per credit for General Education courses
- $365 per credit for Clinical Documentation Improvement, Medical Auditing, Medical Coding courses
- $3,275 a semester for three semesters for the NDT Online certificate program
- $505 per credit for DSN/HCOP courses

Fees

- Admissions Application Fee is $50*
- Matriculation Fee is $200 *(paid by the Admission Deposit)**
- Registration fee of $30 is charged per student per semester*
- Nursing Fee of $700 is charged for NUR 1000, NUR 1020, NUR 2000, and NUR 2020
- Course Fee of $290 is charged for each Radiation Therapy professional course
- Graduation Fee is $100 and will be charged in the last semester at the College to cover the cost of graduation processing*

**Indicates fees that are non-refundable*

Health Insurance

Massachusetts requires that all students enrolled in nine credits or more each semester have health insurance. Students enrolled in nine credits or more *will be automatically enrolled* in the College's Student Health Insurance Plan. Student insurance costs are approximately:

- $2,553 for a full year of coverage
- $855 for fall only
- $1,703 for spring and summer only
- $855 for summer only

The College's Student Health Insurance Plan is through Gallagher Student Insurance. Students need to complete an online waiver form during the enrollment waiver period demonstrating they have comparable health insurance coverage. Normally, opportunities to enroll or to waive insurance coverage will occur in the month prior to beginning of a semester. Waivers need only be submitted once per school year. Specific enrollment/waiver deadlines will be announced on the College website, on my.laboure.edu, and in the student newsletter.

Insurance Enrollment/Waiver Periods

- August – Covers the entire academic year (September-August)
- December – Covers spring and summer semester only (January-August)
- May – Covers summer semester only (May-August)

Books

The estimated costs of books and supplies vary by program, but average between $500 and $1,300 per year. For more information go to http://www.laboure.edu/Laboure/Services/Bookstore or visit the virtual bookstore at http://laboure.textbookx.com.

Labouré College offers an extended line of credit to allow your bookstore charges to be applied to your student account. Approximately 30 days prior to the start of a semester, you will receive an email regarding how you can purchase books through the Online Bookstore, using the line of credit. The charges added to your student account will need to be paid prior to the next registration period.

Bill Due Date and Payments
Students either pay in full or sign up for the Nelnet payment plan for any balance not covered by awarded financial aid. Bill due dates are as follows:

- ***Fall semester: August 15***
- ***Spring semester: December 15***
- ***Summer semester: April 15***

Pay in Full
Students can pay in full online at my.laboure.edu or by visiting the One-Stop Student Service Center. Accepted forms of payment are cash, check, money order, or credit card (Master Card, Visa, or Discover).

A student's courses could be dropped if they do not complete the following by the payment due date: complete all paperwork for financial aid, pay in full, or sign-up for the payment plan for any balance due not covered by financial aid.

Nelnet Payment Plan
How it works: The student account balance will be divided into four equal payments to be made throughout the semester. Payments will be automatically debited from a checking account or a credit card (Master Card, Visa, or Discover) on the 20th day of each month.

- Fall semester payments: August, September, October, and November
- Spring semester payments: December, January, February, and March
- Summer semester payments: April, May, June, and July

Deadlines to Enroll:

- Fall semester: August 15
- Spring semester: December 15
- Summer semester: April 15

How to Enroll:

- Sign-in to the Labouré Student website, my.laboure.edu;
- Click on Student Tab at the top of the screen;
- On the left hand side, click on My Account Information;
- Click on My Account Balances;
- Select the current semester;
- Scroll to the bottom of the page; and
- Click on "Enroll In Payment Plan" to be directed to the Nelnet enrollment page.

Follow the directions carefully; a confirmation email from Nelnet follows successful enrollment.

Costs to Participate in the Nelnet Payment Plan per Semester:

- A $25 enrollment fee charged by Nelnet;
- Nelnet charges a 2.75% service fee if a credit card is used; and
- Nelnet charges $30 for any returned check and/or declined credit charges.

Refund Policy
A refund calculation will be based on the student's last date of attendance, as verified by the Registrar, based on information provided by the course professor. Tuition will be credited to a student's account upon dropping a course or withdrawing from the College based on the schedules below. Refund calculations will be made for those enrolled in a two-semester course.

Week Number	7 Week Course-Refund Percent	15 Week Course-Refund Percent
1	90	90
2	50	90
3	25	75
4	0	50
5	0	25

6	0	0
7	0	0
8	N/A	0
9	N/A	0
10-15	N/A	0

If any overdue obligation is referred to an outside agency or attorney for collection efforts and/or legal suit, the debt is increased to cover all reasonable costs of collection, such as collection agency fees, attorney fees, and court costs.

Request to Draw Student Account Credit Balance
Students have to submit a completed *Request to Draw Student Account Credit Balance* form to the One-Stop Student Service Center. A refund check will be issued within ten business days.

Please note that changes to your student account (such as new or dropped classes, books charges, etc) made after the Nelnet plan is set up do not automatically adjust the plan.
Costs subject to change at the discretion of the College without notice.

The One-Stop Student Service Center

The One-Stop Student Service Center houses the Office of Financial Aid, the Office of Student Accounts, and the Office of the Registrar. Members of the One-Stop Service Center are available to answer questions, help solve problems, and schedule appointments for students at a distance or on campus by email, on the phone, or in person.

One-Stop Service Principles

In support of the success of all Labouré students, the One-Stop Student Service Center:

- Will cultivate a professional environment of mutual respect and clear, consistent communications among colleagues and students;
- Will work as a team valuing students' diversity, strengths, accountability, and collegiality;
- Will build and share knowledge to serve students and colleagues effectively and consistently;
- Will listen to students to address current issues and anticipate future needs; and
- Will identify and resolve student issues effectively and efficiently.

The One-Stop Student Service Center and the Center for Student Success and Teaching Excellence (CSSTE) Hours

- Monday/Wednesday: 9:00 am to 5:30 pm
- Tuesday/Thursday: 9:00 am to 7:00 pm
- Friday: 11:30 am* to 5:00 pm * *CSSTE opens at 1pm on Fridays*

The One-Stop Student Service Center and the CSSTE are open at least one Saturday a month. Students are encouraged to call, email, or stop by the One-Stop Student Service Center when they have questions or need assistance.

The Center for Student Success and Teaching Excellence

The Center for Student Success and Teaching Excellence (CSSTE) is designed to enrich learning opportunities through resources available to students at a distance or on campus. Modeled on best practices for excellence in teaching and learning, the CSSTE provides students with opportunities to extend and to deepen their classroom learning experiences by participating in academic advising, academic coaching (focused on learning strategies), academic tutoring (focused on course content), basic skill strengthening (e.g., focused on Mathematics, Writing, or Critical Reading), career counseling, and/or short-term personal counseling. The CSSTE also offers specialized assistance to students with learning differences, including advocacy, learning strategies, and, when appropriate, reasonable accommodations such as extended time on exams, note-taking assistance, enlarged print, preferential seating, and support in accessing digital audio texts, readers, scribes, and/or assistive technologies. Located adjacent to the student lounge, the CSSTE strives to be a warm and welcoming community of learners dedicated to fostering student growth and success.

Academic Success Planning (ASP)

Labouré College is committed to ensuring that students have the best opportunity to achieve their academic and career goals. Therefore, an individual Academic Success Plan (ASP) will be created based on each student's academic background, institutional completion data, and conversation with an assigned academic advisor. These requirements are designed to assist students in the successful completion of their desired programs of study. The team of professionals in Admissions will inform students if they are required to have an ASP. (*Any student may request an Academic Success Plan, even if one is not required*.)

Student Readiness and Technology Requirements

Students should review the following basic technology aptitudes and skills to succeed in Labouré traditional (which are web-enhanced), hybrid, and online courses which use the eLearning platform provided by the College. Students are responsible for assessing their own skill level. Professors will not teach these skills as part of their course. Students who do not possess these skills, should consider taking a computer literacy course to prepare for, and ensure success in, Labouré traditional, hybrid and online courses.

Computer Literacy
Students need to have a basic knowledge of computer and Internet skills in order to be successful in an online course. The following are the required aptitudes and skills.

- Knowledge of terminology, such as ***browser***, ***application***, *search engines, files, viruses*, etc.
- Understanding of basic computer hardware and software; ability to perform computer operations, such as:
    - Using keyboard and mouse
    - Managing files and folders: save, name, copy, move, backup, rename, delete, check properties
    - Software installation, security and virus protection
    - Using software applications, such as Word, PowerPoint, Excel, and to email students and professors
    - Knowledge of copying and pasting, spell-checking, saving files in different formats
    - Sending and downloading attachments
- Internet skills (connecting, accessing, using browsers) and ability to perform online research using various search engines.
- Ability to use online communication tools, such as email (create, send, receive, reply, print, send/receive attachments), discussion boards (read, search, post, reply, follow threads), and chats.

Student Hardware Requirements
The College supports students in attaining the technical knowledge and equipment necessary to take a web-enhanced traditional, hybrid and/or online course. It provides aid to students who are experiencing difficulty using the required technology.

Traditional, hybrid, and online courses and programs are web-based and good computer skills and access to an up-to-date computer and high-speed Internet connection are imperative. Labouré's web-enhanced traditional, hybrid and online courses require the following minimum hardware and software requirements.

- Intel Core i3 processor or newer or Mac G4 or later processor with Intel Core i3 or equivalent to 2GBRam
- Windows 7 preferred or Mac OS
- Firefox or Safari OS 10 or Chrome
- Microsoft 2007 or later
- Adobe PDF reader (link will be provided to free download)
- PowerPoint reader (link will be provided to free download)
- Broadband Internet connection is recommended
- Web-cam and microphone
- Scanner (If required by program)

Learning Management System Usage
All web-enhanced traditional, hybrid, and online courses use the eLearning platform provided by the College. All courses offered at the College have a presence on eLearning. Professors using eLearning for instruction, are responsible for making their course(s) available to students, prior to the first day of class. All courses in a web-enhanced traditional, hybrid, and online courses format must comply with the policies and procedures outlined elsewhere in this document. All courses are archived on the College's Learning Management System.

It is the responsibility of students to obtain the appropriate technology tools to enroll in courses. Problems associated with technology-based course delivery can happen. Students encountering technical problems, which prohibit them from submitting an assignment on time, participating in a discussion post, attending a synchronous online meeting, and/or meeting

any of their coursework responsibilities, should notify their professor immediately as to the issues that are precluding their fulfillment of the course requirements.

It is essential for students to identify their options for proper technical support in order to reduce problems and increase technology access and skills. It is also important for students to be familiar with Labouré College's Academic Continuity Plan in case of severe state-wide or regional emergencies.

Additional Skills for Hybrid and Online Courses

Strong reading and writing skills
Students must have strong reading skills and the ability to communicate effectively through writing in an online course. Material in an online course will come from textbooks and listening to audio lectures. Therefore, strong reading and critical thinking skills are important for success. Online students communicate through emails, discussion forums, and chats. Students need to feel comfortable expressing themselves in writing.

Self-motivated and independent learner
Online courses offer flexibility in scheduling; however, they require more self-discipline than on-campus courses. Students may miss face-to-face interaction with a professor and peers. In the online environment, students have to be able to start and to work on tasks on their own, without someone keeping them focused. They have to be self-disciplined in order to follow the class schedule and meet deadlines.

Time commitment
Online classes take as much time, or more time, as regular on-campus classes. Students need to set aside sufficient time for study. Students need to plan to spend at least as much time working on the assignments and studying as they would with a traditional course.

Time management
Even though students may not have to "be" in class on some specific day and time, they still have to follow the course schedule provided by the professor. Online classes are not independent study courses; students are still required to "show up" and participate actively.

Professor and student interactions continually evolve in an online course. Therefore, it is critical for students to be online frequently and to log in at least three per week in order to follow discussions, review completed assignments, and communicate with classmates and the professor.

Online students should never wait until the last minute to complete an assignments. Students may have technical problems or run out of time. Procrastination is a major reason for failing an online class. It is easy to fall behind. It is important to set aside specific times, on a regular basis, to participate in an online course.

Active learner
Online students must be active learners and self-starters who are not afraid to ask questions when they do not understand. Online students, not the professor, must be in control of their learning process.

Since a professor cannot see a student, students need to "speak up" right away if they have problems. There is no way others will know that something is wrong. The professor is not the only source of information. Students can post their questions in the discussion forum and classmates will help.

Student Self-Evaluation Quiz
Students who can answer "Yes" to the following questions, are prepared to enroll and succeed in an online course. If you cannot respond "Yes" to all of these questions, you may want to consider enrolling in a hybrid course, which is a combination of online and on-campus, traditional course.

1. When you need help, are you comfortable approaching a professor to ask for clarification?
2. Are you comfortable with a self-learning environment?
3. Do you have good time management skills? Will you be able to schedule your time effectively and to stay on task to complete assignments outside of class?

4. Are you self-disciplined and self-motivated?
5. Do you have the ability to read and follow written instructions?
6. Do you have (or are you willing to obtain) access to the Web at home?
7. Do you have good computing skills including:
    - Using keyboard and mouse
    - Managing files and folders: save, name, copy, move, backup, rename, delete, check properties
    - Software installation, security, and virus protection
8. Do you have strong web browser/Internet skills (connecting, accessing, using browsers) and ability to perform online research using various search engines and library databases?
9. Do you have the ability to use online communication tools, such as email (create, send, receive, reply, print, send/receive attachments), discussion boards (read, search, post, reply, follow threads), chats, and messengers?
10. Do you have strong software application skills such as:
    - Using word processing, PowerPoint, and Excel (i.e., Word)
    - Knowledge of copying and pasting, spell-checking, saving files in different formats
    - Sending and downloading attachments
11. Do you have the required equipment and software?

Helen Stubblefield Law Library

The Helen Stubblefield Law Library is located on the third floor of the C building. The library is highly automated, with expanding electronic collections and databases available through an internal network and the Internet. The book collection, journal subscriptions, electronic resources, and media materials support all the disciplines in the Labouré College curriculum. The Librarian in the Classroom addresses the learning goals of the professor's research assignment and course.

Students have access, on campus and at a distance, to the library's catalogs, electronic journals, full-text databases, end-user searching, reference assistance and instruction, network access, reciprocal borrowing and interlibrary loan services, cooperative arrangements with other libraries for collection access, cooperative development of databases, and other strategies that emphasize access to resources.

The library makes optimal use of educational software through its automated network and provides hands-on, online database searching and computer-assisted learning. Printers are available.

The library provides access to the following EBSCOhost Research Databases:

- CINAHL Complete
- MEDLINE Complete
- Health Business Elite
- Psychology and Behavioral Sciences Collection
- Cochrane Collection Plus

In addition, the following OVID and Gale Databases are available:

- Academic OneFile
- Educators Reference Complete
- Expanded Academic ASAP
- General Reference Center Gold
- *The New York Times*
- Nursing and Allied Health Collection

The library is a member of MaHSLiN (Massachusetts Health Sciences Library Network) and the Boston Regional Library System. Such cooperative arrangements give members of the College community access to resources that may not be present on campus. Resources are available in a comfortable facility with private study rooms. Normal hours of operation provide service 90 hours per week. The library offers a wide range of information services, including reference services, one-on-one sessions, computer database searching, and resource sharing.

Library Hours:

- Monday – Friday: 8:00 am – 9:00 pm
- Saturday: 9:00 am – 5:30 pm
- Sunday: 12 noon – 5:30 pm

Note: The library is open 6:00 am to 8:00 am, Monday-Friday, for computer printing and photocopying. The Library may extend hours during exam periods.

Technology Available to Students on Campus

The College provides the following services to students:

- Internet access and Wi-Fi accessibility;
- Research tools, including EBSCOhost Research Databases, OVID, Gale Databases, and Interlibrary Loan Service to assist in students' preparation for evidence-based practice;
- MyLaboure Learning System access with web links to electronic resources;
- E-journals and e-books;
- Word processing and PowerPoint presentation software for assignments in all courses;
- Nursing Online Testing access; and
- Online library catalog
- PERRLA: Software to help with APA format.
- NVDA: Software which reads the text on the computer screen to help students learn more effectively by hearing.

College Policies, Practices, and Student Resources

Labouré College reserves the right to make changes in academic program offerings, academic and administrative policies and regulations, financial information, and course offerings. While Labouré strives to ensure the accuracy of published information, the College may find it necessary to alter policies or regulations, which may change the information published herein. The College reserves the right to make such changes, providing notice as is reasonable under the circumstances.

Absence Due to Religious Observance
As a Catholic College, Labouré does observe Catholic holidays and is sensitive to the religious requirements and customs of all religions. Students should speak to their professors in advance, if plans to observe a religious holiday that is not acknowledged as a holiday in the Academic Calendar will interfere with class attendance on a given day. There is no institutional endorsement of absences for any purposes not acknowledged in the Academic Calendar, but professors are asked to be sensitive when deciding individual cases regarding religious observance.

Access and Support Services
Labouré College is committed to extending reasonable and appropriate accommodations to students whose learning differences are consistent with standards described in the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. To be eligible, students seeking accommodations will provide documentation from a licensed medical or behavioral health professional that describes a legally recognized learning difference and that indicates the accommodations necessary to assure equal access to the College's programs and services. This documentation should be submitted at the time of enrollment to ensure proper accommodations can be made. Access and Support Services are offered by the Center for Student Success and Teaching Excellence.

Announcements and Communication
Announcements to students are included in the *Student Newsletter,* which is sent to each student email account. Students can also receive announcements on the College's social media sites:

- Facebook.com/LaboureCollege; and
- Twitter.com/LaboureCollege, @LaboureCollege.

My.laboure.edu is used to archive past student newsletters and announcements. If students wish to make announcements to the College community, they can contact the Chief Marketing Officer at katelyn_dwyer@laboure.edu or (617) 322-3524.

Campus Ministry
Students are encouraged to pursue spiritual growth and enrichment as integral to their maturation and education as adults. Campus ministry serves as an adjunct to that growth. Liturgy, prayer, counseling, and spiritual activities are offered through the Office of Campus Ministry. Through social and apostolic projects, students are encouraged to live out their religious commitment in service with and to others. *Students, faculty members, and staff members are always invited to stop by the Office of Campus Ministry, C313, or to contact the Campus Minister, Fr. John Stagnaro, at (617) 322-3557.*

Campus Security Data
The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act require colleges and universities in the United States to disclose information about crime on and around their campus. As a result, campus security data about Labouré College can be found on the following website: http://ope.ed.gov/security. For data specific to the College, follow the links, and, when asked to identify the institution, type Labouré College and click on Search. Students, faculty members, and staff members may obtain a copy of the report from the Office of Student Engagement or by calling (617) 322-3504.

Cancellation of Classes
Announcements about class cancellations due to inclement weather will be broadcast by the following radio stations:

- WBZ 1030 AM Channel 4 TV
- WRKO 680 AM Channel 7 TV
- WCVB Channel 5 TV

Cancellations will also be announced at 617-296-8300, extension 4, and posted on laboure.edu and on the Labouré College Facebook page. Students can sign up to have emergency text alerts sent to their phone. Please contact the One-Stop for instructions.

Cell Phones
Students should note the policies of individual professors, keeping in mind that most professors require all phones and electronic devices to be turned off during examinations.

Confidentiality of Student Information/ Notification of Student Rights under FERPA
"The Family Rights and Privacy Act of 1974 guarantees that the academic records for students over 18 years old cannot be discussed with anyone except the student or authorized College personnel. However, certain information classified as 'Directory Information' is available for public consumption unless the student specifically directs that it be withheld. Public Directory Information as defined by the act includes: Student's name, addresses, College email, telephone listing, date and place of birth, major field of study, class year, participation in officially recognized activities, dates of attendance, status (full-time, half-time, part-time), degrees, honors, and awards received, and the most recent previous educational institution attended. The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, affords students certain rights with respect to their education records." They are as follows:

• ***The right to inspect and review the student's education records within 45 days after the day the College receives a request for access.***
A student should submit to the Registrar, Vice President of Academic Affairs, Chairperson of the academic division, or other appropriate official a written request that identifies the record(s) the student wishes to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected.

If the records are not maintained by the College official to whom the request was submitted, that official will advise the student of the correct official to whom the request should be addressed.

• ***The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.***
A student who wishes to ask the College to amend a record should write the College official responsible for the record, identify the part of the record the student wants changed, and specify why it should be changed. If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

• **The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.**
The College will disclose information from a student's education records only with the written consent of the student (FERPA Waiver form), except in the following situations:

- To school officials with legitimate educational interests; A school official is a person employed by the College in an administrative, supervisory, academic, research, or support staff position; a person or company with whom the College has contracted to perform required functions (such as an attorney, auditor, service provider, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility;
- To officials of other institutions in which the student seeks or intends to enroll provided that the student had previously requested a release of his/her record;
- To authorized representatives of the U.S. Department of Education, U.S. Department of Defense (under the Solomon Amendment), U.S. Attorney General, INS, the Comptroller General of the United States, state education authorities, organizations conducting studies for or on behalf of the College, and accrediting organizations;
- In connection with a student's application for, and receipt of, financial aid;
- To comply with a judicial order or lawfully issued subpoena; and,
- To appropriate parties in a health or safety emergency.

• ***The right to be notified annually by the College of what student record information the College designates as "directory information," and the right to request that no student information be designated as directory information.***
The College may release student record information designated as "directory information" without a student's consent.

Directory information is information that is generally not considered harmful or an invasion of privacy if released. The College identifies the following student information as directory information: student's name, address, telephone listing, College email, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (e.g., undergraduate or certificate: full-time or part-time), participation in officially recognized activities, degrees, honors and awards received, and the most recent educational agency or institution attended.

If a student does not want the College to disclose directory information without prior written consent, the student notifies the Registrar in writing at the One-Stop Service Center. For questions regarding this matter, please email registrar@laboure.edu

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. This is the name and address of the office that administers FERPA:

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

Equal Opportunity
Labouré College does not discriminate based on race, color, religion, gender, sexual orientation, gender identity, national origin, age, disability, genetic information, marital status, amnesty, or status as a covered veteran. The College complies with local, state, and federal regulations prohibiting such discrimination in the administration of its academic, admissions, financial aid, and employment policies.

Fire and Emergency Procedures
In the event of a medical emergency or fire, students should dial 911 for assistance. In the event of a fire or alarm, students and College personnel are to evacuate the building immediately.

Fire alarm boxes, located on each floor of the College, can be activated by pulling down the lever. An Evacuation Plan is posted next to each fire alarm box indicating the appropriate path for evacuation. Students and personnel are encouraged to review the evacuation procedure posted on each floor of the College. Upon the announcement of any emergency or disaster situation, students and personnel are to evacuate the building immediately using fire evacuation procedures.

Graduation

Degree Requirements
To be considered for graduation, students will meet all degree or certificate requirements for their majors as outlined in the Labouré College Catalog and Student Handbook. Before the final semester, students will receive a notice from the Office of the Registrar about graduation and Commencement exercises.

Graduation Fee
There is a mandatory $100 graduation fee. This fee covers the cost of all graduation processing. Degree and certificate candidates pay the fee, whether or not they intend to attend Commencement. This is a one-time fee and will not be charged again if graduation is delayed.

Commencement Participation Eligibility
There is one Commencement ceremony held in May each academic year. Students who have completed their degree or certificate requirements in August and December of the previous year and those who expect to complete their degree or certificate requirements in June may attend May graduation. Students completing their degree requirements in June are considered eligible to participate in Commencement as "walk through" candidates if registered for their remaining requirements in June.

Diploma
The date on a diploma will reflect the semester when all degree or certificate requirements were completed. The name will appear on the diploma and in the Commencement program exactly as requested.

Any outstanding financial obligations to Labouré College have to be resolved with the Office of Student Accounts before a diploma, an official transcript of academic record, or other official paperwork such as NCLEX documentation can be released.

Email
Labouré College provides email accounts to all students utilizing email-hosting services provided by an external vendor, Microsoft's Office 365. The College retains final ownership of these accounts and their contents, but also endeavors to protect the individual privacy and freedom of expression for all users.

Labouré College email accounts are the only accounts which College staff and faculty will use to communicate with students for business or academic activity. All official communication from the College will be sent to the College-provided account, and delivery to this account is considered sufficient to demonstrate adequate notification of student educational or financial obligations. The onus for checking and reading received email communications remains solely with the individual assigned the account.

Methods of Accessing College Email Accounts
The primary access to Labouré College email is through a web-based portal. While other forms of access also are available, the web access will be considered the default method of access. Secondary access is available to students, including the use of IMAP or POP3 email software clients, such as Microsoft Outlook, and there is access through mobile devices using the IOS or Android operating systems. The College Information Technology staff provide "best effort" levels of support for mobile devices and software clients, but will provide more complete troubleshooting and customer support for the web-based portal.

Personal Use
Using Labouré College-provided email accounts for personal emails is permitted, but users should remain aware that non-Labouré related email may be viewed in any investigation. Sending chain letters or inappropriate emails from a College email account is prohibited. Any individual other than Labouré College Information Technology staff members, who will clearly identify themselves in any such warning, should not send virus or other malware warnings.

Mass Mailings
As part of the College-provided email system, there is the ability to send email to pre-established groups of employees and students. All communication to these email groups should be sent by authorized individuals, including but not limited to, College IT staff, College Communications employees, and selected administrative employees. Each communication will be scrutinized for appropriate relevance to the intended recipients, and emphasis should be given to keeping all such communications as precise and concise as possible.

Prohibited Use
Labouré College-provided email accounts shall not to be used for the creation or distribution of any disruptive, offensive or intimidating messages, including offensive comments about race, gender, disabilities, age, sexual orientation, pornography, religious beliefs and practice, political beliefs, or national origin. Students who receive any emails with this content from any Labouré College employee or student should report the matter to the Office of Human Resources immediately.

Timeline and Eligibility for Account Creation
All students registered for one or more credits will be issued an email account. Student email accounts will be established when a prospective student submits a deposit prior to matriculation.

Account Expiry
Student accounts will be maintained while the student is active and subsequent to separation from the College upon request.

Monitoring
Labouré College employees and students shall have no expectation of privacy in anything they store, send or receive on the College's email system. Though as a routine matter Labouré College will not monitor messages, it retains right to do so without prior notice.

Investigatory Processes

The only individuals authorized to initiate an investigation of a Labouré College email account are the College's President and Chief Human Resources Officer. Either may request an investigation and will provide a written copy of the request to the other individual, as well as to the College's Chief Information Officer, who will direct Information Technology staff to provide the appropriate access to accommodate the request. The existence of an investigation, and any findings, will be held in strictest confidence.

Investigations may be initiated for reasons such as:

- An investigation triggered by indications of misconduct or misuse;
- A need to protect health and safety;
- A need to prevent interference with the academic mission of the College;
- A need to locate substantive information required for College business, which is unavailable by some other means.

The contents of email communications that have been properly obtained for College purposes may be disclosed without permission from the end user. The College will attempt to refrain from disclosing communications, which might create personal embarrassment, unless such disclosure is required to satisfy a legal obligation.

Retention
Users should have no expectations of being able to recover deleted or expired email. The College will follow best and reasonable efforts for its backup and legal discovery practices.

Identification
All students are required to wear their Labouré College photo identification (ID) badge in the College building and at clinical sites at all times. Photo ID badges are obtained from the Office of Campus Security, C115.

Legal Name
Students are required to use their legal name when conducting business with the College. Students are allowed to change their names on institutional records upon the production of evidence showing the official change. A certified copy of a court order, a marriage certificate, or a dissolution decree reflecting the new name in full are examples of the evidence required to support an official name change. Please consult personnel in the One-Stop Student Service Center for additional information.

Lockers
Lockers are available to students who wish to have a place to store their books and belongings while on campus. Students have to provide their own padlocks for their lockers. The College does not accept responsibility for lost or stolen items; therefore, students are urged to keep their possessions in lockers and padlocked at all times. Lockers are opened and cleaned during the summer semester for health safety reasons. To obtain a locker, contact the Office of Student Engagement at (617) 322-3504.

Lost and Found
Please report lost items or turn in any found items to the Office of Campus Security, C115.

my.laboure.edu
My.laboure https://my.laboure.edu is the web-based portal through which students can access all their account information, register for classes, and access eLearning. ELearning (formerly E-Racer) is the learning management system Labouré College uses to conduct online and hybrid courses as well as to supplement the content of traditional, face-to-face courses.

The College supplies a user ID and password. Instructional videos on how to login and establish a password, register for classes, and navigate eLearning are available without logging in.

The my.laboure.edu ID is a six-digit number, and the password is a random mix of numbers and letters. Once these have been obtained from the College, they may be entered in the spaces provided, and the Login button may be clicked. Once logged in, personal information (password, photo, etc.) may be changed by clicking Personal Info near the top of the page. Once changes are entered, click the Submit button. *(The server database is updated once a day, it may take 24 to 48 hours to see the changes.)*

The National Student Nurses' Association
The National Student Nurses' Association (NSNA) is the pre-professional organization for nursing students enrolled in associate degree and bachelor's degree programs. The NSNA mission is to organize, represent, and mentor students preparing for initial licensure as registered nurses, promote development of the skills necessary to be responsible and accountable members of the Nursing profession, and develop Nursing leaders who are prepared to move forward the profession in the future. The College's chapter of the NSNA welcomes new members during each semester. Officers are elected annually. The College encourages online student involvement in student leadership, College clubs, and professional and co-curricular organizations.

Pets
Health department regulations state that, with the exception of those needed for disabled persons, animals are not permitted in any College building.

Professional Grooming and Behavior Standards
Professional standards of grooming and behavior and appropriate dress are expected of all students while attending classes and clinicals. Students are expected to be neat and well-groomed and to act professionally at all times. Meticulous care in personal hygiene is essential in the healthcare field. Students are prohibited from using heavy perfumes/colognes during class and clinicals out of consideration for staff members, students, and patients. Students are required to wear the College uniform for clinical and field experiences. When in uniform, jewelry should not be worn except for a wedding band and stud earrings. Lab coats should be worn during short-term observations in the clinical area or professional labs.

Public Disclosure
All public documents, including audited financial statements, are available in the Office of the President.

Registration Information
A detailed registration newsletter is emailed to current students prior to registration. This information is also available at the One-Stop Student Service Center at that time. Registration will begin

- The first Monday in June for the fall semester;
- The first Monday in November for the spring semester; and
- The first Monday in March for the summer semester (sessions I & II).

All students are encouraged to contact an advisor to review their academic plans before registering for courses.

Security and Safety
Students are asked to cooperate with security personnel at all times. All incidents and accidents that occur, involving students, college personnel, or visitors have to be reported to the Office of Campus Security, C115 at (617) 322-3572. Incident reporting forms are available at the Office of Campus Security or Office of Human Resources and Compliance.

Under the directives of the *Student Right-to-Know and Campus Security Act* (P.L. 101-542), students receive an annual security report with programs and procedures that promote campus safety. Prospective students may request a copy of the report by contacting the Office of Student Engagement at (617) 322-3504.

The College is not responsible for students' safety while traveling to and from an assigned facility.

Smoking
The College is smoke-free. Smoking is not permitted anywhere in the building or on the College grounds.

Student Lounge and Snack Bar
The student lounge and snack bar are located on the first floor of the B Building and next to the Center for Student Success and Teaching Excellence (CSSTE). Snacks, light food items, and hot and cold beverages are available. For convenience, students may obtain a market card from the snack bar kiosk to purchase food and beverages. Instructions about obtaining and using a market card are posted in the student lounge snack bar area.

Student Volunteers
Volunteer opportunities exist for students at many College functions including Orientation, Commencement, Information

Sessions, and Alumni events. The Office of Admissions also relies on student volunteers to serve as tour guides. Students may visit or call the One-Stop Student Service Center, if they would like to assist as volunteers during events.

Surveys
From time to time, students are asked to complete surveys. One purpose is to identify student satisfaction, needs, suggestions, or concerns. Another purpose is to collect data so that a profile of the student body can be developed. The student profile provides important information for governmental, accrediting, education, and funding agencies.

Wi-Fi
The College has a wireless local area (Wi-Fi) network on campus. The network utilizes the latest technology from Cisco Systems, Inc., to allow for 802.11b/g wireless connectivity at speeds up to 54MBs. Most laptops sold today come with built-in wireless b/g cards, and older models can be easily upgraded. The wireless network is open to all students and creates opportunities for accessing web-based instructional resources including my.laboure.edu. To connect to the network, users should look for the "Laboure_Students" network among their device's current networks, connect to it, and then open a web browser to accept the Terms of Service which govern the use of the College's network.

Academic Misconduct

Academic integrity is the hallmark of Labouré College. Academic honesty is expected of all students, who have to complete their own work and submit or present their own original work unless specifically directed otherwise by the professor. Academic dishonesty constitutes academic misconduct, which includes the following:

- Acts of cheating, fabrication, plagiarism, or assisting another in the commission of such acts; and
- Any acts of misconduct occurring at a clinical facility during the clinical education component of any course.

Professors will report all allegations of academic misconduct to the Vice President of Academic Affairs, who will review them. Professors may determine consequences within the context of the course as long as records indicate a first offense and the Vice President of Academic Affairs concurs. If the records indicate a subsequent offense, the Vice President of Academic Affairs will determine further action. If the student wishes to appeal any charges or consequences, the College appeals process applies.

Reporting and Documentation
Any member of the College community may bring charges of academic misconduct against a student. The complainant will submit a signed statement of the charges, including all relevant facts, to the Vice President of Academic Affairs.

Investigation
If warranted, the Vice President of Academic Affairs will investigate all charges with support as needed from the Office of Campus Security or other College departments. If there is substance to the allegations, the Vice President of Academic Affairs will present a written notice of the charges to the alleged offender. The Vice President of Academic Affairs will schedule a meeting within five days of the presentation of charges so that the alleged offender may respond to the charges.

In the case of alleged misconduct occurring at a clinical facility, the alleged offender will not be allowed on the clinical education unit while the allegation is under investigation. If the alleged offender admits to the charges, the Vice President of Academic Affairs will issue a sanction. If the alleged offender denies the charges, the Vice President of Academic will schedule a hearing.

Hearing
The Vice President of Academic Affairs will schedule a hearing within five days of the investigation meeting, to allow the alleged offender to present a defense. The defense may include oral testimony and/or written affidavits from witnesses. A person giving testimony may only be present at the time of his/her appearance. A faculty member may assist the alleged offender. The alleged offender may not have an attorney or any person not directly involved with the case present at the hearing. The hearing shall be recorded. A copy of the recording will be made available to the alleged offender upon request.

Within three days of the conclusion of the hearing, the Vice President of Academic Affairs will notify the alleged offender, in writing, regarding the resolution to the case.

Appeal
The student may request an appeal of the resolution of the case. Grounds for appeal are limited to the following:

- Introduction of new evidence;
- Procedural error (failure to follow procedures outlined in the conduct policy); and
- Severity of the sanction, with respect to the alleged act of misconduct.

The Board of Appeals
The request for appeal has to be in writing and signed, citing appropriate grounds as listed above, and submitted to the Chairperson of the Board of Appeals within ten business days of the date of mailing the case resolution via certified mail return receipt requested.

The decision to grant an appeal is made by the Chairperson of the Board of Appeals within three business days of receipt of request. The Chairperson of the Board of Appeals will notify the student, Vice President of Academic Affairs, faculty member, and Division Chairperson, in writing, regarding the request. If additional information is needed, an interview with the student and faculty member may be requested.

Once an appeal is granted, the Chairperson of the Board of Appeals will schedule a hearing. Date, time, location, and procedures of the hearing will be sent to the student, the Vice President of Academic Affairs, faculty member, and Division Chairperson. The hearing has to convene within fifteen business days of notification of the decision.

At the beginning of each academic year, the President shall establish a Board of Appeals pool consisting of two administrators, six faculty members, and six students (three Nursing students and three Allied Health students). When an appeal is granted by Chairperson of the Board of Appeals, the President will convene a committee consisting of three students, four faculty members, and one administrator. A student or faculty member from the course in which the student is enrolled will *not* be allowed to sit on the Board of Appeals.

Prior to the hearing, each member of the Board of Appeals has to examine all materials in the case file, including the original charge, all evidence obtained in the investigation, transcripts and recordings of the preliminary meeting and hearing, and all other communication between the faculty, the Vice President, and student. The Chairperson of the Board of Appeals has the right to request clarification or additional materials from any individuals involved in the incident of alleged misconduct or with appropriate expertise. If requested these materials has to be provided in a timely manner.

A faculty member may assist the student. The student may not have an attorney, or any other person not directly involved in the case, present at the proceedings. The proceedings will be recorded, and a copy of the recording will be made available to the student upon request.

The Board of Appeals will investigate the matter by interviewing both the student charged and the individual who made the charge. The student and the individual will have the right to appear and testify separately and privately before the Board of Appeals.

The decision of the Board of Appeals will be based upon a majority vote by secret ballots cast by the voting members. The decision of the Board of Appeals is limited to upholding or reducing the sanction imposed by the Vice President of Academic Affairs.

The Chairperson of the Board of Appeals will send the decision to the student, the Vice President of Academic Affairs, faculty member, and Division Chairperson, in writing, within ten (10) business days of the hearing.

A record of the hearing will be maintained in the Office of the Vice President of Academic Affairs for a period of seven years after the student's graduation.

If the faculty member believes the process was conducted inappropriately, then the faculty member has the right to seek remedy through grievance procedures.

President
If the student is not satisfied with the resolution of the Board of Appeals, he or she may appeal to the President by submitting a written signed request for appeal, citing appropriate grounds. The President will provide a response within ten business days to all parties involved. The decision of the President will be final. No further appeals are allowed.

Non-Academic Misconduct

Student Conduct Policy
The College expects each student to respect the rights and privileges of others, to adhere to acceptable standards of personal conduct, and to follow the moral and ethical standards of the healthcare professions as reflected in the Catholic philosophy of the College, in both academic and non-academic matters.

The College reserves the right to take any reasonable and appropriate action to protect the rights, safety, and well-being of all members of the College community and to review the behavior of any student who, in the judgment of the College, conducts himself or herself in a manner incompatible with the purpose and mission of the College.

Non-academic misconduct will include the following:

- Acts which threaten the safety, rights, or well-being of the College community; and
- Acts of violation of local, state, or federal laws. *(Note: students may also be held accountable to civil authorities for infringements of local, state, or federal statutes)*; and

Allegations of non-academic misconduct will be reported to the Vice President of Enrollment Management and Student Engagement, who will investigate them.

Students Rights: Due Process
Although the College reserves the right to suspend or dismiss students for conduct considered not in the best interests of the College community, the College firmly believes that students are entitled to due process and the protection of rights. To that end, the College provides review procedures in matters pertaining to non-academic misconduct.

Reporting and Documentation
Any member of the College community may bring charges of non-academic misconduct against a student. The complainant will submit to the Vice President of Enrollment Management and Student Engagement or Designee a signed statement of the charges, including all relevant facts.

Investigation
The Division of Enrollment Management and Student Engagement will investigate the matter. If there is substance to the allegations, a written notice of the charges will be presented to the alleged offender. The Vice President of Enrollment Management and Student Engagement or Designee will schedule a meeting within five days of the presentation of charges, to allow the alleged offender to respond to the charges. If the alleged offender admits to the charges, there will be a sanction issued. If the alleged offender denies the charges, the Division of Enrollment Management and Student Engagement will schedule a hearing.

Hearing
A hearing will be scheduled within five days of the investigation meeting, to allow the alleged offender to present a defense. The defense may include oral testimony and/or written affidavits from witnesses. A person giving testimony may only be present at the time of his/her appearance. A faculty or staff member may assist the alleged offender. The alleged offender may not have an attorney or any person not directly involved with the case present at the hearing. The hearing shall be recorded. A copy of the recording will be made available to the alleged offender upon request.

Within three days of the conclusion of the hearing, the Vice President of Enrollment Management and Student Engagement or Designee will notify the alleged offender, in writing, regarding the resolution to the case.

Appeal
The student may request an appeal of the resolution of the case. Grounds for appeal are limited to the following:

- Introduction of new evidence;
- Procedural error (failure to follow procedures outlined in the conduct policy); and
- Severity of the sanction, with respect to the alleged act of misconduct.

President

- If the student is not satisfied with the resolution of the Board of Appeals, he or she may appeal to the President by submitting a written signed request for appeal, citing appropriate grounds. The President will provide a response

within ten business days to all parties involved. The decision of the President will be final. No further appeals are allowed.

Grievance Policy

Definitions
Grievance: An assertion or claim that a College practice or procedure is not in compliance with avowed institutional policy or with relevant federal or state legislation. Employee contract provisions and Buckley Amendment issues are excluded from this procedure.

Grievant: An employee or student who has a valid grievance, as defined above.

Respondent. Any employee or student alleged to be responsible for the cause of the grievance.

Grievance Coordinator: An employee of the College designated annually by the President to investigate any complaint alleging noncompliance. The Grievance Coordinator reviews policies and hears grievances. The Grievance Coordinator is not a member of the Grievance Board, but may present facts.

Grievance Board: Prior to the beginning of the fall semester each year, the President appoints four persons to serve on the Grievance Board: one member of Senior Cabinet, one member of the administrative staff, one faculty member, and one member of the general staff. Two students elected by the student body will serve on the Grievance Board only in those cases where the grievant is a student. The persons so chosen will serve for the full academic year following their appointments or elections.

Grievance Procedure: Methods by which a grievant can express a complaint, receive a fair hearing, and have an opportunity for resolution of the difficulty.

Workdays: This term refers to business days (Monday-Friday) the College is in session.

Time Limits
Failure to file a grievance or failure to use the proper procedure at any step, within the stated time limits, will be considered an abandonment of the grievance.

Procedures
Step 1. The grievant submits the grievance, in writing, to the Grievance Coordinator within 10 workdays of the alleged violation. The Grievance Coordinator will schedule a meeting with the grievant within 5 workdays of notification. Informal efforts are made to resolve the problem at this level, and the outcome response will be delivered to the grievant within 5 workdays of the meeting. The President will be notified that a grievance has been filed, but the details will not be provided at this time, except in the case of resolution.

Step 2. If the grievant is not satisfied with the resolution, he or she may request a hearing with the Grievance Board. The request for a hearing has to be in writing and submitted to the Grievance Coordinator within five workdays of *Step 1* outcome. The hearing will be held within 10 workdays of receipt of this request. The outcome of the hearing will be presented to the grievant within five workdays of the hearing. The President will be notified by the Grievance Coordinator that the grievance has been carried to *Step 2*, but the details will not be provided at this time, except in the case of resolution.

Step 3. If the grievance cannot be resolved by the Grievance Board to the satisfaction of the grievant, he or she may request a meeting with the President within five work days of the hearing outcome. This meeting will be scheduled within 5 workdays of the request, and the outcome response will be delivered to the grievant within five workdays of the meeting. The President's decision will be considered final. No further appeals will be allowed.

Forms
The forms may be obtained from the Grievance Coordinator and should be used, as appropriate, during each step.

Online Student Grievances
While attending Labouré College, students residing outside of Massachusetts who desire to resolve a grievance should

always follow the College's student grievance procedure. If a grievance cannot be resolved internally, students may be able to file a grievance with their states. State contact information can be found at http://www.sheeo.org/node/434.

Drug and Alcohol Policy and Procedures

The College upholds all federal, state, and local laws relating to the use of drugs and alcohol, and is committed to maintaining a safe and healthy environment conducive to work and study. The College will not tolerate conduct that disrupts the campus or the academic environment. In compliance with the Drug-free Schools and Communities Act of 1989, Public Law 101-226), and the Drug-free Workplace Act of 1988, (41 USC ~01), and with the code of federal regulations that determines the College's participation in federal student aid programs, Labouré adopts and implements the following program:

> The unlawful possession, use, distribution, dispensation, or manufacturing of controlled substances (illegal drugs and unauthorized prescription drugs), as well as possession of and/or consumption of alcohol, are strictly forbidden on the College premises, as well as any work site or location at which students or employees representing the College are engaged in College-related activities or events. Any exception shall be subject to the approval of the President. The College will impose sanctions consistent with federal, state, and local laws for violation of this policy. (See Sanctions Covering Drug and Alcohol Abuse.) Violations of the policy will result in disciplinary action up to and including referral for prosecution, suspension, expulsion, and/ or termination.

Notification

- The Office of Human Resources and Compliance will distribute the College's policy on drugs and alcohol to each student taking one or more classes for any type of academic credit. Annual distribution will take place during the fall semester or at the time of matriculation;
- Students known to have a drug or alcohol problem may be referred to the Division of Enrollment Management and Student Engagement; and
- Violations will be handled on a case-by-case basis by appropriate College personnel. The non-academic misconduct section of the student conduct policy will prevail.

Appeal

Any action taken for violation of the Drug and Alcohol Policy may be appealed through the College's grievance procedure.

Sanctions Covering Drugs and Alcohol Abuse

Institutional Sanctions

The College reserves the right to take any reasonable and appropriate action to protect the rights, safety, and well-being of all members of the College community and to review the behavior of any student or employee who conducts himself or herself in a manner incompatible with the purpose and mission of the College. Violations of the College's drug and alcohol policy will be reviewed on a case by case basis and may result in disciplinary action up to and including mandatory completion of a drug or alcohol rehabilitation program, suspension, expulsion, and/or termination and referral for prosecution.

Legal Sanctions

Local, state, and federal laws make illegal use of drugs and alcohol serious crimes. Conviction can lead to imprisonment, fines, and assigned community service. Courts do not lift prison sentences for convicted persons to attend college or continue their jobs. A felony conviction for such an offense can prevent a person from entering fields of employment or professions.

Counseling, Treatment and Rehabilitation Services

Outpatient care, including assessment, counseling, and follow up for individuals and families experiencing problems with alcohol and drugs, may be arranged at the following agencies:

Federated Dorchester Neighborhood Houses

The Little House
275 East Cottage Street Dorchester, MA 02125 (617) 282-2180
http://mydorchester.org/littlehouse

Comprehensive Addiction Program St. Elizabeth's Hospital/SECAP
736 Cambridge Street Brighton, MA 02135 (617) 789-6574

http://www.steward.org/Substance-Abuse/SECAP

Adcare Recovery Services, Boston@Ascare.com
Out Patient Services, 14 Beacon Street Suite 801 Boston, MA 02108 (617) 227-2622
http://www.rehabcenter.net/rehab-centers/massachusetts-rehab-centers/boston/adcare-hospital-outpatient

Carney Hospital chmail@cchs.org
2100 Dorchester Avenue Dorchester, MA 02124 (617) 296-4000

Neponset Health Center
398 Neponset Avenue Dorchester, MA 02122 (617) 282-3200
http://www.hhsi.us/metro-boston/neponset-health-center/

Bournewood Hospital (3-5 days) 300 South Street Brookline, MA 02467
1(617) 469-0300 or 1(800) 468-4358 (24 hour phone)
http://www.bournewood.com/

Emerson Hospital (Detoxification) 133 ORNAC Concord, MA 01742
(978) 369-1400 ARP (Addiction Rehabilitation Program)
10-day outpatient program, (978) 287-3520
http://www.emersonhospital.org/en/SupportServicesAndGroups/SupportGroups/Addiction.aspx

Dimock Halfway House (4-6 month residential program for substance abuse; treatment facility) info@dimock.org
Dimock Community Health Center 55 Dimock Street Roxbury, MA 02119, (617) 442-8800
NOTE: Dimock Community Health Center has many programs. Call (617) 442-8800 for a complete list of services

Hope House (4-6 months in-house facility for drug and alcohol detoxification) 42 Upton Street Boston, MA 02118
(617) 267-4673 Alcohol and Drug Detoxification Services: Supervised, residential settings for safe withdrawal from alcohol and other drugs http://hopehousemd.org/

Steward Health Care
NORCAP Lodge, 71 Walnut Street, Foxboro, MA 02035
Call (800) 331-2900, ext. 2. (24-hour phone) Main Number: (508) 543-1873 Inpatient Services: (508) 698-1104
Intensive Outpatient Evening Treatment Program: (508) 698-1117
http://www.steward.org/Substance-Abuse/NORCAP

Title IX – Sex Discrimination, Harassment & Assault
In compliance with Title IX of the Education Amendments of 1972 and other federal, state and local laws, Labouré College does not discriminate on the basis of age, color, race, gender, sexual orientation, religion, or national origin in any phase of its employment process, its admission or financial aid programs, or any aspects of its educational programs or activities.

- Labouré College is committed to fostering a community that promotes prompt reporting of sexually-related misconduct, domestic violence, dating violence, and stalking in any form as well as the timely and fair resolution of complaints.
- In compliance with Title IX and Violence Against Women Act (VAWA), the College provides a procedure for reporting, investigating and adjudicating misconduct.

Reporting Options
Student Resource: Contact Karen Masters to arrange a meeting about a complaint involving sexual discrimination, sexual harassment, or sexual violence.

Karen Masters, *Director of Student Engagement and Chief Title IX Coordinator*
(617) 322-3504, karen_masters@laboure.edu

Faculty and Staff Resource: Contact Martha J. Dove, by phone or email to arrange a meeting about a complaint involving sexual discrimination, sexual harassment, or sexual violence.

Martha J. Dove, *Chief Human Resources Officer and Title IX Deputy Coordinator*
(617) 322-3577, martha_dove@laboure.edu

These individuals have been trained to receive and respond to allegations of violations of the policy. Complaints can be made by those who have been the victim of a violation of this policy, by a third party on a victim's behalf, or anonymously.

Terminology
Complainant: an individual who has become the victim of an alleged act of Misconduct, which violates the policy.

Respondent: an individual against whom a complaint for violation of the policy is filed.

Witness: an individual who is present during an incident that violates the Title IX policy.

Consent: is mutually understandable when a reasonable person would consider the words or actions of the parties to have manifested an understandable agreement between them to do the same thing, in the same way, at the same time and with one another; Is not merely the absence of a verbally stated "no"; Is never final or irrevocable; Is time-limited and situation-specific; even if someone obtained consent from a partner(s) in the past, this does not mean that consent is automatically granted again; Can only be given by someone who is free from verbal or physical pressure, coercion, intimidation, threat, or force.

Dating Violence: physical violence or threats of violence or acts of physical intimidation or coercion committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim.

Domestic Violence: physical violence, threats of violence or acts of physical intimidation or coercion between spouses or former spouses, cohabitating romantic partners or individuals who were formerly cohabitating romantic partners, individuals who share a child in common, or others in a family relationship.

Stalking: engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others; or suffer substantial emotional distress. Stalking behavior includes but is not limited to repeated, intentional following, surveilling or observing another; or using "spyware" or other electronic means to gain impermissible access to a person's private information.

Sexually-Related Misconduct: a form of Misconduct as defined by this policy, is a category of behavior that includes actual or attempted:

1. Sexual harassment; and,
2. Non-Consensual sexual contact (including non-consensual sexual intercourse or sexual exploitation.

Sexually-related misconduct can occur between strangers or non-strangers, including people involved in an intimate or sexual relationship. Sexually related misconduct can be committed by males or by females, and it can occur between people of the same or different sex. Sexual violence is also a form of sexually-related misconduct.

Retaliation
It is a violation of College policy to retaliate against any person making a report of Misconduct or against any person cooperating in the investigation of (including testifying as a witness to) any allegation of Misconduct. The College will not only take steps to prevent retaliation but will take strong responsive action if retaliation occurs and anyone engaging in retaliation is subject to disciplinary action, up to and including dismissal. Retaliation includes intimidation, threats, or harassment against any such reporting party or third party. Retaliation should be reported promptly to Chief Title IX Coordinator and may result in disciplinary action independent of the sanction or interim measures imposed in response to the underlying allegations of sexual misconduct.

Procedures for Investigating Alleged Violations of this Misconduct Policy

1. Labouré College investigation of a complaint and final action will normally be completed within 60 days, unless the Chief Title IX Coordinator grants an extension for good cause. Both parties will be kept informed of any scheduling delays.
2. The College may take interim measures to ensure that there is not any interaction between all parties involved with the investigation. Examples may include: adjusting class schedules, and issuing 'no contact' orders to all parties.
3. No direct cross-examination is permitted during the investigation, hearing, or appeal process. The respondent is not permitted to confront the complainant in any Title IX investigation.

4. The complainant and respondent will be permitted to have an advisor attend any investigatory interview/ meeting with him/her. Unless the matter involves a sexual assault, domestic or dating violence, or stalking, the advisor has to be a non-attorney member of the campus community.
5. In some cases, a mediated resolution may be appropriate. This may be the case in instances of more minor acts of insensitivity or misunderstandings. Mediation is not available in cases of sexual assault or other violence or where a student is complaining of conduct by an employee in a position of authority over that student.
6. The Title IX team uses the preponderance of the evidence standard in making its findings and recommendations.

Investigation Process

1. Upon receipt of a complaint and a desire by the complainant to move forward with an investigation, or a determination by the College to move forward in the absence of a participating complainant, the investigation process will begin.
2. The investigation will normally be conducted by the Chef Title IX Coordinator and Title IX Deputy.
3. The investigation process generally includes interviewing the persons involved, including witnesses, and gathering and considering relevant evidence.
4. Normally, the investigation will be completed within 60 days of receipt of the complaint. In unusual cases, it may be apparent that an investigation should not proceed.
5. If a determination is made that a violation of this policy did not occur, no sanction (s) will be issued under this policy. However, the College retains the right to address inappropriate behavior through other applicable College policies and procedures.
6. Each party will be notified simultaneously, in writing, of the results of any decision by the Title IX Team, along with the rationale. Either party may appeal in writing within 10 days of the decision.
7. At all steps of the process, the Chief Title IX Coordinator will disclose information about its investigation and resolution of sexual misconduct complaints only to those who need to know the information in order to carry out their duties and responsibilities. It will inform all College personnel participating in an investigation, proceeding, or hearing that they are expected to maintain the privacy of the process. This does not prohibit either a complainant or respondent from obtaining the assistance of family members, counselors, therapists, clergy, doctors, attorneys, or other resources.

Domestic/Dating Violence & Sexual Assault Resources

Boston Area Rape Crisis Center (BARCC)
24-hour hotline 800-841-8371 http://barcc.org

Beth Israel Deaconess Medical Center
Center for Violence Prevention and Recovery
(617) 667—8141 www.bidmc.harvard.edu/violenceprevention

Domestic Violence Hotline: (800) 799-SAFE (7233)

Not Alone: Information for students, schools, and anyone interested in finding resources on how to respond to and prevent sexual assault on college and university campuses and in our schools.

Sexual Violence – Victim's Rights and Information: Information to assist members of the College community with understanding the rights, protections and services available to victims of sexual violence.

The Massachusetts Department of Public Health Sexual and Domestic Violence Resources

Resources for Massachusetts Survivors of Domestic Violence and Sexual Assault

Student Empower – Allies in Action: BE AN ALLY: Have you ever done something to help? It could be simple, like the time you told your friend that a rape joke wasn't funny. Small actions add up to big change.
Massachusetts Office for Victim Assistance (MOVA) – Services available to all victims of all crimes.

Academic Information: Credit Hours, Degree, Certificate, Methodologies, Grading System, Satisfactory Academic Progress, Academic Policies

Semester Credit Hours

The College follows the federal regulation when defining a credit hour: an amount of work represented in intended learning outcomes and verified by evidence of student achievement. This evidence is an institutional established equivalency that reasonably approximates not less than:

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester or trimester hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as regarded in paragraph (1) of this definition for other academic activities as established by the instruction including laboratory work, clinicals, practica, studio work, and other academic work leading to the award of credit hours.

The College awards credits based on the following schedule: fifteen class hours or thirty laboratory hours or forty-five clinical educational hours equal one credit hour.

The College defines class, laboratory, and clinical education clock hours as follows:

- One class hour equals fifty minutes,
- One laboratory hour equals fifty minutes, and
- One clinical education clock hour equals sixty minutes.

The Degree

The College programs lead to the Bachelor of Science in Nursing degree and the Associate in Science degree in the fields of, Nutrition, Health Information Technology, Nursing, and Radiation Therapy.

Students are awarded the degree after meeting the following requirements:

- Completion of a minimum of 40 credit hours at the College;
- Successful completion of the degree program as prescribed by the College;
- A cumulative grade point average of 2.0, or higher;
- A grade of C+ or higher for Associate in Science in Nursing degree professional courses, and a C in other Associate in Science degree and Bachelor of Science degree professional courses;
- Fulfillment of all financial obligations to the College and financial aid exit interview; and
- Completion of all program requirements within six years of enrollment at the College.

Certificate Programs

The College offers certificate programs in Medical Coding, Neurodiagnostic Technology, Intraoperative Neuromonitoring, and Clinical Documentation Improvement.

The Educated Person

The educated person is familiar with the frames of reference and habits of mind that inhere in the liberal arts and sciences. IN particular, the educated person is engaged in a lifelong quest to grow in the ability to think, communicate, cooperate, act, and value: to accept the challenge of living in a complex and changing global society; and to pursue meaningful work, service to others, and personal well-being.

Educational Methodologies

The faculty and administration believe that cooperation and collaboration foster the most productive learning environment. The College employs teaching methods that consider students' individual needs and past experiences.

Some of the programs use learning modules. Each learning module is a topical unit of information, learning objectives, and student evaluation methods. Administered under the supervision of faculty members, this approach allows students from varied experiential backgrounds work at their own levels of understanding, within a prescribed framework. Students are also encouraged to pursue their individual areas of professional interest through faculty-guided independent study programs.

Courses in Anatomy and Physiology, Physics, and Microbiology usually combine the lecture and laboratory learning approach and provide students the essential scientific background that is the foundation of the College's healthcare disciplines.

The College provides the following definitions to assist students in choosing courses that meet their learning needs and lifestyles. Courses are identified on the Master Schedule as belonging to one of the categories. Courses that are not traditional have the following designations: Hybrid (H)and Online (O).

Definitions of Distance Education
Distance Education at Labouré College includes any course or program that replaces some or all on-campus classroom hours with online instruction. Distance Education uses one or more technologies to deliver instruction to students who are separated from the professor. These technologies support regular and substantive interaction between students and professor.
Distance Education at Labouré College offers exciting opportunities for learning online. Through eLearning, the College's learning management system, students experience interactive online learning in their coursework and in collaborative engagements with faculty and classmates.

Labouré College offers the following educational delivery formats:

- ***Traditional courses*** are courses that meet in person for all the required hours for which they are scheduled (on the main campus or satellite campuses). All traditional courses are web-enhanced, using eLearning, and require faculty and students to access class materials online. A web-enhanced traditional course is not considered an online or hybrid course, but uses the eLearning platform to interact with students and support course content.

- ***Hybrid courses*** are a combination of online and on-campus, traditional courses. Hybrid courses require students to attend on-campus orientations, assessments, class meetings, and/or other required activities. The College-supported learning management system (eLearning) is used to provide course content replacing face-to-face time. Students have to have access to a computer and reliable, high speed Internet.

- ***Online courses*** never meet in person and students complete all their work online. Students are required to use a computer with reliable, high speed Internet access as the primary technology and may be required to use other available technologies to acquire and learn course content.

Grading System, Quality Points, GPA, and Academic Progress

Grade		Quality Points	Grade Equivalencies
A		4.0	100-93
A-		3.7	92-90
B+		3.3	89-87
B		3.0	86-83
B-		2.7	82-80
C+		2.3	79-77
C		2.0	76-73
C-		1.7	72-70
D+		1.3	69-67
D		1.0	66-63
D-		0.7	62-60
F		0	59 or below
W	Withdrawn: no grade		
WP	Withdrawn: passing		
WF	Withdrawn: failing		
I	Incomplete		
AU	Audit		
NG	No Grade		
LB	Lab		

The minimum grade needed to satisfy an associate level professional nursing course requirement is a C+ and a C for other associate and baccalaureate level professional courses. Nursing and radiation therapy students have to achieve a grade of C or above in science courses (anatomy, physiology and microbiology). A minimum of C is required for all baccalaureate (3000 & 4000 level) courses**.
***** For the Associate in Science in Nursing ONLY: Effective fall 2017, students will need to meet a minimum grade of C+ (2.3) or higher for science courses (ANA 1010, ANA 1020, or MIC 2010).***

An incomplete (I) grade may be recorded for any coursework unfinished by the end of the semester, providing that an incomplete is requested by the student and approved by the professor, Division Chairperson and the Vice President of Academic Affairs. Professors may choose not to give an incomplete and then the grade is calculated on the work completed and submitted. Deadline by which completed work is to be submitted within six weeks or earlier. Any work or grade not submitted by the sixth week will result in the grade of an F.

Written permission for further extension may be granted by the course professor with the approval of the Division Chairperson and the Vice President of Academic Affairs.

Attendance

Statement on Attendance
The classroom is the heart of the educational experience at Labouré College because it provides a formal setting for the important exchanges among professors and students. Regular and punctual attendance at all classes, essential for maximum academic achievement, is a major responsibility of Labouré College students. Absence affects the contributions one can make to the class environment, whether in the cloud or face to face, and absence significantly and demonstrably reduces the quality of the educational experience for everyone in the class. As a result, absences almost always impact the quality of performance.

As part of its commitment to a quality educational experience for all members of the Labouré community, the College formally requires specific attendance policies to be developed by its professors and reviewed by the Division Chairpersons and Vice President of Academic Affairs (VPAA). Any attendance policy used by an individual professor as a criterion for evaluation have to be specified in the course syllabus and presented to students during the first week of classes. These policies can be found in course syllabi, and may include reasonable penalties for excessive absences.

In the event of prolonged illness, accident, or similar emergency, it is the responsibility of the student to notify the professor. While the professor will reach out to students who are absent to inform them about how absences affect performance, it is always the students' responsibility to make up the work they may have missed during an absence from class. Students are directed to confer with their professors when their absences jeopardize satisfactory progress. Whenever a professor is absent without notification, students are expected to wait fifteen minutes before leaving (or signing off) and to sign an attendance list, where appropriate, which a class member delivers to the Office of the Vice President of Academic Affairs.

Professors are required to record attendance and alert the Chairperson, who will notify the Registrar and VPAA, when a student fails to attend the equivalent of two weeks of courses (two absences for a course meeting once a week, four absences for a course meeting twice a week, six absences for a course meeting three times a week). The student will then be alerted that he or she is in danger of falling under the "habitual non-attendance policy" (see below).

Habitual Non-Attendance Policy
Habitual non-attendance is defined as an absence in any course (for any reason whatsoever) equating to two full weeks of missed class sessions (two absences for a course meeting once a week, four absences for a course meeting twice a week, six absences for a course meeting three times a week).

While the professor will reach out to students who are in danger if habitual non-attendance, he or she will notify the Chairperson who will then notify the Registrar when a student has reached the habitual non-attendance criteria for their course(s). The Chairperson and professor, in collaboration with the Center for Student Success and Teaching Excellence (CSSTE), will then attempt to resolve the issue of habitual non-attendance with the student. It is the responsibility of the student to notify the Registrar of any intention to withdraw from a course or to withdraw from the College. However, if the student has not officially withdrawn from the course(s) by the College's published last date to withdraw from a course, the professor will assign a grade of WF or F.

Attendance and Course Reconciliation
While the professor will reach out to students who are absent to inform them about the importance of attendance, students who have not attended any class sessions of a course or courses in which they are registered by the end of the adjustment period will be dropped from each class. The Chairperson will notify the Registrar of these students.

In order to ensure that a student is not withdrawn mistakenly from a course, professors will require students to undertake academically related activities the first week of class. Some examples of academically related activities include the following:

- Physically attending a class where there is an opportunity for direct interaction between the professor and students;
- Submitting an academic assignment;
- Taking an exam, an interactive tutorial, or computer-assisted assignment;
- Attending a study group that is assigned by the instructor;
- Participating in an online, collaborative chat;
- Participating in an online discussion about academic matters; and
- Initiating contact with a professor to ask a question about the academic subject studies in the course.

Academically related activities do not include activities where a student may be present but not academically engaged, such as the following:

- Reading the syllabus;
- Logging into an online class without active participation; or
- Participating in academic counseling or advising.

If a student never attended any courses during the adjustment period, the student will be withdrawn from his or her full schedule of courses. Professors will notify the Chairpersons and Registrar.

Note: For the shortened summer semester sessions I and II, the absences are halved: one absence for a course meeting once a week, two absences for a course meeting twice a week, and three absences for a course meeting three times a week.

Course Load

The normal course load for full-time students is twelve to fifteen credits per fifteen-week semester and no more than eight credits per seven-week semester. Permission from the Vice President of Academic Affairs is required if a student wishes to carry more than fifteen credits in a fifteen-week semester and eight credits in a seven-week semester. Normally, this request is granted only to students demonstrating a high level of academic performance.

A normal part-time course load is six to eight credits.

Dean's List

To recognize and encourage academic achievement, the College names to the Dean's List all degree and certificate candidates who are enrolled for the semester in at least six credits of graded coursework (developmental coursework excluded), who earn a grade of B, or better, in each course, who have a semester GPA of 3.3, or better, and a cumulative GPA of 3.0, or better. This list is published at the end of each semester.

Evaluation

A student's progress is measured in a variety of ways throughout each course. In professional courses, special emphasis is placed on the clinical conference as a way of monitoring academic and professional growth.

The College records student grades by semester hour of credit. One semester hour of credit is earned for approximately twelve to fifteen hours of academic activity and/or thirty to forty hours of laboratory/clinical work.

Grade Point Average

Course credits are multiplied by the equivalent of the letter grade to yield quality points. Total quality points for the semester or year are divided by the total credits for that semester or year to yield the grade point average (GPA).

Students have to achieve at least a 2.0 cumulative Grade Point Average (GPA) and maintain at least a 2.0 in each professional course to fulfill degree requirements. The following is an example of how the GPA is determined:

GPA = 53 ÷ 16 = 3.31

Grades

Grades are available to students through my.laboure.edu website accounts after being submitted by professors. Students questioning any grades should contact their professors immediately. If there appears to be a discrepancy between what the

professor submitted and what appears through my.laboure.edu, the Office of the Registrar should be contacted immediately. The College will assume records are correct if students or faculty members do not report an error.

Course	Credits	Grade	Quality Points
NUR100	9	A	9 x 4.0 = 36
ANA 101	4	C	4 x 2.0 = 8
PHI 1010	3	B	3 x 3.0 = 9
	16		53

Transcripts
Students may access an unofficial transcript of their grades on my.laboure.edu. Official transcripts are requested in writing through the One-Stop Student Service Center. Official transcripts sent by mail to the person or institution designated by the student will include the College's seal and signature of the Registrar. The College may withhold official transcripts if the student has not met all financial obligations to the College.

Academic Probation, Assessment, and Guidance
Academic probation, academic assessment, and academic guidance may be determined by the College's Satisfactory Academic Progress (SAP) policy, and students will be notified regularly of their academic progress.

Auditing a Course
Students may audit a course on a space-available basis. There is a reduced fee for auditing. Students will need permission of the Vice President of Academic Affairs to audit courses. Credit is not awarded for audited courses. Changing from audit to credit has to be accomplished with the first six hours of the course. Full tuition will then be charged.

Change of Major
A student planning to change a major should first consult with an advisor concerning the reasons for the change and the availability of space in the proposed new major. The Registrar grants approval for a change of major**.**

Repeating a Course
Students are allowed to repeat a course once. All requests to repeat a course must be submitted on a Repeat a Course form, with an explanation of the circumstances for the request. Students may request to repeat a course a third time, due to extenuating circumstances, by completing the Repeat Course form and explaining the special circumstances for the request, The decision to repeat any course will be made by the Academic Progression Review Committee.

Satisfactory Academic Progress
The U.S. Department of Education requires that all students who receive financial aid make satisfactory progress toward completion of their programs of study. Satisfactory Academic Progress (SAP) is the measure of a student's overall academic progress. Labouré College has developed the following policy to comply with the federal regulations and standards. Students who do not meet these standards may not receive financial aid, including loans.

A student's entire academic history is reviewed for the purposes of determining SAP, including credits not paid for by financial aid. For all students, progress is reviewed at the end of each academic semester after grades have been submitted.

Standard 1 Qualitative: Cumulative Grade Point Average (GPA)
Students have to maintain a minimum GPA of 2.0 for each semester enrolled.

Standard 2 Quantitative: Completion Rate
Students have to complete successfully a minimum of 67 percent of all courses attempted. The pace at which a student progresses through a program is calculated by dividing the total number of hours the student has successfully completed by the total number of credits attempted.

> **EXAMPLE #1**: A student who has attempted three courses, two three-credit courses and one four-credit course (total of ten credits), has to complete successfully at least seven credits (a three-credit and a four-credit course) of the ten credits (seven credits divided by ten = 70%).

EXAMPLE #2: A student who has attempted three three-credit courses (total of nine credits) has to complete successfully **all** courses to meet the standard. If the student completes only two courses, the student will not be meet the SAP standards (six credits divided by nine credits = 66%).

*Attempted credits***:** All credits for which a student has registered are considered attempted credits whether or not the course is completed. Repeated courses as well as grades of F, course withdrawals (W, WP, WF), and courses that are not completed (I) at the end of the each semester are included as attempted.

Repeated credits. These credits are included in the calculation for both attempted and earned credits. If a student retakes a course for which credit has already been earned, the student may receive aid to cover the repeated course only once.

Transfer credits. Credits from other colleges that are accepted by Labouré College are counted as attempted and earned.

Standard 3: Maximum Timeframe: 150% Rule
Students have to complete their programs in no more than 150% of the published length of the educational program. Part-time attendance counts in the maximum timeframe calculation. Students who do not complete a program within this timeframe are no longer eligible to receive financial aid. Up to thirty developmental credits are exempt from this requirement.

Transfer Credits. All transfer credits that have been or could be applied to the student's current program of study are considered when calculating the maximum timeframe requirements for the program.

Program Changes. All earned and attempted credits (including grades of F, W, WP, WF, I, and repeats) that have been or could be applied to the new program of study are considered when calculating the maximum timeframe requirements for the new program.

Grad/Re-Admit. All earned credits that have been applied to the new program of study are considered when calculating the maximum timeframe requirements for the new program.

SAP Review Status
A student's SAP status is updated at the end of each semester based on the following standards:

Academic and Financial Aid Warning
Any student in a degree or certificate program who does not meet Standards 1 and/or 2 for the first time is placed on warning. A student will be notified via their College student email informing him or her of the warning.

Students who are placed on warning are eligible to receive financial aid during the next semester. At the end of the warning period, one of the following actions will occur:

- A student is removed from warning, if the student meets all SAP standards; or
- A student is placed on suspension if, after the warning period, the student is not meeting Standards 1 and/or 2.

Academic and Financial Aid Suspension
If SAP Standards 1 and/or 2 are not met after the warning period, the student is placed on suspension. A student placed on suspension is no longer eligible to receive any form of financial aid. The student will receive a letter in the mail and an email with the information that either the qualitative or quantitative standards of SAP are not being met. Additionally, students who are placed on suspension for failing to complete their program within 150% of the published program length will receive a letter in the mail and an email informing them of their status.

Financial aid eligibility can be reinstated if the student either:

- Enrolls and pays for courses raising his/her GPA and/or completion rate to meet the required SAP standards; or
- Successfully appeals the suspension status.

Appeal
A student has the right to appeal a suspension due to mitigating circumstances such as, but not limited to, illness, military service, or a previously undiagnosed learning disability. The following has to be completed and submitted to the One-Stop Student Service Center:

- An appeal, *in writing*, using the Satisfactory Academic Progress Appeal form. The form has to be reviewed and signed by the student and an Academic Advisor;
- *Documentation* verifying the special circumstances (e.g., doctor's letter, third-party letter); and
- An Academic Progress Plan.

The Appeal Committee considers all appeals. Notification of the decision is sent to the student's email account and by mail. The student receives the notification within two weeks of the date the appeal is received, or after the semester's final grades have been posted. If the appeal is granted, the student is placed on probation, and the student is eligible to receive aid for the appealed semester**.** At the end of the appeal semester, the student's academic progress is reviewed. If the conditions of the appeal are not met, the student is no longer eligible to receive financial aid. If the conditions of the appeal are met, the student continues to be eligible for financial aid. The conditions of the appeal are reviewed each semester until the student is making satisfactory academic progress (SAP).

Normally, students who are granted an appeal and placed in a probation status are allowed to enroll in fewer than twelve credits the following semester. Students who wish to take more than the recommended number of credits have to appeal the recommendation to the Vice President of Academic Affairs.

Transfer of Credits - Associate Degree

For the Associate in Science in Nursing ONLY: Effective May 22, 2017, Students requesting an approval for a course transfer for ANA 1010, ANA 1020, or MIC 2010 will need to meet a minimum grade of C+ (2.3) or higher.

A student may request transfer credit for academic work completed at another accredited college or university. To do so, the student submits (preferably via email) a Transcript Review Request to the Vice President of Academic Affairs within seven days of receiving his or her transfer credit evaluation and at least two weeks before the start of classes for a semester. A student seeking transfer credits for courses for which he or she is registered in a semester has to submit the request at least two weeks before to the first day of classes in that semester. The Transcript Review Request form has to be completed and accompanied by all appropriate supporting documents, including a course description and, if necessary, a course syllabus. The request will be reviewed by the Vice President of Academic Affairs and the disciplinary Professor responsible for assessing transferability of course(s). The Vice President of Academic Affairs will notify the student immediately via Labouré College email and via U.S. mail.

Policy on Transfer of Science Courses More than Five Years Old
The content of courses in the sciences, particularly Anatomy and Physiology and Microbiology, is extremely critical to success in the healthcare professions. For this reason, the college requires that science courses that are pre-requisites for an initial degree or certificate must be no more than five years old prior to starting a professional course sequence. This rule applies both to courses taken at other institutions AND those taken at Labouré College. Students who have taken a course that does not meet this standard will be given three options for demonstrating their mastery of course content: 1) retaking the course at Labouré College, 2) submitting an acceptable score on an Excelsior examination, or 3) passing an examination developed and administered by the science faculty of the General Education department (if available). Students affected by this policy who decide to re-take one or more of their science courses will be required to pay tuition for the course(s) and earn a grade of "C" or higher. Those who choose to demonstrate mastery by examination will be responsible for paying an examination fee.

Students may not transfer credits from other institutions after enrolling in the College.

Humanities and Social and Behavioral Science transfer credits are determined on an individual basis. Transfer credits in Natural and Biological Sciences normally have to have been earned within five years of acceptance to the College.

Courses considered for transfer credit have to be equivalent to those offered at the College in terms of nature, content, level, and number of credits earned. A minimum course grade of C (2.0) is required for transfer credit. Transfer credits are made at the discretion of the Vice President of Academic Affairs.

All students have to complete a minimum of 40 credits at Labouré College, regardless of the number of transfer credits awarded.

Applicants may receive credit for classes if the following criteria are met and pending approval from the Vice President of Academic Affairs:

- English Composition: College-level English Composition completed at an accredited college with a final grade of C or higher.
- English Literature: College 200-level English Literature completed at an accredited college with a final grade of C or higher.
- Introduction to Psychology: College-level Introduction to Psychology completed at an accredited college with a final grade of C or higher.
- Psychology of Human Growth and Behavior: Developmental Psychology, Psychology of Human Growth and Development, or Lifespan Psychology completed at an accredited college with a final grade of C or higher.
- Ethics: College-level Ethics course with a Catholic perspective completed at an accredited college with a final grade of C or higher and approved by Labouré College's Vice President of Academic Affairs.
- Theology: College-level Theology course with a Catholic perspective completed with a final grade of C or higher and approved by Labouré College's Vice President of Academic Affairs.
- Research Skills: College-level Research completed at an accredited college or university with a final grade of C or higher and approved by Labouré College's Vice President of Academic Affairs.
- Anatomy I: Completed at an accredited college with a final grade of C or higher. Course has to have a laboratory component and has to have been completed in the last five (5) years.
- Anatomy II: Completed at an accredited college with a final grade of C or higher. Course has to have a laboratory component and has to have been completed in the last five (5) years.
- Microbiology: Completed at an accredited college with a final grade of C or higher. Course has to have a laboratory component and has to have been completed in the last five (5) years.

Transfer of Credits - Bachelor's Degree
Students may transfer up to 18 of the 21 BSN ***general education*** credits. They are required to complete the Capstone course at Labouré and complete a three-credit course in Ethics and one in Statistics—either at Labouré OR at another accredited institution. Transfer credit will be awarded for courses that meet the criteria of a baccalaureate program. No introductory-level courses will be awarded transfer credit. All courses awarded transfer credit must have a grade of C, or higher. The residency requirement for BSN students is 31 credits.

Adding a Course
A student can only add a course prior to the second class meeting of the course and must have the professor's permission after a course begins.

Withdrawal from a Course
To withdraw from a course, students should contact an Academic Advisor after the start of classes. Any courses dropped after the Course Adjustment Period will earn a "W," which will appear on the student transcript. The withdrawal deadline is published on the Academic Calendar. A grade of W, WP or WF will appear on the transcript if withdrawn before the deadline.

It is not sufficient to simply stop attending the class, or to inform the professor of the intention to withdraw. Failure to withdraw formally, or withdrawing after the published deadline, will result in submission of a grade based on the coursework completed. The student incurs the financial obligation by not withdrawing from the course.

Students who withdraw from a course will re-register for courses approved by the Academic Progression Review Committee.

Withdrawal from the College
A student planning to withdraw from the College should meet with an Academic Advisor. If, after discussion, the final decision is to withdraw, the student and advisor complete a withdrawal form and fulfill all financial obligations with the Office of Student Accounts.

A student enrolled in any of the College's programs who does not register for courses for two consecutive terms will be automatically withdrawn from the College. Two consecutive terms are defined as follows:

- The fall semester (fifteen weeks) followed by the spring semester (fifteen weeks); or
- The spring semester (fifteen weeks) followed by the fall semester (fifteen weeks).

A withdrawal will not be processed if a student does not attend during the Summer Sessions I and II.

Leave of Absence
Students who wish to be placed on an administrative leave of absence need to contact the Registrar or divisional Chairperson.

Course Sequences and Pre-requisites
The 2000-level courses build on knowledge gained from the 1000-level courses. To ensure that students are adequately prepared for their programs of study, certain pre-requisites may be required for some 2000-level courses. These pre-requisites may be satisfied by transfer credit or a previous associate or bachelor degree. Division Chairpersons may waive pre-requisites for courses within their control. Professors have discretion to waive pre-requisites for their own courses, including HCP 0900. This policy for Course Sequences and Pre-requisites applies only to General Education courses for associate degree programs.

Students entering the bachelor degree program complete all 2000-level General Education courses before taking the 3000-level General Education courses. The 3000-level courses need to be completed prior to the 4000-level courses.

While the College makes every effort to avoid schedule changes, the College may cancel courses or alter course schedules without prior notification.

Neurodiagnostic Technology

Online Neurodiagnostic Certificate Program (EOL)
Course Sequence: EOL 1010, 1020, 1340, 1120, 1130, 2010, 2120, 2110, 2130, 2340, 2350

Intraoperative Neuromonitoring Certificate Program (IOM)
Course Sequence: IOM 1010, 1020, 1030, 1120, 1130, 1140, 2010, 2020, 2030, 2120, 2330, 2340

Health Information Technology

Associate in Science in Health Information Technology
Course Sequence: HIT 1040, 1051, 1201, 1300, 2200, 1800, 1600, 2301, 2302, 1341, 1640, 2100, 2140, 2400, 2440
Pre-requisites: ANA 1010 and 1120 prior to or concurrent with HIT 1040. If required, HCOP courses have to be completed prior to HIT 1040.

Nursing

Nursing: Associate in Science
Course Sequence: NUR 1000, 1020, 2000, 2020
Pre-requisites: RES 1010 prior to NUR 1000, ANA 1120 prior to NUR 1020, MIC 2010 prior to NUR 2000. If required, HCOP courses must be completed prior to NUR 1000.

1. ANA 1010 successfully completed prior to NUR 1000 and ANA 1120 successfully complete prior to NUR 1020
2. SSC 1050 preferably completed prior to NUR 1000
3. MIC 2010 successfully completed as a pre-requisite before beginning NUR 2000
4. All General Education courses have to be completed prior to the completion of NUR 2020

Nursing: Bachelor of Science
All NUR 3000-level courses are taken prior to NUR 4000-level courses. Pre-requisites: RN licensure for any professional nursing course. NUR 3110 is first nursing course and is pre-requisites for all other 3000-level courses with exception of NUR 3330, which can be taken concurrently. MAT 3410 is taken prior to NUR 3660. NUR 4225 has to be taken prior to NUR 4230 and NUR 4230 is taken prior to NUR 4335.

For Diploma RNs: NUR 3110 or NUR 3330 may be taken concurrently while satisfying 1000 and/or 2000-level general education requirement by CLEP or other examinations.

Radiation Therapy

Course Sequence: RTT 1100, 114C, 1110, 1170, 1200, 124C, 1270, 100P, 2100, 214C, 2170, 2200, 224C, 2270, 2290, 200P
Pre-requisites: ANA 1010 prior to or concurrent with RTT 1100, 114C; ANA 1120 prior to or concurrent with RTT 1200, 124C. Required HCOP courses have to be completed prior to RTT 1100, 114C

Developmental Education

Developmental Education is a service provided by the Center for Student Success and Teaching Excellence (CSSTE). Its purpose is to provide support to students who are under-prepared for college-level academic work. In particular, it offers support in critical reading, writing, vocabulary development, pre-college mathematics, study strategies, and college survival skills.

The model of Developmental Education embraced by the College is called "Scaffolded Learning." The term "scaffolding" refers to the practice of providing a rich, multi-layered system of support to students during the learning process. Our Scaffolded Learning program allows students with developmental needs in reading and/or writing skills to take a limited number of carefully selected Gen-Ed courses, provided that they make a commitment to consistently participate in supportive services like tutoring and academic coaching. Those with developmental needs in the area of mathematics are required to enroll in a developmental math course. Once they achieve success in scaffolded courses, students in the Scaffolded Learning program are allowed to continue their studies without restrictions.

Developmental Education Course Descriptions

HCP 0900 Basic Mathematics for Health Professionals
3 Credits
This course focuses on review and practice of arithmetic skills. Specific attention is given to understanding how to solve word problems of the types encountered in Nursing, Radiation Therapy, and other health career studies. To supplement classroom instruction, interactive tutorial software keyed to the textbook is available.

DSN 1000 Academic Support for Nursing
2 Credits
This is a pass/fail course designed for students who have dropped or not achieved a passing grade in NUR 1000. The course focuses on test taking, critical thinking, time management, and applied mathematical skills. Students develop and apply these skills in answering Nursing examination questions and in developing a plan of action for resuming Nursing studies successfully.
Co-requisite: NUR 1000

DSN 1020, 2000, 2020 Directed Study in Nursing
1 Credit
The Directed Study of Nursing course is a one-credit, pass/fail course designed for students who do not achieve a passing grade in or withdraw from Nursing 1020, 2000, or 2020. The course includes administration of a HESI exam (Health Education System, Incorporated) to assess areas in need of remediation. The results of the exam and the students' own identified educational needs will guide the class activities. The course is not designed to cover course content, but rather to assist the student in developing more effective skills for dealing with the content and test questions in all subsequent Nursing courses.

General Education

General Education Program Goals

The mission and philosophy of the General Education program is derived from the mission of the College and embodies the College definition of an educated person. In particular, the Gen-Ed Division provides learning experiences designed to assist students in acquiring the faculty to think, communicate, cooperate, act, and value. The goals of our program are as follows:

1. Students are Labouré College will become familiar with the frames of reference and habits of mind that inhere in the liberal arts and sciences including:
    - Knowledge of the physical, natural, social, spiritual, and aesthetic worlds;
    - Historical consciousness; and
    - Theological understanding.

2. Students at Labouré College will engage in a lifelong quest to grow in the ability to think, communicate, cooperate, act, and value; to accept the challenges of living in a complex and changing global society; and to pursue meaningful work, service to others, and personal well-being. In particular, through their experiences in General Education, Labouré students will refine their abilities to:

    Think, including:
    - Critical analysis;
    - Reasoning and problem-solving across multiple contexts- historical literacy, quantitative, scientific, ethical, and theological; and
    - Creative expression.

    Cooperate, including:
    - Teamwork and collaboration with others;
    - Understanding and tolerance for racial, ethnic, religious, and cultural diversity; and
    - Managing conflicts and disagreements with civility.

    Communicate, including:
    - Conveying ideas to others clearly, coherently, and persuasively both orally and in writing;
    - Using intrapersonal communication to facilitate problem-solving and self-reflection; and
    - Listening and sharing ideas respectfully across cultures.

    Act, including:
    - Empowerment through the development of personal agency skills;
    - Civic engagement;
    - Finding answers to questions through mastery of information resources; and
    - Being lifelong learners.

    Value, including:
    - Personal/social responsibility;
    - Self-worth;
    - Ethics/morality;
    - Personal happiness; and
    - Empathy.

General Education: Associate-Level Course Descriptions

ANA 1010 Anatomy & Physiology I
4 Credits
This course examines gross and microscopic anatomy, function, and inter-relationships of the body systems. Laboratory sessions emphasize basic physiologic principles as well as gross and microscopic mammalian anatomy. The expected

outcome of the course is that students will have a working knowledge of the component parts of the body, from cells to organ systems. At the end of the course, students will be able to integrate this knowledge into an overall understanding of how the body functions in health and in disease states.

ANA 1120 Anatomy & Physiology II
4 Credits
This course continues the examination of gross and microscopic anatomy, function, and inter-relationships of the body systems. Laboratory sessions further emphasize basic physiologic principles as well as gross and microscopic mammalian anatomy. The expected outcome of the course is that students will have a working knowledge of the component parts of the body, from cells to organ systems. At the end of the course, students will be able to integrate this knowledge into an overall understanding of how the body functions in health and in disease states.
Pre-requisite: ANA 1010

MAT 1010 Essentials of College Algebra
3 Credits
This course provides instruction, review, and practice in algebra skills using real numbers, simplifying expressions, solving equalities and inequalities, operating with radical expressions, expressing relationships with graphs, solving systems of linear equations, and solving quadratic equations.

ENG 1010 English Composition
3 Credits
English Composition teaches students to compose college-level essays appropriate for an educated audience. The course emphasizes the connection between critical thinking and persuasive writing. Students learn to read and respond to critical essays on a topic chosen by the professor. Frequent writing assignments help students to craft persuasive, thesis-driven essays on the topic being covered. Small class sizes allow professors to provide each student with individual instruction throughout the semester.

PHI 1010 Ethics
3 Credits
Ethics examines the nature and purpose of humanity related to the Judeo-Christian norm of morality and compares this norm with various other ethical systems. Responsibility, law, faith, and the development of conscience will be studied as factors determining the morality of human acts. Applications will be made principally to issues in medical ethics, but will extend to social ethics as well. This course is structured to help the student develop the ability to recognize, analyze, and appreciate the major developments of ethical theory in Western civilization. This course will also emphasize critical-thinking skills, and will introduce or reinforce research skills. By the end of this course, students will be able to comprehend and describe various philosophical theories, both religious and secular, concerning ethical issues; identify and analyze pertinent issues and current approaches within the fields of medical, environmental, and business ethics; and evaluate how moral principles in philosophy, religion, and contemporary culture influence our decision-making ability.

PSY 1010 Introductory Psychology
3 Credits
This course will present a broad array of topics studied in the field of psychology. Major theorists' attempts to explain what makes human beings "tick" will be critiqued and the contradictions of their theories are highlighted. The interactions of the body and the psyche will be explored as well as motivation, sexuality, and abnormal behavior. Students will be required to participate in an interactive class, to look critically at the assumptions that underlie many theories in psychology, and to draw conclusions as to their validity. As one of the aims of the College is to prepare health professionals for evidence-based practice, research skills are introduced (or reinforced) in this course. Upon completion of this course, students will demonstrate an understanding of the major concepts from a broad array of psychological fields; apply and analyze concepts studied; will use a variety of tools to locate current and reliable research data; evaluate the validity of data resources; and prioritize and synthesize research data to develop a theory and a hypothesis.

RES 1010 Research Skills
1 Credit
This course is structured to help the student develop evidence-based decision-making skills. With these skills, the student will be expected to appraise critically and to apply correctly current evidence from relevant research to patient care decisions so that what is known is reflected in what is practiced. Upon completion of the course, each student will use the framework

for evidence-based practice, which includes the ability and skills to use electronic databases; plan a comprehensive process to report evidence-based findings; and use proper APA (American Psychological Association) stylistic requirements for documenting a reference.

SSC 1050 Fundamentals of Health Care Delivery
3 Credits
This course examines the social organization of healthcare services in the United States, the changing role of government, the growth of health insurance, and the acceleration of government in healthcare funding. Additional topics include the professional labor force, health agencies, diverse provider settings, and policies and regulations. The course is structured to develop the ability to identify and describe the nature and structure of the United States healthcare system and discuss the forces, which create, support, and change the systems. In this course students will:

- Learn terminology and basic concepts about the current U.S. healthcare delivery system
- Apply critical thinking to challenges presented in the current U.S. healthcare system to identify and critically evaluate different options for solutions
- Examine global health systems, service delivery, factors influencing care and policy decisions, health disparities, and evidence-based care at local, state, national, and global level
- Identify informational technology and security management needs of healthcare
- Articulate the interaction between regulatory controls and quality control within the healthcare delivery system
- Describe the role of various systems and factors in creating safety and in causing errors and adverse events
- Discuss the integration of specific cultural approaches to health and illness into the provision of healthcare

RES 1010 is a co-requisite but students are encouraged to take it prior to SSC 1050.

ENG 2050 World Literature
3 Credits
World Literature introduces students to influential literary works from around the world. Students will consider the role of literature in shaping and responding to the ideology of both the time and place in which the text appears as well as the time and place in which we read the text. The course also examines the relationship between literature and other forms of cultural production. Students learn to use different types of literary theory to contextualize their interpretations of these literary and cultural texts. Students demonstrate their understanding of the aesthetic works and critical concepts of the course by composing thesis-driven essays that analyze specific works of literature from a theoretical perspective.
Pre-requisite: ENG 1010

ENG 2060 American Literature
3 Credits
American Literature introduces students to influential literary works from the American Revolution to the present. Students will consider the role of literature in shaping and responding to the history and ideology of the United States. The course also examines the relationship between American literature and other forms of cultural production in the United States. Students learn to use different types of literary theory to contextualize their interpretations of these literary and cultural texts. Students demonstrate their understanding of the aesthetic works and critical concepts of the course by composing thesis-driven essays that analyze specific works of literature from a theoretical perspective.
Pre-requisite: ENG 1010

HSE 2010 Health Sciences Education
3 Credits
This course introduces educational principles related to teaching adults in various clinical settings. It also highlights the preparation of instructional materials and use of audio-visual equipment.

MIC 2010 Microbiology
4 Credits
Microbiology is designed to provide students with skills in biohazard safety, culture techniques, interpretation of culture results, and the ability to synthesize this knowledge in the identification of an unknown organism. This course offers a survey of historical benchmarks in microbiology, classification of microorganisms, the tools used to view and manipulate microbes, and a general knowledge of the component parts of bacteria, viruses, protozoa, and fungi. Additionally, students will be aware of the pathogenesis of infection and how biohazard safety plays a key role in the prevention of infection.
Pre-requisite: ANA 1120

PES 2010 Personnel Supervision
3 Credits
This course offers a study of small group communication as related to organizational systems with an emphasis on effective personnel planning, development, and management.

PSY 2010 Human Growth and Behavior
3 Credits
This course provides a summary of physical, cognitive, and psychosocial development from birth to death. Major theorists in the field of human development are studied and critiqued, and the contradictions of their theories are highlighted. The important tasks for each period of development are examined. Students also look closely at the inter-relationship between physical, cognitive, and psychological changes in each period of life. Students will be required to apply theoretical concepts to personal experience as part of the process of evaluating the validity of those concepts. As one of the aims of the College is to prepare health professionals for evidence-based practice, research skills are reinforced in this course.

THE 2050 Religions of the World
3 Credits
In an increasingly interconnected world, and especially in the religiously plural context of the United States, it is crucial that healthcare professionals become acquainted with the beliefs and practices of people from the diverse religious traditions that make up the American landscape. This course examines the world's religious traditions and, in particular, the ways they conceptualize the person, health, and healing. Study of world religions can offer important and challenging insights into Western medicine. By the end of the course, students will be able to demonstrate knowledge of the basic concepts, beliefs, and practices of a variety of religious traditions; analyze primary sources drawn from religious traditions, such as sacred texts, images, ethical and dietary codes, first-person accounts, and the like; make comparisons between religious traditions based on evidence from primary sources; and use a variety of tools (online databases, journals, books, newspapers, web sites) to develop and research questions regarding the connection between a particular religious tradition and healthcare issues. Because one of the aims of the College is to prepare health professionals for evidence-based practice, research skills are reinforced in this class.

THE 2070 Christianity
3 Credits
Christianity is concerned primarily with the life, teaching, and historical setting of Jesus of Nazareth. This course also investigates the development of the New Testament and the subsequent development of the Christian faith, including the early Christian period, the Middle Ages, the Reformation, and Christianity in the New World. The Eastern and Western Churches and the Protestant tradition are examined. Upon successful completion of the course, students will be able to describe the important religious and political themes at the time of Jesus, identify significant historical figures in the Christian story, and comprehend the different elements which led to the development of the Christian faith within the Roman Empire. Critical-thinking skills and evidence-based practice are introduced and reinforced.

THE 2090 Dying in the Human Life Cycle
3 Credits
This course is a critical academic exploration of issues surrounding the human experience of death. The course examines the topic of death through information gathered from the medical, psychological, social/cultural, theological, and visual arts perspectives. These diverse approaches to the dying process will be analyzed as they pertain to what happens in the lives of patients, their families and friends, those who accompany the patients, and healthcare providers. Current issues and materials concerning the topic of death and dying will form the foundation for class discussion and reflection. As a course in theology, analysis of the dying process will be situated within the Catholic framework of emphasis on the inherent dignity of the human person. Special attention will be paid to the *Ethical and Religious Directives for Catholic Health Care Services, 5th Edition,* in order to explore ways human dignity flourishes and diminishes within the contemporary milieu as it pertains to end of life issues. Upon successful completion of this course, students will be afforded the opportunity to identify relevant concerns about the end of human life through informed personal reflection; develop and articulate an informed approach to death and dying as they impact healthcare delivery; and describe and evaluate the Roman Catholic Church's moral stance on end-of-life issues.

ETH 3210 Ethical Domains and Dilemmas
3 Credits
This course compares and contrasts views of human nature that underlie social, business, and personal ethical dilemmas. Catholic philosophical perspectives are explored as they relate to the formation of human agents and the performance of human actions. Course readings are analyzed and evaluated for meaning, implications, and consequences of views of human nature as they impact theories of ethics within a sampling of historical turning points. Case studies, selections, and accounts of major contributions to human knowledge and understanding are analyzed from the perspectives of varied schools of ethics. Cultural relativism, utilitarianism, deontological ethics, virtue theory and contemporary theories of justice, among other schools of thought, are studied within contexts, categories of understanding or domains, and themes of human nature.
Pre-requisite: All 1000 and 2000-level courses

HUM 3010 Critical Analysis
3 Credits
This course focuses on the skills and concepts needed to develop reading and listening habits necessary for critical thinking. The course emphasizes thinking skills—comprehension, application, analysis, synthesis, and evaluation—in order to develop inter-related questions, which serve as the direction toward better opinions and decisions. Current topics from a variety of sources will provide the basis for analysis and application of skills. Students synthesize learning to present their own positions and arguments.
Sequencing: As the concepts and skills covered in this course are applicable to all disciplines, this course should be taken at the beginning of the student's course of study.
Pre-requisite: All 1000- and 2000-level courses

MAT 3410 Essentials of Statistics
3 Credits
This course introduces the various methods used to collect, organize, summarize, interpret, and reach conclusions about data. An emphasis is placed on demonstrating that statistics is more than mathematical calculations. By using examples gathered from real life, students learn to use statistical methods as analytical tools to develop generalizations and meaningful conclusions in their field of study.
Pre-requisite: A college Algebra course or successful achievement on an Algebra exemption examination.

SSC 3310 Intercultural Communications
3 Credits
This course explores different forms of communication in contexts of varied backgrounds, experiences, ideas, and styles of expression. Contemporary viewpoints are situated in historical perspective. Students identify, compare, contrast, and critique communication behaviors within and among cultures. Readings and discussions stress a positive appreciation of commonalities and differences between individuals and groups, locally and globally.
Pre-requisite: All 1000- and 2000-level courses

SCI 4010 Scientific Revolutions
3 Credits
This course outlines several major scientific advances through history. The impact of those advances on the scientific field and on the broader society is highlighted. The nature of scientific change—from the scientific method of empirical observation to the paradigm shifts of scientific revolution—will be examined. By the end of the course, students will have a broad understanding of major advances in several different scientific fields and the human components that are part of bringing those advances forward.
Pre-requisite: All 3000-level courses

SSC 4010 Agents of Social Change
3 Credits
Knowledge and understanding of social concepts and constructs that bond, bind, and sometimes separate individuals and groups are studied. Comparative analyses of assigned readings illustrate requirements and results of successful growth and necessary development for the individual and society. Students evaluate individual motivation, resourcefulness, and networks of reciprocal influence that can bring about dramatic and necessary changes in everyday life and social policy.

Pre-requisite: All 3000-level courses

SES 4350 Senior Capstone
3 Credits
The Senior Capstone demands reflection, insight, and synthesis. This is an interdisciplinary course taught by both a General Education professor and a Nursing professor. This teaching team will assist the student to investigate, demonstrate, and synthesize course and program learning for problem solving and applications of undergraduate coursework across the entire curriculum. This course synthesizes concepts throughout the disciplines to create a unified framework for developing pathways for understanding the value, applications, and transferable use of the cumulative study at Labouré College. Students demonstrate collective competencies; pedagogical, practical, and personal advancement for the benefit of self and others; personal and professional growth that reflect cognitive and emotional intelligence; and knowledge and understanding of lifespan challenges and choices. Future contexts of professional growth are considered. Students will complete a professional portfolio to demonstrate achievement of program outcomes from the RN-to-BSN curriculum.
Pre-requisite: All 4000- level general education courses; can be taken concurrently with NUR 4335.

Health Information Technology

The Health Information Technology (HIT) program is guided by the mission of the College. Inherent in the Catholic identity of the College is the mission to provide opportunities to a diverse population of students to become registered health information technicians. The program fosters individual growth and prepares graduates to work as valued members of the healthcare team.

The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) accredits the program in cooperation with the Council on Accreditation of the American Health Information Management Association. The Commission may be contacted at the following address:

Commission on Accreditation for Health Informatics and Information Management Education
233 N. Michigan Avenue 21st Floor
Chicago, Illinois 60601-5800
312-233-1100

Graduates are prepared to write the national certifying examination and earn the designation Registered Health Information Technician (RHIT).

Curriculum
The Associate in Science degree program provides a broad academic background that prepares the student to play a critical role in maintaining, collecting, and analyzing data that healthcare providers rely on to deliver quality patient-centered care. Along with professional courses in the theory and application of health information technology, courses in the sciences and humanities are included.

Field experiences in healthcare settings complement the theoretical work in classrooms and in the simulation laboratory. Quality-improvement approaches and the use of information technology are important components of this program.

There are two academic paths in this division: the Associate in Science in Health Information Technology degree and the Coding Certificate program.

Curriculum Outcomes
The curriculum outcomes reflect the professional role of the graduate of the health information technology program. Graduates of the Health Information Technology program will:

- Ensure health information is complete and available to legitimate users;
- Code and classify data for reimbursement;
- Analyze information necessary for decision support;
- Enhance the quality and uses for data within healthcare;
- Administer health information computer systems;
- Comply with standards and regulations regarding health information;
- Prepare health data for accreditation surveys; and
- Analyze clinical data for research and public policy

Professional Courses (41 credits)
HIT 1040 Introduction to the Study of Disease (3cr)
HIT 1051 Introduction to the Study of Disease (3cr)
HIT 1201 Information Technology (4cr) LAB
HIT 1310 Health Information Technology (3cr) LAB
HIT 1341 Clinical: Information Systems and Health Information Content (1cr)
HIT 1600 Health Information: Documentation and Privacy (4cr) LAB
HIT 1640 Clinical: Documentation Standards and Privacy (1cr)
HIT 1800 Biomedical Research and Quality Management (4cr) LAB
HIT 2100 Organizational Resources (4cr) LAB
HIT 2140 Clinical: Management (1cr)
HIT 2200 Classification Systems and Reimbursement: ICD (4cr) LAB
HIT 2301 CPT- Medical (2cr)

HIT 2302 CPT- Surgical (2 cr)
HIT 2400 Advanced Coding (2cr) LAB
HIT 2440 Clinical: Coding (2cr)

General Education Courses (30 credits)
ANA 1010 Anatomy and Physiology (4cr)
ANA 1120 Anatomy and Physiology (4cr)
ECA 1010 College Algebra (3cr)
RES 1010 Research Skills (1cr)
ENG 1010 English Comp (3cr)
SOC 1050 Health Care Delivery (3cr)
PHI 1010 Ethics (3cr)
PSY 1010 Intro Psychology (3cr)
ENG 2050/ 2060 English (3cr)
THE 2050/2070 Theology (3cr)

Total professional credits, 41
Total General Education credits, 30
Total program credits, 71

HIT Program of Study
Associate in Science in Health Information Technology
Full-Time

Year 1
Fall
RES 1010 Research Skills (1cr)
HIT 1040 Intro Disease I (3cr)
ANA 1010 Anatomy/Physiology (4cr)
HIT 1201 Information Technology (4cr)
Spring
SOC 1050 Health Care Delivery (3cr)
HIT 1051 Intro Disease II (3cr)
ANA 1120 Anatomy/Physiology (4cr)
HIT 1600 Healthcare Delivery Systems and Privacy (4cr)
Summer
PHI 1010 Ethics (3cr)
ECA 1010 College Algebra (3cr)
ENG 1010 English Comp (3cr)
PSY 1010 Intro Psych (3cr)

Year 2
Fall
HIT 1310 Health Information Technology (3cr)
HIT 2100 Organizational Resources (4cr)
HIT 2200 Classification Systems: ICD (4cr)
HIT 2301 CPT- Medical (2cr)
Spring
HIT 1800 Healthcare statistics (4cr)
HIT 2302 CPT- Surgical (2 cr)
THE 2050/2070 Theology (3cr)
ENG 2050/ 2060 English (3cr)
Summer
HIT 2400 Advanced Coding (2cr)
HIT 1340 Clinical: Information systems (1cr)
HIT 1640 Clinical: Privacy (1cr)

HIT 2140 Clinical: Management (1cr)
HIT 2440 Clinical: Coding (2cr)

Associate in Science in Health Information Technology
Accelerated Part-Time

Year 1
Fall
RES 1010 Research Skills (1cr)
HIT 1040 Intro Disease I (3cr)
ANA 1010 Anatomy/Physiology (4cr)
Spring
HIT 1051 Intro Disease II (3cr)
ANA 1120 Anatomy/Physiology (4cr)
Summer
ECA 1010 College Algebra (3cr)
ENG 1010 English Comp (3cr)

Year 2
Fall
HIT 1310 Health Information Technology (3cr)
HIT 1201 Information Technology (4cr)
PSY 1010 Intro Psych (3cr)
Spring
SOC 1050 Health Care Delivery (3cr)
HIT 1600 Healthcare Delivery Systems and Privacy (4cr)
HIT 1800 Healthcare statistics (4cr)
Summer
PHI 1010 Ethics (3cr)
THE 2050/2070 Theology (3cr)

Year 3
Fall
HIT 2100 Organizational Resources (4cr)
HIT 2200 Classification Systems: ICD (4cr)
HIT 2301 CPT- Medical (2cr)
Spring
HIT 2302 CPT- Surgical (2 cr)
ENG 2050/ 2060 English (3cr)
Summer
HIT 2400 Advanced Coding (2cr)
HIT 1340 Clinical: Information systems (1cr)
HIT 1640 Clinical: Privacy (1cr)
HIT 2140 Clinical: Management (1cr)
HIT 2440 Clinical: Coding (2cr)

Associate in Science in Health Information Technology
Part-Time

Year 1
Fall
HIT 1040 Intro Disease I (3cr)
ANA 1010 Anatomy/Physiology (4cr)
RES 1010 Research Skills (1cr)
Spring
HIT 1051 Intro Disease II (3cr)

ANA 1120 Anatomy/Physiology (4cr)

Year 2
Fall
HIT 1201 Information Technology (4cr)
ECA 1010 College Algebra (3cr)
Spring
SOC 1050 Health Care Delivery (3cr)
HIT 1600 Healthcare Delivery Systems and Privacy **(**4cr)
Summer
PHI 1010 Ethics (3cr)
ENG 1010 English Comp (3cr)

Year 3
Fall
HIT 1310 Health Information Technology (3cr**)**
PSY 1010 Intro Psych (3cr)
Spring
HIT 1800 Healthcare statistics (4cr)
THE 2050/2070 Theology (3cr)
Year 4
Fall
HIT 2100 Organizational Resources (4cr)
HIT 2200 Classification Systems: ICD (4cr)
HIT 2301 CPT- Medical (2cr)
Spring
HIT 2302 CPT- Surgical (2cr)
ENG 2050/ 2060 English (3cr)
Summer
HIT 2400 Advanced Coding (2cr)
HIT 1340 Clinical: Information systems (1cr**)**
HIT 1640 Clinical: Privacy (1cr)
HIT 2140 Clinical: Management (1cr)
HIT 2440 Clinical: Coding (2cr)

Advanced Placement
For students with prior experience in health information or in the healthcare field, challenge examinations are offered in medical terminology and first-level health information technology courses. Interested students may contact the program Chairperson to discuss individual testing that would lead to advanced placement.

Articulation Agreements
The program in Health Information Technology fosters educational mobility for its graduates who want to pursue a bachelor's degree. Graduates of the program have earned bachelor's degrees at Boston University, Framingham State College, and other area colleges with which Labouré maintains articulation agreements. AHIMA offers information on various online baccalaureate programs for continuation in the health information field in pursuit for the Registered Health Information Administrator (RHIA).

Health Information Technology Course Descriptions

HIT 1040 Introduction to the Study of Disease
3 Credits
This introductory course examines human disease, including the study of the etiology (causes) of the disease, the signs and symptoms of the disease, the pathophysiology (processes) of the disease, the diagnostic tests associated with the confirmation of the disease, and the medical (pharmacology) and surgical procedures associated with the treatment of the disease. The course covers basic Anatomy and Physiology for coders. Basic word parts, word division and pronunciation will be studied

as well as medical terms relating to the body systems studied in this course. This study is completed in the HIT 1051 course. *Pre-requisites: ANA 1010 and ANA 1120, or consent of the Chairperson.*

HIT 1051 Introduction to the Study of Disease
3 Credits
This introductory course examines human disease, including the study of the etiology (causes) of the disease, the signs and symptoms of the disease, the pathophysiology (processes) of the disease, the diagnostic tests associated with the confirmation of the disease, and the medical (pharmacology) and surgical procedures associated with the treatment of the disease. The course covers basic Anatomy and Physiology for coders. Basic word parts, word division and pronunciation will be studied as well as medical terms relating to the body systems studied in this course. This study is completed in the HIT 1051 course. *Pre-requisites: ANA 1010 and ANA 1120 or consent of the Chairperson.*

HIT 1201 Information Technology
4 Credits
This course introduces computer concepts (hardware components, systems architectures, operating systems and languages, and software packages and tools), communication and Internet technologies (such as networks, Intranet, standards) and common software applications (such as word processing, spreadsheet, database, and graphics). This course introduces systems architecture and design, data retrieval and maintenance, and data security and data integrity concepts. The course provides intensive study of the operation of databases. Finally, application of systems, policies to information systems, functions and data requests, and system acquisition and evaluation are reviewed.

HIT 1250 Health Care Delivery and Reimbursement
3 Credits
This course covers the healthcare delivery organizations in terms of their basic organizational structures, operations, licensure policies, and regulations as they relate to the reimbursement requirements and processes for their services at both the facility and professional levels.

HIT 1310 Health Information Technology
3 Credits
This course introduces computer concepts (hardware components, systems architectures, operating systems and languages, and software packages and tools), communication and Internet technologies (such as networks, Intranet standards) and common software applications (such as word processing, spreadsheet, database, and graphics). This course introduces systems architecture and design, data retrieval and maintenance, and data security and data integrity concepts, and the operation of databases. The application of systems, policies to information systems, functions, and system acquisition and evaluation are reviewed. The course provides study of the application of technology to health information specifically in the areas of collection, use, management, research, and storage/retention. This course introduces the standards that apply to health information from a variety of sources, including government agencies, accrediting bodies, and third-party payers. *Pre-requisite: HIT 1201*

HIT 1341 Clinical: Information Systems and Health Information Content
1 Credit
Clinical education provides an opportunity to observe and to participate in specific areas of the health information technology and management cycle in a healthcare facility. The specific areas of this clinical education are as follows:

- Systems architectures, operating systems and languages, and software packages and tools;
- Communication and internet technologies;
- Data retrieval and maintenance;
- Data security and data integrity concepts;
- Operation of databases;
- System acquisition and evaluation are reviewed; and
- Content, format, evaluation, and completion of medical records

Pre-requisites: HIT 1201, HIT 1341

HIT 1600 Health Information: Documentation Privacy
4 Credits

This course covers the various healthcare delivery organizations in terms of their organizational structures, operations, licensure policies, and regulations. National and state laws are studied and applied to the protection and release of healthcare information. The course finishes with the evaluation of polices on confidentiality, privacy, security, and ethical issues.
Requisites: SSC 1050, HIT 1201, HIT 1310

HIT 1640 Clinical: Documentation Standards and Privacy
1 Credit
Clinical education provides an opportunity to observe and to participate in specific areas of the health information technology and management cycle at a healthcare facility. The specific areas of this clinical education are privacy policy implementation and release of information from health records.
Pre-requisites: HIT 1201, HIT 1310, HIT 1600

HIT 1800 Biomedical Research Statistics and Quality Management
4 Credits
This course explain that, when processing health statistics, the health information technologist monitors, evaluates, and implements all statistical functions within the Health Information Management Department in relationship with other departments in the hospital setting and in relationship to external reporting agencies. Vital to the function of those involved in healthcare management information, the course provides practice in computing necessary data, compiling data, deciphering data for statistical research, and reporting of such data.
Pre-requisite: MAT 1010

HIT 2100 Organizational Resources
4 Credits
This course begins with the study of roles and functions of teams and committees and the dynamics of group interaction. The development of good communication and leadership skills are studied and practiced. This module finishes with the review and development of orientation and training programs, process improvement, and the concepts governing management of personnel. The second module of the course focuses on the budget process and the revenue cycle as well as the monitors required to maintain the budget and a healthy revenue cycle.
Pre-requisites: HIT 1201, HIT 1310, HIT 1600, HIT 1800

HIT 2140 Clinical: Management
1 Credit
Clinical education provides an opportunity to observe and to participate in specific areas of the health information technology and management cycle at a healthcare facility. The specific areas of this clinical education are as follows:

- Monitor and report on process, staffing levels, and productivity for selected health information function, excluding coding;
- Analyze workflow and process monitors;
- Use tools and techniques to monitor, report, and improve processes;
- Recommend cost-saving and efficient means of achieving work processes and goals; and
- Conduct training program regarding process improvement recommendations.

HIT 2200: Classification Systems and Reimbursement-ICD
4 Credits
This course introduces students to the classification of disease and coding procedures, according to *International Classification of Diseases 9 and 10*. All principles for accurate coding of medical records according to this classification system are studied and practiced. The use of technologies to assist in coding are incorporated to the manual coding process. Healthcare reimbursement history and current practices are reviewed. Reimbursement issues affecting coding are practiced. Coding Compliance policies and practices are studied. ICD-10 is introduced.
Pre-requisites: HIT 1040, HIT 1051, ANA 1010, ANA 1120

HIT 2250: Classification Systems and Reimbursement-ICD
4 Credits
This course introduces students to the classification of disease and coding procedures, according to *International Classification of Diseases 9 and 10*. All principles for accurate coding of medical records according to this classification system are studied and practiced. The use of technologies to assist in coding are incorporated to the manual coding process.

Healthcare reimbursement history and current practices are reviewed. Reimbursement issues affecting coding are practiced. Coding Compliance policies and practices are studied. ICD-10 is introduced.
Pre-requisite: HIT 2200

HIT 2301 CPT- Medical
2 credits
This course introduces the medical portion of coding using the *Current Procedural Terminology*. Students will study and practice all principles for accurate coding of medical records according to this classification system. The use of technologies to assist in coding are incorporated to the manual coding process. Healthcare reimbursement history and current practices are reviewed. Reimbursement issues affecting CPT coding are practiced.

HIT 2302 CPT- Surgical
2 credits
This is an introductory CPT course, that continues from HIT 2301 Introduction to CPT: Medicine. This course is based on the assumption that the student brings forth the competencies to navigate the CPT naming and classification structure and rules for AMA's coding system used for outpatient services.

HIT 2400: Advanced Coding: ICD and CPT
2 Credits
This course reinforces the classification of disease and procedures according to *International Classification of Diseases 9, Clinical Modification and Current Procedural Terminology* by reinforcing coding skills using extensive case study practice, including principles for accurate coding of medical records, the use of technologies to assist in coding reimbursement issues affecting coding, and coding compliance policies. ICD-10 procedures for coding are reinforced. Competency testing concludes the course with the use of sample CCS and CPC exam preparation tests.
Pre-requisite: HIT 2200, HIT 2250, HIT 2301, HIT 2302

HIT 2440 Clinical Education: Coding in ICD and CPT
2 Credits
Clinical Education provides an opportunity to observe and to participate in specific areas of the health information technology and management cycle at a healthcare facility. The specific areas of this clinical education are as follows:

- Apply principles and applications of ICD/CPT coding systems;
- Adhere to current regulations and established guidelines in code assignment;
- Analyze Case mix analysis and indexes and severity of illness systems;
- Evaluate coding compliance strategies, auditing, and reporting;
- Apply payment methodologies and systems (such as capitation, prospective payment systems, RBRVS);
- Validate coding accuracy using clinical information found in the health record;
- Resolve discrepancies between coded data and supporting documentation;
- Evaluate coding productivity and accuracy requirements;
- Analyze coding auditing processes; and
- Analyze coding management and revenue cycle components.

Pre-requisites HIT 1040, HIT 1051, HIT 1250, HIT 1310, HIT 2200, HIT 2250, HIT 2301, HIT 2302
Pre- or Co-Requisite: HIT 2400

Medical Coding Certificate Program (Online)

The College offers a one-year, online Medical Coding Certificate program for those students interested in technical skills of ICD-9-CM and CPT coding. Graduates of the Medical Coding Certificate program are eligible for examination by AHIMA to earn the designation of Certified Coding Specialist (CCS).

Coding professionals work closely with other members of the health information systems departments in health services organizations. Students who complete the Medical Coding Certificate program are eligible for examination by AHIMA to earn the designation of Certified Coding Specialist (CCS) or Certified Coding Associate (CCA).

Professional Courses (12 credits)
HIT 1040 Introduction to the Study of Disease, 3 credits
HIT 1051 Introduction to the Study of Disease, 3 credits
HIT 1250 Health Care Delivery and Reimbursement, 3 credits
HIT 1310 Health Information Technology (Computers, Info Systems, Medical Data Sets), 3 credits

Medical Coding Courses (16 credits)
HIT 2200 Coding: ICD Part 1, 4 credits LAB
HIT 2250 Coding: ICD Part 2, 4 credits LAB
HIT 2301 CPT: Medical, 2 credits
HIT 2302 CPT: Surgical, 2 credits
HIT 2400 Advanced Coding, 2 credits LAB
HIT 2440 Professional Practice Experience: Coding, 2 credits

Online Medical Coding Certificate Program of Study
One-Year Schedule

Year 1
Fall
HIT 1040 Introduction to the Study of Disease (3cr)
HIT 1250 Health Care Delivery and Reimbursement (3cr)
HIT 2200 Coding: ICD Part 1 (4cr)
HIT 2301 CPT: Medical, (2cr)
Spring
HIT 1051 Introduction to the Study of Disease (3cr)
HIT 1310 Health Information Technology (3cr)
HIT 2250 Coding: ICD Part 2 (4cr)
HIT 2302 CPT: Surgical, (2cr)
Summer
HIT 2400 Advanced Coding (2cr)
HIT 2440 Professional Practice Experience: Coding (2cr)

Online Medical Coding Certificate Program of Study
Two-Year Schedule
Year 1
Fall
HIT 1040 Introduction to the Study of Disease (3cr)
HIT 1250 Health Care Delivery and Reimbursement (3cr)
Spring
HIT 1051 Introduction to the Study of Disease (3cr)
HIT 1310 Health Information Technology (3cr)

Year 2
Fall
HIT 2200 Coding: ICD Part 1 (4cr)
HIT 2301 CPT: Medical, (2cr)

Spring
HIT 2250 Coding: ICD Part 2 (4cr)
HIT 2302 CPT: Surgical, (2cr)
Summer
HIT 2400 Advanced Coding (2cr)
HIT 2440 Professional Practice Experience: Coding (2cr)

Medical Coding Course Descriptions

HIT 1040 Introduction to the Study of Disease
3 Credits
This is an introductory course to the study of the etiology (causes) of disease, the signs and symptoms of the disease, the pathophysiology (disease processes), the diagnostic tests associated with the confirmation of the disease, and the medical (pharmacology) and surgical procedures associated with the treatment of the disease. Basic anatomy and physiology for coders is covered. Basic word parts, word division, and pronunciation will be studied as well as medical terms relating to the body systems studied in this course. This study is completed in the HIT 1051 course.

HIT 1051 Introduction to the Study of Disease
3 Credits
This is an introductory course to the study of the etiology (causes) of disease, the signs and symptoms of the disease, the pathophysiology (disease processes), the diagnostic tests associated with the confirmation of the disease, and the medical (pharmacology) and surgical procedures associated with the treatment of the disease. Basic anatomy and physiology for coders is covered. Basic word parts, word division, and pronunciation will be studied as well as medical terms relating to the body systems studied in this course. This course is the completion of study started in the HIT 1040 course.
Pre-requisite: HIT 1040

HIT 1250 Healthcare Delivery and Reimbursement
Credits 3
This course introduces types of healthcare insurance programs and processes. It reviews the specific processes for each major type of healthcare delivery format (inpatient, outpatient hospital surgery, outpatient, and long-term care). The legal forces governing healthcare payments are reviewed, especially HIPPA. Organizational operations affecting payment are studied in the revenue cycle system.

HIT 1310 Health Information Technology
3 Credits
This course introduces computer concepts (hardware components, systems architectures, operating systems and languages, and software packages and tools), communication and Internet technologies (such as networks, Intranet, and technology standards), and common software applications (such as word processing, spreadsheet, database, graphics). This course introduces system architecture and design, data retrieval and maintenance, and data security and data integrity concepts. This course is an introductory course in Health Information Technology regarding the application of technology to health information, specifically in the areas of collection, use, management, research, and storage/retention. This course introduces the standards that apply to health information from a variety of sources (government agencies, accrediting bodies, and third-party payers). Finally, the content, format, evaluation, and completion of medical records are studied in detail for various levels of care.

HIT 2200 Classification: ICD
4 Credits
This course introduces the classification of disease and procedures according to *International Classification of Diseases 10*. All principles for accurate coding of medical records according to this classification system are studied and practiced in depth. Technologies to assist in coding are incorporated to the manual coding process. Healthcare reimbursement history and current practices are introduced. Reimbursement issues affecting coding are practiced. Coding Compliance and Coding Ethics policies and practices are studied. Students are introduced to common data sets, such as UHDDS.
Co-requisite: HIT 1040

HIT 2250 Classification: ICD
4 Credits
This course provides a continuation of **HIT 2200** and refinement of the student's skills in coding diseases and procedures according to *International Classification of Diseases 10*. The student will practice all processes and techniques at an intermediate level of coding conventions, coding principles, and CMS official coding guidelines (inpatient and outpatient) for ICD. Technologies to assist in coding are incorporated to the manual coding process. Healthcare reimbursement history and current practices are introduced. Healthcare reimbursement issues and current practices are discussed and applied. The student will be required to assign codes to all patient records in addition to textbook cases. The student will analyze and describe the rationale, according to the official guidelines and documentation in the case that supports the code selection.
Co-requisite: HIT 1051; Pre-requisites: HIT 1040 and HIT 2200

HIT 2301 CPT: Medical
2 Credits
This course introduces the medical portion of coding using the *Current Procedural Terminology*. All principles for accurate coding of medical records according to this classification system is studied and practiced. The use of technologies to assist in coding are incorporated to the manual coding process. Healthcare reimbursement history and current practices are reviewed. Reimbursement issues affecting CPT coding are practiced.

HIT 2302 CPT: Surgical
2 Credits
This is an introductory CPT course. It is a continuation from 2301 Introduction to CPT: Medicine. This course is based on the assumption that the student brings forth the competencies of the ability to navigate the CPT naming and classification structure and rules for AMA's coding system used for outpatient services.

HIT 2400 Classification: Advanced Coding
2 Credits
In this course, the student demonstrates competency in the interpretation of the guidelines required for coding, the coding ethics published by AHA, and the document in the document in the analysis of the verification of the code choice. The student will also summarize accurate billing techniques through coding, charge master, claims management, and bill reconciliation processes. Finally, the student prepares a report evaluating revenue cycle management best practices. This course completes the coding instruction and prepares the student for the capstone project or professional practice experience.
Pre-requisites: HIT 1040, HIT 1051HIT 2200, HIT 2301, and HIT 2302

HIT 2440 Coding Professional Practice Experience (PPE)
2 Credits
This final course in the coding certificate curriculum provides for a student to demonstrate mastery of coding skills and knowledge of coding and auditing techniques and revenue cycle best practices for proper code submission. The PPE assignment may be structured as a virtual coding production project, providing for a simulation of a coding production job on inpatient and outpatient records. The course includes a 90-hour required project, or PPE, excluding preparation and reporting time.
Co-Requisite: HIT 2400; Pre-requisites: HIT 1040, HIT 1051, HIT 1250, HIT 2200, HIT 2301, and HIT 2302

Clinical Documentation Improvement Certificate Program (Online)

Labouré College's Clinical Documentation Improvement Certificate program (CDI) is offered 100% online. The program includes four courses and can be completed in less than one year. The College's CDI certificate prepares students for both national exams, the CDIP from AHIMA and CCDS from ACDIS, to earn the credentials of Certified Documentation Improvement Practitioner and Certified Clinical Documentation Specialist.

Program of Study
Semester I
CDI 1010 Record Review and Document Clarification, 2 credits
CDI 1020 Clinical Coding Practice, 2 credits

Semester II
CDI 1030 Metrics and Education, 2 credits
CDI 1040 Compliance and Leadership, 2 credits

Clinical Documentation Improvement Course Descriptions

CDI 1010 Record Review and Document Clarification
2 Credits
Upon review of medical record cases, students discuss opportunities for documentation improvement of diagnoses and procedures regarding their level of specificity and presence on admission. This course reviews how to compose queries regarding potential fraud and/or compliance issues, conflicting diagnoses, abnormal findings. It also studies requirements for documentation of query response and tracking of queries. Students learn to develop policies for documentation of query responses in the record, and they learn to establish official policy and procedures related to CDI query activities. Students learn to develop policies regarding various stages of the query process and timeframes to avoid compliance risk.

CDI 1020 Clinical Coding Practice
2 Credits
In this course, students learn to identify the principal and secondary diagnoses in order to accurately reflect the patient's hospital course. Students use reference resources for code assignment. Students also use coding software to assign and sequence diagnostic and procedural codes, following all coding conventions and with consideration of payer requirements for appropriate code assignment in order to assign appropriate DRG codes.

CDI 1030 Metrics and Education
2 Credits
In this course, students develop educational sessions with staff to discuss common metrics and methods for their development, such as denials, physician query response, query volume, working DRGs vs. final, and the development of program success metrics. Given sample data, students develop methodology to trend and track query content and provide and develop CDI benchmarking. Students develop and provide educational sessions on the implications of accurate coding and the need to assign diagnoses and procedures to their highest level of specificity as well as on the implications of accurate coding with respect to research, public health reporting, case management, and reimbursement.

CDI 1040 Compliance and Leadership
2 Credits
Students will develop physician education plans regarding the physicians' rights and responsibilities in a CDI program. Students will maintain and analyze query documentation. Students will apply AHIMA best practices and all regulations to CDI policies and procedures, in coordination with compliance department. Students learn to advocate for CDI within an organization and foster relationships with CDI team members and physician champions for reconciliation of queries. Students will learn to create and support a process for resolving unanswered queries.

Medical Auditing Certificate (Online)

This is a new program in development. It is scheduled for 2017 – 2018.
Labouré College's Medical Auditing Certificate program is offered 100% online. The program includes five courses and one capstone project and can be completed in less than one year. The College's program is currently the only online program that prepares students for both national exams, CMAS from AAMAS and CPMA from AAPC, to earn the credentials of *Certified Medical Auditing Specialist* and *Certified Professional Medical Auditor*.

Program of Study
Semester I
AUD 1000 Health Information Standards and Guidelines, 3 credits
AUD 1200 Health Information Management, 3 credits
AUD 1300 Audit Process, Work Flow, and Audit Findings, 3 credits

Semester II
AUD 1400 Medical Audit Management, 3 credits
AUD 1500 Professional Standards and Leadership, 3 credits
AUD 1600 Capstone Medical Audit with Presentation, 1 credit

Medical Auditing Course Descriptions

AUD 1000 Health Information Standards and Guidelines
3 credits
This course is an introduction to HEDIS and Quality Measures, Sarbanes-Oxley Act, National Healthcare Billing Audit Guidelines, Office of Inspector General Compliance Guidance, General Accepted Accounting Principles, Medicare and Medicaid Policies, National and Local Coverage Determination, National Committee for Quality Assurance, Health Insurance Portability and Accountability Act of 1996, and Medicare Integrity Program as well as Joint Commission on the Accreditation of Healthcare Organizations (JCAHO) and other guidelines and standards. The course introduces risk assessment surveys and compliance audits. This course will consider the investigation process for compliance issues. Students will learn how to make recommendations for disciplinary and corrective action plans.

AUD 1200 Health Information Management
3 credits
This course is a review of informatics and technology for HIM as well as a review of JCAHO standards. This course provides an introduction to project management tools and statistical tools as well as an introduction to abstracting/collecting data for internal/external use. Students will learn to calculate and interpret healthcare statistics and evaluate software and coding systems. There is a discussion of commercial billing and auditing systems, homegrown systems, coding systems, and antifraud software. Students are introduced to the verification of charges based on documentation in several levels of healthcare services.

AUD 1300 Audit Process, Work Flow, and Audit Findings
3 credits
This course introduces students to the plan of the pre-audit process. Students will develop pre-audit procedures and tools. Students will learn to use statistically generated audit samples. Students will practice performing bill audits and apply third party payment rules. Students will review and audit accuracy of code assignment, per official guidelines and documentation. Students to conduct focused and target audits and to write audit reports using a standard format. Students will develop an audit conference and discussion and will conduct an exit interview. Student will assign and validate codes and apply Correct Coding Initiative rules. Students will learn about the review of the charge-master and how to audit charge capture.

AUD 1400 Medical Audit Management
3 credits
In this course, students learn how to update, review, and maintain charge description master (CDM), recommend and monitor use of external auditors or subcontractors, apply medical necessity rules in audit activity, and apply coding rules in medical audit activity. Students study and practice the application of regulatory and legislative policies to medical audit activity.

Students learn how to develop and update a database for tracking and trending medical audit findings. Students learn how to prepare and submit cost benefit and financial impact analysis reports. Students develop education and training sessions for staff. Students will practice developing Quality Assurance/Improvement policies and procedures. Students will learn how to monitor productivity levels of staff, to recommend process improvement solutions and to track and review denied claims. Students will practice writing appeal letters.

AUD 1500 Professional Standards and Leadership
3 credits
In this course, students will learn how to develop and establish medical audit activity standards of conduct. Students will apply principles of objectivity in performance of a medical audit activity. Students will develop monitors of effectiveness for internal control policies. Students will learn how to establish/monitor appropriate patient access and confidential policies. Students will practice the application of professional standards in communications and interactions with other professionals. Students will practice managerial procedures, such as preparing and submitting budgets, hiring, recommending, and terminating staff, developing productivity, ensuring quality control and process improvement measures, developing departmental policies and procedures, constructing strategic plans, and reviewing and writing contracts

AUD 1600 Capstone Medical Audit with Presentation
1 credit

Neurodiagnostic Technology (NDT) Certificate Program (Online)

The Neurodiagnostic Technology Certificate program has been designed for individuals who want a flexible classroom schedule and who may not have access to local NDT education. The curriculum includes a variety of courses in Neurodiagnostic Technology with a primary focus on electroencephalograms (EEG). This is an asynchronous program and requires weekly online class assignments. Students are also required to attend a minimum number of synchronous online meetings each semester. Students have to complete a minimum of 672 hours of clinical experience. Students in this program will have to be technologically competent in the use of computers, self-motivated, independent, and possess a strong desire to work in this field. The program is CAAHEP accredited and, as such, graduates are eligible to apply for examination by ABRET to earn the designation of R. EEG T.

For more information on this program please go to www.laboure.edu/NDT.

Professional Certificate
A professional certificate program has been designed for individuals holding an associate or higher degree from an accredited college. Completers are eligible to apply for examination by the American Board of Registration for END Technologists (ABRET), earning the designation of Registered EEG Technologist (REEGT). After extensive work experience, completers are eligible for specialty boards in evoked potentials, polysomnography, nerve conduction studies, and intraoperative monitoring. Interested applicants should contact the Division Chairperson to discuss requirements.

Curriculum
The online certificate program provides an accelerated professional course background that prepares the student to assist in the delivery of patient-centered care as a valued member of the healthcare team.

The program has many outstanding clinical affiliates nationwide. Students will gain valuable experience in these facilities and will learn how to perform electroencephalograms (EEG), as well as receive an introduction to long-term epilepsy monitoring (LTM), evoked potentials (EP), polysomnograms (PSG), and nerve conduction studies (NCS). Each specialized procedure aids in the diagnosis and treatment of neurological problems such as seizures, sleep disorders, and tumors.

Curriculum Outcomes
Completers of the Neurodiagnostic Technology on line certificate program will learn to accomplish the following:

- Practice patient-centered care in accordance with the ethical and legal framework of the neurodiagnostic profession to ensure the highest standards of practice;
- Collaborate as members of the healthcare team to ensure clinical effectiveness;
- Engage in evidence-based practice that integrates the latest research and clinical expertise;
- Use information technology to effectively communicate, support decision-making, and uphold management principles; and
- Apply quality-improvement principles to ensure safe practice according to professional standards.

Articulation Agreements
The program in Neurodiagnostic Technology fosters educational mobility for its graduates who want to pursue a Bachelor of Science degree. The College has formal articulation agreements with Northeastern University College of Professional Studies for the Bachelor of Science in Health Management and Health Science. Additionally, graduates of the program have earned Bachelor's degrees at the University of Massachusetts Boston and other area colleges.

NDT Certificate Program of Study
Semester I
EOL 1010 Neurodiagnostic Technology I, (3cr)
EOL 1340 Aspects of Neuroanatomy and Neurophysiology, (3cr)
EOL 1020 Clinical Education, (3cr)

Semester II
EOL 1120 Neurodiagnostic Technology II, (3cr)
EOL 2010 Neurological Disease & Disorders, (3cr)
EOL 1130 Clinical Education, (3cr)

Semester III
EOL 2120 Record Review I, (4cr)
EOL 2110 Clinical Practicum I
EOL 2130 Related NDT Procedures, (3cr)
EOL 2340 Record Review II, (4cr)
EOL 2350 Clinical Practicum II *(More extensive clinical experience may be necessary to further develop skills.)*
Total: 29 credits

Students are required to take courses in the sequence in which they are offered. A grade of C, or higher, in each course is required to continue in the program and to earn a certificate of completion.

Neurodiagnostic Technology Certificate Program Course Descriptions

All EOL courses are delivered online, utilizing eLearning, a web-based courseware program designed to assist the learner in the attainment of theoretical knowledge and clinical skills. EOL courses are only open to students enrolled in the Online NDT Certificate program.

EOL 1010 Neurodiagnostic Technology I
3 Credits
This is an introductory course designed to provide the foundation of contemporary neurodiagnostic technology for the entering student. Concepts and objectives are presented, utilizing National Professional Competencies, Professional Standards of Practice and evidence-based theory. The course develops basic skills, including clinical electroencephalography (EEG) with an emphasis on instrumentation, normal brain wave patterns, and activating procedures. The role of the NDT technologist and medical history taking are integral components of the course. Ethical-legal issues relating to the field are examined. Medical terminology is integrated through the course. An annotated bibliography is a required assignment.

EOL 1020 Clinical Education
3 Credits
A simulated laboratory stresses preparation of patient, safety, and basic recording techniques. Clinical experience promotes critical thinking and assists students in the application of theory and fundamental EEG skills.

EOL 1120 Neurodiagnostic Technology II
3 Credits
This course builds upon fundamental concepts acquired in NDT I. A focus on the National Professional Competencies, Profession Standards of Practice, and evidence-based theory continue as more complex content is presented. More advanced skills are introduced, while further application of instrumentation and recording skills are emphasized. The integration of abnormal brain wave patterns, artifacts, and localizing techniques continue. The integration of neonatal, pediatric, and geriatric EEG with the adult EEG continues as an integral component of this course. A research paper is a required assignment.

EOL 1130 Clinical Practicum I
3 Credits
Clinical experience takes place in one of several healthcare facilities. Emphasis is on preparation of patients, and accurately recording an EEG under supervision. Clinical experience will assist students in critical thinking and in the application of newly attained theory.

EOL 1340 Aspects of Neuroanatomy and Neurophysiology
3 Credits
This course examines the anatomy of the central and peripheral nervous system with focus on the functional aspects of the brain stem, cerebellum, basal ganglia, and cerebrum. It provides a foundation for better understanding of neurological diseases and disorders. A research paper is a required assignment.

EOL 2010 Neurological Diseases and Disorders
3 Credits

This course explores the more common adult and pediatric neurological diseases and disorders. It includes clinical and electrographic correlations and related medications used for treatment. The course examines patient histories relevant to neurodiagnostic findings. A research paper is a required assignment.

EOL 2110 Practicum I
This practicum emphasizes continued development of technical skills used in testing patients in a variety of clinical settings. Clinical experience will assist students in critical thinking and in the application of newly attained theory.

EOL 2120 Record Review I
4 Credits
Building on fundamental concepts learned in previous professional courses, students use information technology, research, and clinical expertise to review case studies in EEG, report writing, and reading EEG. The learner is encouraged to utilize more independent critical-thinking skills in order to enhance decision-making in the clinical setting. Contemporary issues and trends impacting the profession are discussed. Emphasis is on utilizing the highest professional standards and evidence-based practice. A research paper is a required assignment.

EOL 2130 Related NDT Procedures
3 Credits
This course introduces basic concepts of clinical-evoked potentials, polysomnography, nerve conduction studies, long-term epilepsy monitoring, and intraoperative monitoring. It includes recording parameters, instrumentation, and application. The course requires utilization of research skills to explore the latest protocols and standards of practice.

EOL 2340 Record Review II
4 Credits
This course builds upon prior knowledge, skills, and abilities, as the learner prepares to integrate the role of the NDT Technologist as a member of a collaborative interdisciplinary team and within the profession of neurodiagnostic technology. Through the application of research, information technology, and clinical expertise, students present case studies and record review. Research will require collaborating with members of the interdisciplinary healthcare team. Emphasis is on bringing together all aspects of patient care/treatment and correlating the clinical state of the patient with electrographic findings.

EOL 2350 Practicum II
This is a clinical experience with a focus on practicing patient-centered care in accordance with the ethical and legal framework of the neurodiagnostic profession to ensure the highest standards of practice. Experience in more advanced skill areas, such as special care units and the operating room, maybe included.

Intraoperative Neuromonitoring (IONM) Certificate Program

The purpose of the IONM Certificate program is to provide high quality education for entry-level Neuromonitorists. This is a hybrid program designed for individuals who want a flexible classroom schedule and who may not have access to local neurodiagnostic education. The curriculum includes a variety of classes in IONM technology. This is an asynchronous program and requires weekly online class assignments. Students are also required to attend a minimum number of synchronous online meetings each semester. Students have to complete a minimum of 237 hours of clinical experience.

Students in this program have to be technologically competent in the use of computers, self-motivated, independent, and possess a strong desire to work in this field.

Program Eligibility
This professional certificate program has been designed for individuals holding a Neurodiagnostic Technology (NDT) Certificate, or an associate degree or higher from an accredited college or university, or extensive work experience in NDT as follows:

- NDT credentials with an associate degree or certificate in NDT, **or**
- NDT field experience for five plus years, preferred, **or**
- An associate degree in a medical field or a bachelor's, master's, or doctoral degree

Curriculum
The IONM certificate program provides an accelerated professional course background that prepares the student to assist in the delivery of patient-centered care as a valued member of the healthcare team.

The program has several outstanding clinical affiliates in and outside of the New England area. Students will gain valuable experience in these facilities and will learn how to perform intraoperative neuromonitoring (IONM), including EEG, SSEP, BAEP, MEP, EMG, cranial nerve (CN live and triggered, SEMG/TEMG) and peripheral nerve (PN) monitoring techniques.

This is a hybrid program and, as such, students are required to attend three all-day hybrid labs scheduled on Saturdays during the first eight weeks of the program. Absences for these labs will need to be made up before the student can attend future courses. Make-ups are only offered with the next regularly scheduled cohort.

Curriculum Outcomes
Completers of the IONM certificate program will learn to accomplish the following:

- Collaborate as an integral part of the interdisciplinary operating room team, delivering professional competent neuromonitoring, which results in improved patient outcomes;
- Utilize critical thinking skills essential to the IONM technologist, enabling the technologist to excel in the monitorist's role;
- Understand, recognize, and engage in research- and information-seeking strategies to maintain accepted standards of professional behavior while using evidence-based medicine as an IONM health care specialist; and
- Work within the ethico-legal framework of the profession.

Articulation Agreements
The program in Intraoperative Neuromonitoring fosters educational mobility for its completers who want to pursue a Bachelor of Science degree. The College has formal articulation agreements with Northeastern University College of Professional Studies for the Bachelor of Science in Health Management and Health Science. Additionally, completers of the program have earned Bachelor's degrees at the University of Massachusetts Boston and other area colleges.

IONM Certificate Program of Study

Semester I
Weeks 1-7
IOM 1010 Introduction to Neurodiagnostic Technology (NDT)/Intraoperative Neuromonitoring (IONM), (2cr)
IOM 1020 Intraoperative Neuromonitoring (IONM), (2cr)
IOM 1030 Introduction to Clinical Education/Laboratory (hybrid class), (2-3cr)

Semester I
Weeks 8-14
IOM 1120 IONM Anatomy and Physiology, (2cr)
IOM 1130 Intraoperative Neuromonitoring II, (2cr)
IOM 1140 Clinical Education I *(More extensive clinical experience may be necessary to further develop skills.)*, (3cr)

Semester II
Weeks 1-7
IOM 2010 Intraoperative Neuromonitoring III/Modalities, (2cr)
IOM 2020 IONM Communication and Information Technology, (2cr)
IOM 2030 Clinical Practicum II, (2cr)

Semester II
Weeks 8-14
IOM 2120 Intraoperative Neuromonitoring IV, (2cr)
IOM 2130 CNIM Prep **Optional*, (1cr)
IOM 2140 Clinical Practicum III, (2cr)

Total: 19-25 credits

Students are required to take courses in the sequence in which they are offered. A grade of C, or higher, in each course is required to continue in the program and to earn a certificate of completion.

Intraoperative Neuromonitoring (IONM) Course Descriptions

All IOM courses except Clinical Education and Practicum are delivered online, utilizing eLearning, a web-based courseware program designed to assist the learner in the attainment of theoretical knowledge and clinical skills. IOM courses are only open to students enrolled in the IONM Certificate program.

IOM 1010 Introduction to Neurodiagnostic Technology (NDT)/ Intraoperative Neuromonitoring (IONM)
2 Credits
This introductory course provides a foundation for concepts and objectives based on National Professional Competencies, Professional Standards of Practice, and evidence-based theory. The role of the technologist, the operating room (OR) environment, infection control, safety, ethical and legal issues are examined. OR entrance credentialing is accomplished. The IONM industry, oversight model, job descriptions and professional organizations are analyzed. Theory to complement the course "Introduction to Clinical/Lab" is incorporated, including communication, medical history taking, basic brain anatomy related to the 10-20 systems, and musculoskeletal anatomy.
**Not required for students with NDT credentialed background and NDT experience passing placement instrument.*

IOM 1020 Intraoperative Neuromonitoring (IONM)
2 Credits
Introductory course designed to provide a foundation for the entering student more specific to IONM. Concepts and objectives are presented based on National Professional Competencies, Professional Standards of Practice, and evidence-based theory. Concepts will build skills that include a fundamental understanding of all neurophysiology modalities utilized in the operating room, recognizing basic normal patterns and associating basic medical terminology with each modality introduced. Basic physiology and anatomy related to terminology will complement the knowledge base for future modules. IONM instrumentation, system components, digital concepts, electrical safety and basic electronics are introduced that will be applied in the lab to enhance to skill building.

IOM 1030 Introduction to Clinical Education/Laboratory
2-3 Credits
A simulated laboratory stresses patient preparation, safety, and basic recording techniques. Clinical experience promotes critical thinking and assists students in the application of theory and fundamental IONM skills. The lab experience is accompanied by a web-based course designed to assist the learner in the attainment of theoretical knowledge to be applied to clinical skills. This course prepares the student to attend clinical in one of several healthcare facilities.

IOM 1120 IONM Anatomy and Physiology
2 Credits
This course examines anatomy and physiology while reviewing the surgical procedures typically monitored in the operating room, including the brain, spine and vascular systems. It provides a foundation for an understanding of diseases and disorders, with an introduction to their effects on neurophysiologic signals. The course will assist students in critical thinking in the application of newly attained disease and disorder theory.

IOM 1130 Intraoperative Neuromonitoring II
2 Credits
This course builds upon fundamental concepts acquired in NIOM I. A focus on the National Professional Competencies, Professional Standards of Practice, and evidence-based theory continue as more complex content is developed. Somatosensory and motor evoked potentials, brainstem auditory evoked potentials, electromyography (EMG, live and triggered, SEMG, TEMG) and train-of-four monitor are examined. More advanced skills are introduced, while further application of instrumentation and recording techniques are emphasized. The integration of abnormal patterns, artifact recognition, troubleshooting techniques and age-related patterns are an integral component of this course. Perioperative medicine, anesthesia and its effects on IONM signals are examined.

IOM 1140 Clinical Education I
3 Credits
The simulation lab portion of this course builds upon patient preparation, safety, and recording techniques from the Intro IONM Lab course. Clinical experience begins one day per week, which takes place in one of several healthcare facilities. Emphasis is on assisting in the preparation of patients and shadowing the technologist during cases and related practice. Clinical experience will assist students in critical thinking and in the application of newly attained theory.

IOM 2010 Intraoperative Neuromonitoring III/Modalities
2 Credits
This course builds upon foundational concepts acquired in NIOM II. A focus on the National Professional Competencies, Profession Standards of Practice, and evidence-based theory continue as more complex content is presented. More advanced skills are introduced, while further application of instrumentation and recording skills are emphasized. This course will examine electroencephalography (EEG), cranial nerve (CN live and triggered, SEMG/TEMG) and peripheral nerve (PN) monitoring techniques. Emphasis is on utilizing the highest professional standards and evidence-based practice. Combining research, course theory and clinical experience, students present case studies and record review incorporating modalities studied in previous modules.

IOM 2020 IONM Communication and Information Technology
2 Credits
Interdisciplinary communication within the present day healthcare arena encompasses many forms. This course will examine the role and impact that effective communication skills have on patient surgery with monitoring and outcomes. Essential information technology (IT) skills will be presented as they relate to IONM systems and communication methods. The effect of new advances in technology on the future of the IONM business will be explored. Contemporary business, legal issues and trends impacting the profession are discussed. A research paper is a required assignment.

IOM 2030 Clinical Practicum II
2 Credits
This is a total clinical experience course with a focus on practicing patient-centered care in accordance with the ethical and legal framework of the IONM profession to ensure the highest standards of practice. Hands-on experience in more advanced skill areas will be included. The student will be a present and active participant in the set-up, troubleshooting and monitoring of each case listed in its entirety. This will enable to the student to document cases towards certification. This course utilizes an eLearning web-based courseware program designed to assist the learner and to document skills and competencies.

IOM 2120 IONM IV/ Advanced EEG and Related Procedures
2 Credits
This course builds upon fundamental concepts acquired in NIOM III with a continued focus on the National Professional Competencies, Profession Standards of Practice, and evidence-based theory as even more complex content is presented. Functional brain and spinal cord mapping and monitoring are explored. An overview of advanced EEG, including

corticography and after-discharge monitoring, will be a focus of this course. The course requires utilization of research skills to explore the latest protocols and standards of practice. A research paper is a required assignment.

IOM 2130 CNIM Prep
1 credit
This course prepares the student to take the ABRET Certification Examination in Neurophysiologic Intraoperative Monitoring (CNIM). A practice exam and strategies for taking exams will be the core of this course.
**Not required /optional*

IOM 2140 Clinical Practicum III
2 Credits
This course is a continuation of Clinical Practicum II, with a focus on practicing patient-centered care in accordance within the ethical and legal framework of the IONM profession to ensure the highest standards of practice. Hands-on experience in more advanced skill areas continue. The student will be a present and an active participant, gaining more supervised independence in the set-up, troubleshooting and monitoring of each case listed in its entirety. This will enable the student to document cases towards certification. This course utilizes an eLearning web-based courseware program designed to assist the learner and to document skills and competencies.

Registry Exam Preparatory Courses

All courses are delivered online, utilizing eLearning, a web-based courseware program designed to assist the learner in the attainment of theoretical knowledge and clinical skills. Exam Prep courses are open to students enrolled in the corresponding Certificate program. Exam Prep courses are also open to nonmatriculated students for a fee. Nonmatriculated students should contact the program chair for more information. These courses are not graded for nonmatriculated students.

EOL 2400 EEG Review
This course is offered to students completing NDT Certificate Program in the semester prior for no fee. It is offered to students who completed the NDT certificate prior to the immediately past semester and to nonmatriculated students for a fee. This review course prepares the student to take the ABRET Registry Examination in Neurodiagnostic Technology to earn the distinction of EEGT. A practice exam and concepts review will be the core of this course.

IOM 2130 CNIM Prep
This course is offered to the general public as a nonmatriculated student, as well as to the matriculated student as an optional course offered in the IONM Certificate Program. This review course prepares the student to take the ABRET Certification Examination in Neurophysiologic Intraoperative Monitoring (CNIM). A practice exam and strategies for taking exams will be the core of this course.

Nursing

Associate in Science in Nursing

The Division of Nursing supports the mission of the College. Inherent in the Catholic identity of the College is the mission to provide opportunities for a diverse population of students to become nurses. The Associate in Science in Nursing program fosters individual growth, personal development, and critical thinking; it prepares graduates for entry-level positions.

The Accreditation Commission for Education in Nursing (ACEN) accredits the Associate in Science in Nursing program. The faculty members support the ACEN educational outcomes concerning roles and competencies of Associate in Science in Nursing degree programs.

ACEN may be contacted at the following address:

Accreditation Commission for Education in Nursing, Inc.
3343 Peachtree Road NE, Suite 850
Atlanta, Georgia 30326

The Associate in Science in Nursing degree is approved by the Massachusetts Board of Registration in Nursing. Upon completion of the program, graduates are eligible to take the NCLEX-RN examination to become licensed as a Registered Nurse.

Curriculum
The Associate in Science in Nursing (ASN) program provides a broad academic background to prepare students for the National Council Licensure Exam (NCLEX). In addition to preparatory Nursing courses, General Education courses in the sciences and humanities are an integral part of the curriculum. Clinical experiences are planned in a variety of healthcare settings to achieve the educational outcomes of the curriculum.

Nursing education at the College utilizes a variety of evidence-based teaching modalities. Classroom lectures, discussions, group projects, research papers, eLearning resources, Nursing simulation and skills laboratory sessions, and select clinical experiences help prepare graduates to meet the challenges of today's healthcare environment.

Program Outcomes
The curriculum outcomes reflect the professional role of the graduate of the Associate in Science in Nursing. Graduates of the Nursing program will be able to accomplish the following:

- Implement Nursing process to provide safe, effective care to a diverse population of clients in a variety of healthcare settings;
- Provide evidence-based, clinically competent care for clients across the lifespan utilizing critical-thinking, decision-making, and information-literacy skills;
- Engage in teaching/learning activities with clients and significant others to promote optimal achievement of client outcomes;
- Apply basic management and leadership skills as members of the interdisciplinary healthcare team;
- Communicate effectively with clients, families, and members of the healthcare team using oral, written, and electronic modalities;
- Demonstrate caring and professional behavior in developing and maintaining empathetic relationships with clients and families; and
- Practice within the ethical and legal framework of the Nursing profession.

ASN Program of Study
Professional Courses (37 credits)
NUR 1000 Nursing I
NUR 1020 Nursing II
NUR 2000 Family Centered Nursing
NUR 2020 Nursing III

General Education Courses (34 credits)
ANA 1010 Anatomy and Physiology I

ANA 1120 Anatomy and Physiology II
ENG 1010 English Composition
PHI 1010 Ethics
RES 1010 Research Skills
SSC 1050 Fundamentals of Health Care Delivery
PSY 1010 Introductory Psychology
PSY 2010 Human Growth and Behavior
MIC 2010 Microbiology
ENG 2050 or 2060 English Elective
THE 2050 or 2070 or 2090 Theology Elective

Total Credits: 71

Articulation Agreements
Graduates are encouraged to pursue the Bachelor of Science in Nursing (BSN) degree after completing their Associate in Science degree. Labouré offers a BSN degree program for RNs. Current students and alumni can move from the Associate in Nursing degree program through a streamlined internal application process once they have earned RN licensure. In addition, formal articulation agreements exist between Labouré and select four-year colleges and universities in the Boston area, including Emmanuel College, Northeastern University College of Professional Studies, University of Massachusetts Boston (online program), Simmons College (RN-MSN), Framingham State College, Regis College, Mount Wachusett Community College, and North Shore Community College.

RN Program for LPNs: Advanced Placement Program

This program is designed for LPNs wishing to attain an Associate in Science in Nursing degree and qualify for RN licensure. To be eligible for advanced placement, the candidate has to complete the application procedure through the Office of Admissions. Proof of a current, valid Massachusetts license as a Licensed Practical Nurse is required.

Once a candidate has been accepted to the Advanced Placement Program and paid the deposit fee, he or she has the opportunity to sit for the fee-based HESI Fundamentals of Nursing examination and the HESI Maternity and Pediatrics examination. These examinations will be offered three times a year in fall, spring and summer. Only one examination may be taken per testing session.

Eligible students are sent HESI registration forms and examination preparation information 4-6 weeks prior to the examination. The cost of each exam is $79.00 by cash, check made payable to Labouré College, or credit card (Visa and Mastercard). The HESI examinations are computerized and scores are given immediately upon completion.

A minimum score of 780 on each of these examinations is necessary for exemption credit to be earned as follows:

- NUR 1000 (Fundamentals): 9 credit hours and exempt from enrolling in NUR1000
- NUR 2000 (Maternity/Pediatrics): 8 credit hours and exempt from enrolling in NUR2000

There will be no opportunity for re-tests. Placement into any Nursing course is on a space-available basis.
Advanced Placement students are encouraged to attend a Nursing 1000 Orientation before beginning Nursing courses.

Qualifying Requirements for Licensure to Practice Nursing for Individuals with a Court Record
Candidates for initial examination and licensure to practice Nursing are required to advise the Board of Registration in Nursing if they have a court record. The application for licensure is completed under penalty of perjury. This related documentation has to be submitted in accordance with the board's Good Moral Character Licensure Requirement Sheet. When completing the application and answering "yes" to the questions concerning court record, individuals are required to sign permission for an additional CORI check. In addition, special requirements are mandated by the Board of Nursing prior to obtaining permission to take the NCLEX-RN examination. Those instructions are provided on the Moral Character Licensure Requirement Sheet. Applicants with a court record should make an appointment with the Chairperson in the Division of Nursing to review current information on NCLEX requirements. The Board of Nursing does not review records until the candidate completes the program and has submitted the application for licensure by examination.

Bachelor of Science in Nursing

Continuing with the tradition of educating nurses, the Bachelor of Science in Nursing degree provides the Registered Nurse a unique educational experience. The program builds on the RN's previous education with the goal of fostering individual and professional growth, which will prepare the RN to manage the healthcare challenges of today.

The Bachelor of Science in Nursing degree is accredited by the Commission on Collegiate Nursing Education (CCNE) of the American Association of Colleges of Nursing (AACN).

The AACN can be reached at the following address:

American Association of Colleges of Nursing
One Dupont Circle, NW Suite 530
Washington, DC 20036
Phone: (202) 463-6930
Fax: (202) 785-8320

Program Outcomes
The Bachelor of Science in Nursing degree prepares its graduates to be able to accomplish the following:

- Synthesize knowledge from a broad-based Liberal Arts and Sciences core curriculum with Nursing science to generate innovative and valid clinical decisions;
- Recognize basic organizational models and exhibit a potential for leadership and quality care within the present day healthcare arena;
- Cultivate values, beliefs, and practices which embody a framework for implementation of evidence-based practice and scholarship;
- Incorporate the use of communication and informatics to broaden the scope of clinical practice and critical thinking;
- Participate in the sociopolitical process that affects Nursing practice;
- Evaluate concepts of individual and population health initiatives for the promotion of health and prevention of disease across the lifespan; and
- Engage in professionalism, leadership, and management skills to promote collaboration and to cultivate a safe and caring environment.

RN-BSN Courses
Professional Courses (28 Credits)
NUR 3110 Professional Nursing Perspectives
NUR 3225 Pathophysiology
NUR 3330 Health Assessment
NUR 3445 Communication and Informatics in Health Care
NUR 3660 Evidence-Based Nursing Practice
NUR 4225 Leadership and Management in Health Care
NUR 4230 Foundations of Community/Public Health Nursing
NUR 4335 Application of Evidence-Based Nursing Practice and Practicum

General Education Courses (21 Credits)
MAT 3410 Essential of Statistics
ETH 3210 Ethical Domains and Dilemmas
HUM 3010 Critical Analysis
SSC 3310 Intercultural Communication
SCI 4010 Scientific Revolutions
SSC 4010 Agents of Social Change
SES 4350 Senior Capstone

All RN-BSN students have to complete a minimum of 45 credits at the College. A minimum of 120 credits is needed to graduate with the Bachelor of Science in Nursing.

RN-BSN students have the option of taking challenge exams for the following courses:

- MAT 3410 Essential of Statistics
- ETH 3210 Ethical Domains and Dilemmas
- NUR 3225 Pathophysiology
- NUR 3660 Evidence-Based Nursing Practice
- NUR 4230 Foundations of Community/Public Health Nursing

Information for taking the challenge examinations can be found in the RN-BSN handbook. Students considering taking a challenge exam should contact the RN-BSN Director.

These are the only challenge exam options approved by Labouré College. Student need to receive a grade of "C," or better, on all challenge exams to receive credit by examination.

Nursing: Associate-Level Course Descriptions

NUR 1000 Nursing I
9 Credits, 12 hrs. Clinical/Skills Laboratory, 5 hrs. Theory (weekly)
Nursing 1000 is the introductory course designed to provide the foundation of contemporary Nursing practice for the entering student. Instructional approach utilizes Learning Modules designed to assist the learner in the attainment of theory and fundamental Nursing skills. Concepts and objectives are presented utilizing the framework of Carrie Lenburg's Competency-Based Learning Model, Dorothea Orem's Self-Care Model, the Nursing Process, and Evidence-Based Nursing Theory. Students are introduced to basic Nursing skills, including health assessment of the adult client and the techniques of therapeutic communication. Psychiatric/mental health content is introduced with a focus on mild anxiety. Gerontology, nutrition, and pharmacology are integral components, presented with appropriate theoretical medical-surgical content. Clinical experiences are selected to promote critical thinking and assist students in the application of theory and fundamental Nursing skills.
Pre-requisite: ANA 1010, RES 1010
Ideally, students should complete SSC1050 prior to NUR1000

NUR 1020 Nursing II
10 Credits, 15 hrs. Clinical/Skills Laboratory, 5 hrs. Theory (weekly)
Nursing 1020 builds upon fundamental concepts acquired in Nursing 100. Orem's Self-Care Model, Carrie Lenburg's Competency-Based Learning Model, the Nursing Process, and Evidence-Based Nursing Theory continue as the theoretical framework, and Learning Modules present more complex medical-surgical content. More advanced Nursing skills are introduced and further application of health assessment and therapeutic communication techniques are emphasized. The integration of psychiatric/mental health content continues to expand upon theory from Nursing 100 with a focus on moderate anxiety. Gerontology, nutrition, and pharmacology continue as integral components within this course. Clinical experiences take place within acute care medical-surgical settings to promote and assist students in critical thinking and in the application of newly attained theory.
Pre-requisites: NUR 1000, ANA 1120

NUR 2000 Family Centered Nursing
8 Credits, 12 hrs. Clinical/Skill Laboratory – 4 hrs. Theory (weekly)
Nursing 2000 introduces the learner to the Nursing care of the childbearing woman, family, and the neonate through adolescence. Dorothea Orem's Self-Care Model, Carrie Lenberg's Competency-Based Learning Model, the Nursing Process, and Evidence-Based Family Nursing Concepts continue as the theoretical framework. Learning Modules guide the student as they acquire pertinent theory and develop critical-thinking skills necessary to plan and provide Nursing care and to implement teaching/learning strategies for the perinatal woman and family, the well child, and the child with health deviations. Theory related to high-risk pregnancy and care of the high-risk neonate is also addressed. The integration of psychiatric/mental health content continues with a focus on specific child and adolescent issues, postpartum depression, and family violence. Nutrition and pharmacology continue as components within this course and address the specific needs of the childbearing woman, neonate, and child. Clinical experiences are selected so that the student may learn to communicate effectively with assigned clients and practice within the legal and ethical framework of Nursing.
Pre-requisites: NUR 1020, MIC 1020

NUR 2020 Nursing III

10 Credits, 15 hrs. Clinical/Skills Laboratory, 5 hrs. Theory (weekly)
Nursing 2020 is the final Nursing course requirement of the program. This course builds upon prior Nursing knowledge, skills, and abilities, as the learner prepares to integrate the role of the Associate in Science in Nursing degree as manager of care, provider of care, and member within the profession of Nursing. Concepts and objectives include advanced medical-surgical content, disaster preparedness, and the nurse's role in career-building skills. These are presented in Learning Modules utilizing Dorothea Orem's Self-Care Model, Carrie Lenburg's Competency-Based Model, the Nursing Process, and Evidence-Based Nursing Practice. Psychiatric/mental health content continues, extending to more in-depth therapeutic relationship with the client and family, and includes the concept of severe to panic levels of anxiety. The components of gerontology, pharmacology, and nutrition continue to be integrated in this course. Clinical learning experiences take place in acute care facilities where students participate in a management/ leadership experience that includes prioritizing care, delegating, and conflict resolution. In this course the learner is encouraged to utilize more independent critical-thinking skills in order to formulate Nursing judgments in clinical practice. Contemporary issues and trends impacting the Nursing profession are also addressed.
Pre-requisites: NUR 2000
Requisites: All General Education courses have to be completed prior to the completion of Nursing 2020.

Nursing: Bachelor-Level Course Descriptions

NUR 3110 Professional Nursing Perspectives
3 Credits
This is an introductory bridge course for RN-BSN students. Core concepts of professional Nursing practice are explored and analyzed within the framework of selected theories, trends, and issues of contemporary professional Nursing practice.
Pre-requisites: Acceptance into the Bachelor of Science in Nursing program and current RN licensure.

NUR 3225 Pathophysiology
3 Credits
This course explores the pathologies of the human body to altered states of health throughout the lifespan. Factors that influence health and illness, such as genomics, culture, and environment, are examined in relation to disease processes.
Pre-requisites: NUR 3110. For diploma RNs, completion of all 1000- and 2000-level science courses is required.

NUR 3330 Health Assessment
3 Credits
The Health Assessment course is designed to provide the RN student with the knowledge and skills to perform a comprehensive health assessment. This course will expand upon prior knowledge of health assessment and will address cultural, developmental, psychosocial, environmental, and societal factors inherent in promoting health across the lifespan. Techniques of data collection and documentation will be expanded upon to enhance critical-thinking skills. This course will then shift the paradigm focus from the individual to the community with a focus on prevention and early detection of disease. Students will be introduced to the healthcare needs of diverse and vulnerable populations.
Pre-requisites: Acceptance into the Bachelor of Science in Nursing program and current RN licensure. May be taken concurrently with NUR 3110.

NUR 3445 Communication and Informatics in Healthcare
3 Credits
Interdisciplinary communication within the present day healthcare arena encompasses many forms. The professional Nurse as an effective communicator has to be able to deliver clear and concise communication, which is essential to safe patient care. This course will examine the role and impact that effective communication skills have on patient care outcomes and in clinical practice. In addition, communication and informatics as they relate to professional Nursing will be explored. The concepts and skills of communication, informatics, and information literacy will be presented.
Pre-requisites: NUR 3110

NUR 3660 Evidence-Based Nursing Practice
3 Credits
This course provides a basic understanding of the research process and its application to Nursing practice. Components of both quantitative and qualitative research techniques and ethical conduct required of Nurse researchers are explored.
Pre-requisites: MAT 3410 and NUR 3110

NUR 4225 Leadership and Management in Health Care
4 Credits
This course will explore key organizational structures and operation of healthcare within the United States with a focus on quality of healthcare and error reduction. This course will provide an overview of the functions of leadership and management within a changing healthcare environment. Emphasis will be placed on current issues that affect leadership and management in the practice setting. The science of management and the integration of leadership principles are explored within the context of clinical microsystems. Students are required to attend one Nursing organization meeting that will be approved by the professor.
Pre-requisites: All 3000-level Nursing courses.

NUR 4230 Foundations of Community/Public Health Nursing
3 Credits
This course provides an overview of the field of community/public health Nursing in assessing the healthcare needs of aggregates and communities. This course explores the physical, economic, societal, and environmental factors that affect public health. Selected extramural activities augment the theoretical aspects of the course in relation to multidisciplinary collaboration and coordination of care in the community.
Pre-requisites: NUR 4225.

NUR 4335 Application of Evidence-Based Nursing Practice and Practicum
6 Credits
This course and practicum offers the student the opportunity to identify a substantive, research problem related to improving patient outcomes in a healthcare setting, and will assist the student to synthesize concepts and knowledge learned in the RN-BSN program. The student will work in conjunction with a mentor to identify a research problem related to the mentorship experience. The previous Nursing research course serves as the foundation for implementing the principles of evidence-based practice. The student will begin to develop the first three phases on an evidence-based proposal. This course involves six hours per week of clinical time; this time is flexible to maximize the student learning by allowing practical application of theory and principles in a practice setting. Consideration is given to the student's career objectives whether they are related to service, education, or administration.

Mentorship: Six hours per week working with mentor. Students need to complete a total of 72 mentorship hours. Students are required to attend one legislative or executive branch meeting/ hearing at the State House and/or MA Board of Registration in Nursing meeting. This meeting is to be included as part of the students mentorship hours.
Pre-requisites: All 3000- 4000-level nursing courses.

Nutrition

This program is currently under review in order to offer the most relevant course material to today's nutrition professionals. This program is projected for the 2017 – 2018 academic year.
The mission of the Nutrition program at Labouré College is guided by the mission of the College. The Associate in Science in Nutrition seeks to instill the values of integrity, respect, community, empowerment, and excellence as it prepares a diverse population of individuals for careers in food, nutrition, and wellness settings

Goals:

- To prepare graduates to become competent entry level Nutrition and Dietetic Technicians; and
- To prepare graduates to provide food, nutrition and dietetic services to those in need with respect, integrity and professionalism.

Objectives:

- To prepare graduates to become competent entry level Nutrition and Dietetic Technicians.
- Over a 5 year period, the pass rate for students taking the registration exam for the first time will be 70%.
- Over a 5 year period, the pass rate for students taking the registration exam within one year of their first try will be 90%.
- Over a 5 year period, 80% of students will complete the program within 3 years.
- The annual retention rate for students in the program will be 80% or higher.
- 80% of students will provide positive feedback on nutrition coursework and their instructors.
- With-in 12 months of graduation, 80% of program graduates who are seeking employment will be employed in a nutrition, food service, and/or wellness position.
- 80% of graduates will indicate satisfaction with the program's effectiveness in preparing students for an entry-level position as a nutrition and dietetic technician.
- To prepare graduates to provide food, nutrition and dietetic services to those in need with respect, integrity and professionalism.
- 80% of employers will report that they are satisfied with the ability of graduates to perform their job responsibilities in a professional and ethical manner.
- 80% of graduates will contribute their nutrition expertise to the community and/or provide professional leadership.

Program outcome data available upon request.

Upon successful completion of the program, the graduate is able to take the national registration exam that leads to the Nutrition and Dietetic Technician, Registered credential.

The Nutrition and Dietetic Technician Program at Labouré College's is accredited by the Accreditation Council for Nutrition and Dietetics Education (ACEND).

Contact Information for ACEND**:**
ACEND
Academy of Nutrition and Dietetics
120 South Riverside Plaza, Suite 2000
Chicago, Illinois 60606-6995
(P) 800-877-1600, extension 5400

Nutrition Associate Degree Program of Study
Professional Courses (30 credits)
NUT 1030 Food Science
NUT 1050 Human Nutrition
NUT 1125 Skills for Effective Nutritional Interventions
NUT 2030 Principles of Food Service Management
NUT 2035 Food Service Management Practicum
NUT 2050 Nutrition and Health Promotion
NUT 2055 Nutrition and Health Promotion Practicum
NUT 2120 Medical Nutrition Therapy

NUT 2130 Medical Nutrition Therapy Practicum
NUT 2220 Nutrition and Evidence Based Practice

General Education Courses (36 credits)
ANA 1010, 1120 Anatomy & Physiology
RES 1010 Research Skills
ENG 1010 English Composition
PHI 1010 Ethics
PSY 1010 Introductory Psychology
MAT 1010 Essentials of College Algebra
SSC 1050 Fundamentals of Health Care Delivery
HSE 2010 Health Science Education
PSY 2010 Human Growth and Behavior
ENG 2050 or 2060 English Elective
THE 2050 or 2070 Theology Elective

Total Credits: 66

Nutrition Course Descriptions

NUT 1030 Food Science
3 Credits, Hybrid
This is an introductory course designed to provide a foundation in food science. Topics include food selection, preparation, food storage, and nutrient content. As part of their study, students will learn about protein quality, phyto-nutrients, the pairing of food with flavor, and various ethnic cuisines.

NUT 1050 Human Nutrition
3 Credits, Hybrid
The course provides the foundation of human nutrition requirements through various stages of the lifecycle including infancy, adults, and pregnancy; and in a variety of sociological environments. Nutritional science principles include the study of nutrient groups, digestion, absorption, and metabolism. Individual versus community level nutritional assessments will be discussed as well.
Prerequisite: ANA 101 or equivalent

NUT 1125 Skills for Effective Nutritional Interventions
3 Credits, Hybrid
Effective nutritional intervention skills are needed to facilitate the promotion of a healthy lifestyle and provide therapeutic nutrition care. Students will gain experience at nutritional interviewing, assessment, counseling, and education while learning behavior modification techniques, models for cognitive change and principles of learning. Other topics include the use of computers and computer applications, and terminology for nutrition diagnosis and interventions.
Prerequisite: **NUT 1050**

NUT 2030 Principles of Food Service Management
3 Credits, Hybrid
This course is designed to provide a foundation in applied management principles and systems in the provision of clinical and customer service. Topics include menu planning, recipe standardization, food purchasing and cost control. Students will gain an understanding of the complexities involved in the delivery of healthy meals to target populations.
Prerequisite: NUT 1030

NUT 2035 Food Service Management Practicum
3 Credits (135 hours of supervised professional practice)
Field experience that focuses on the application of food service management. Food service settings may include schools, long term care facilities and feeding programs. Experience will be gained in methods of cost control, inventory procedures, recipe costing, budgeting, human resources, and human and personnel management.
Prerequisite: NUT 2030

NUT 2050 Nutrition and Health Promotion
2 Credits, Hybrid
Community Nutrition targets a population at nutrition risk in a community. Sound nutrition information that is culturally sensitive and age appropriate are essential to the success of community nutrition programs. In addition, the well population is in need of evidenced based nutrition and lifestyle education. Students will learn about community nutrition and wellness programs and the nutrition knowledge that is needed in these settings.
Prerequisites: NUT 1125

NUT 2055 Nutrition and Health Promotion Practicum
4 Credits (180 hours of supervised professional practice)
Field experience that focuses on the application of nutrition principles to target groups such as WIC, public health agencies, schools, and wellness programs.
Prerequisites: concurrent registration with NUT 2050

NUT 2120 Medical Nutrition Therapy
3 Credits, Hybrid
Medical Nutrition Therapy plays an important role in the management of chronic disease. Students will continue their study of the nutrition care process. Nutrition care is addressed for a variety of states including food allergies and intolerances, GI problems, chronic kidney disease, obesity, hypertension, cancer, liver disease and genetic disease. In addition, diet therapies used in the acute disease state and functional nutrition concepts will be discussed.
Prerequisites: NUT 1125 and ANA 1120 or equivalent

NUT 2130 Medical Nutrition Therapy Practicum
3 Credits (135 hours of supervised professional practice)
Conduct patient interviews, read the medical record, perform diet calculations, screen patients and residents for nutrition risk and perform other nutrition related activities under the direction of a Registered Dietitian.
Prerequisite: NUT 2120

NUT 2220 Nutrition and Evidenced Based Practice
3 Credits, Hybrid
This course offers students the opportunity to assess their nutrition knowledge and competencies while they deepen and expand their knowledge of evidenced based weight loss approaches, functional nutrition, nutritional genomics, and integrative medicine. Students will be required to participate in professional and community organizations, complete an electronic portfolio of their work, and assess career plans.
Prerequisite: NUT 2120

Radiation Therapy

The Division of Radiation Therapy derives its mission from Labouré College, a Catholic institution offering certificates as well as associate and bachelor's degree programs exclusively in healthcare.

The mission of the Radiation Therapy program is to educate students to become competent entry-level radiation therapists. The education provided, both clinically and didactically, will prepare students to deliver quality care in a variety of healthcare settings.

The program strives to build upon sound principles of General Education by preparing students to communicate effectively, develop critical-thinking skills, and apply ethical standards and values to the practice of radiation therapy. We also believe that career mobility for those with the desire and potential in the field of radiation therapy should be fostered and facilitated through the provision of opportunities for ongoing education through articulation agreements with institutions granting baccalaureate degrees.

The Joint Review Committee on Education in Radiologic Technology (JRCERT) accredits the program. Graduates are eligible for examination by the American Registry of Radiologic Technologists (ARRT) to earn the designation of RT (T). The Massachusetts Department of Public Health Radiation Control Board will grant a license only to individuals who have graduated from a JRCERT accredited program.

The JRCERT may be contacted at the following address:

JRCERT
20 N. Wacker Drive, Suite 2850
Chicago, IL 60606-3182
(312) 704-5300, Fax: (312) 704-5304
mail@jrcert.org

Goals and Student Learning Outcomes

Goal 1: Prepare students to become entry-level Radiation Therapists and pass the ARRT examination
Student Learning Outcomes:

- Students will be prepared to pass the American Registry of Radiologic Technologists (ARRT) examination;
- Graduates will be prepared obtain employment within 12 months of graduation;
- Employers will indicate that Labouré alumni exhibit skills and job performance at a rate equivalent or superior to other employees of the same ranking.

Goal 2: Students will display clinical competency
Student Learning Outcomes:

- Students will demonstrate competency in treatment delivery and simulation procedures;
- Students will recite, identify, apply, and demonstrate principles and concepts of radiation safety and protection in the clinical setting; and
- Employers will report graduates met or exceeded expectation in displaying technical skills to perform job responsibilities.

Goal 3: Students will demonstrate critical-thinking and problem-solving skills
Student Learning Outcomes:

- Students will analyze, prepare, and solve case studies;
- Students will apply critical-thinking and problem-solving skills in clinical situations;
- Students will evaluate and analyze published studies and apply them to clinical practice; and
- Students will identify human structures on various medical imagining modalities and correlate them to Radiation Therapy practices.

Goal 4: Students will demonstrate effective oral and written communication skills
Student Learning Outcomes:

- Students will communicate effectively with the patient, the patient's family, and clinical personnel;

- Students will explain the fundamentals of clinical radiation oncology, malignant conditions and their etiology and methods of treatment; and
- Students will develop and display effective oral and written communication skills through written reports, correspondence, course assignments, classroom discussion, presentation, and group work.

Goal 5: Students/graduates will demonstrate professionalism and a desire for lifelong learning and growth
Student Learning Outcomes:
- Students will demonstrate professionalism in the clinical and classroom settings; and
- Graduates/alumni will exhibit a belief in continuing education.

Professional Practice
Treating and caring for cancer patients is a challenge that demands both skill and compassion. Professionals have to master a high level of technical knowledge. They have to also be able to work well with critically ill patients, understanding their needs and fears. Labouré's program prepares the graduate to assume responsibilities as a Radiation Therapist.

Curriculum
The Associate in Science in Radiation Therapy degree program provides a broad academic background that prepares the student to play a critical role in the treatment and caring for cancer patients. Along with professional courses in the theory and application of radiation therapy, courses in the sciences and humanities are included.

The program has many outstanding clinical affiliates. Students gain valuable experience in all of these major facilities, and learn all aspects of conventional treatment, along with innovative techniques such as stereotactic radiation therapy procedures, the use of CT scanning in treatment planning, and IMRT Radiation Therapy.

Curriculum Outcomes
The curriculum outcomes reflect the professional role of the graduate of the Radiation Therapy program. Graduates of the radiation therapy program will be able to accomplish the following:

- Contribute to patient-centered care in accordance with the ethical and legal framework of the Radiation Therapy profession;
- Collaborate as a member of the healthcare team;
- Engage in evidence-based practice that integrates the latest research and expertise in Radiation Therapy;
- Use information technology to effectively communicate, support decision-making, and uphold management principles; and
- Apply quality-improvement and utilization review principles to ensure safe practice according to professional standards.

RTT Program of Study
Professional Courses
RTT 1100 Introduction to RTT & Med Terminology
RTT 114C RA-Clinical Education
RTT 1110 Treatment Techniques
RTT 1170 Mathematics and Basic Physics Review
RTT 1200 Introduction to Patient Care
RTT 124C RA-Clinical Education
RTT 1270 Principles of Mathematics and Physics
RTT 2100 Introductory Pathophysiology & Radiobiology
RTT 214C RA-Clinical Education
RTT 2170 Radiation Physics I
RTT 2200 Radiation Oncology
RTT 224C RA-Clinical Education
RTT 2270 Radiation Physics II
RTT 2290 Seminar RTT
RTT 100P RA-Clin Practicum I
RTT 200P RA-Clin Practicum II

General Education Courses
ANA 1010, 1120 Anatomy & Physiology
RES 1010 Research Skills
ENG 1010 English Composition
PHI 1010 Ethics
PSY 1010 Introductory Psychology
SSC 1050 Fundamentals of Health Care Delivery
ENG 2050 or 2060 English Elective
THE 2050 or 2070 Theology Elective
(Total: 70 credits)

Students may choose to take three or more years to complete this program based on work schedules or family responsibilities. With this option, General Education courses are taken before the Professional course sequence.

Eligibility for Certification
A candidate for certification as a Radiation Therapist will need to comply with the rules of ethics contained in the ARRT standards of ethics. One issue addressed by the rules of ethics is the conviction of a crime, including a felony, a gross misdemeanor, or a misdemeanor with the sole exception of speeding and parking violations.

Individuals who have violated the rules of ethics may request a pre-application review of the violation in order to obtain a ruling of the impact on their eligibility for ARRT examination. Individuals are advised to submit this pre-application form before entry into the Radiation Therapy program.

An applicant with a previous court record should make an appointment with the Director of Admissions and/or the Chairperson of the Division of Radiation Therapy to review current information on ARRT requirements.

Articulation Agreement
The program in Radiation Therapy fosters educational mobility for our graduates who want to pursue a Bachelor's degree. The College has formal articulation agreements with Northeastern University College of Professional Studies for the Bachelor of Science programs in health management and health science and Stonehill College for the Bachelor's degree in healthcare administration. Additionally, graduates of our program have completed Bachelor's degrees at Curry College and other area colleges.

Additional Information
Learn more about the field of Radiation Therapy at the American Society of Radiologic Technologists and the American Registry of Radiologic Technologists web sites. A link to both sites is provided on the College web site.

Radiation Therapy Course Descriptions

RTT 1100 Introduction to Radiation Therapy and Medical Terminology
2.5 Credits
This course is an introductory overview of Radiation Therapy, including its practices and affiliations. The course provides an examination of the therapist role within the interdisciplinary healthcare system with an emphasis on professionalism, professional societies, communication, and medical terminology. There is an examination of the theory and application of the law in relation to the healthcare system. At the conclusion of this course, the student will identify Radiation Therapy equipment and its basic function; analyze the psychological and psychosocial issues cancer patients experience; communicate with patients and healthcare providers using the correct medical terminology; and define the role of a Radiation Therapist as part of a team within the Radiation Oncology Department and healthcare system.
Requisite: ANA 1010 (prior to or concurrent with course)

RTT 114C RA-Clinical Education I
2.5 Credits
This clinical experience requires active participation in the clinical setting with development of the skills and knowledge necessary to deliver accurately the planning course or Radiation Therapy with the supervision of the clinical supervisor. At the conclusion of this course, the student will meet clinical requirements as stated in the Radiation Therapy handbook.

Requisite: ANA 1010 (prior to or concurrent with course)

RTT 1110 Treatment Techniques
1.5 Credits
This course provides an examination of the theory and application of treatment techniques within the field of Radiation Therapy. Strong emphasis on the bony anatomy of the body and how it relates to the simulation and treatment of patients, along with the introduction of cross-sectional anatomy. At the conclusion of this course, the student will identify bones of radiograph's anatomy and anatomy within cross-sectional films; recite typical treatment techniques for specific areas of the body; narrate immobilization devices, typical doses and fractionation schemes, critical structures, blocking and boost methods, side effects and their treatment; and routes of spread and specific body landmarks as they relate to simulation and treatment setup.
Requisite: ANA 1010 (prior to or concurrent with course)

RTT 1170 Mathematics and Basic Physics Review in Radiation Therapy
1 Credit
This course provides instruction, review, practice and evaluation in mathematics skills specifically relevant to Radiation Therapy technology and the operation of a scientific calculator. Basic concepts of physics that are needed in preparation for subsequent radiation physics courses are explored, learned, and developed. At the conclusion of this course, the student will perform basic arithmetic operations and use negative numbers; formulate and evaluate ratios; translate verbal statement into algebraic expressions; solve simple linear equations; linearly interpolate; describe the nature of graphs of exponential expressions; analyze and state the fundamental qualities of physics; state nuclear structure; and explain electromagnetic radiation and the duel nature of the photon.
Requisite: ANA 1010 (prior to or concurrent with course)

RTT 1200 Introduction to Patient Care
2.5 Credits
This course provides a comprehensive exploration of patient care techniques, including detection and prevention, blood values, patient assessment, nutrition, skin care regiments, infection control, and support services. It also offers an explanation of radiological and digital imaging related to Radiation Therapy and identification of body landmarks when simulating and treating radiation oncology patients. There is also an investigation of diagnostic technologies and their use in Radiation Therapy. At the conclusion of this course, the student will perform aseptic technique; be knowledgeable of contrast media and contraindications; recognize normal and abnormal vital signs; recite normal and abnormal ranges of blood values in patient receiving radiation therapy; be able to evaluate a patient's nutritional status and make recommendations; and demonstrate radiology concepts, including exposure factors, imaging quality, and film processing.
Requisite: ANA 1120 (prior to or concurrent with course)
Pre-requisites: ANA1010, RTT 1100, RTT 114C, RTT 1110, RTT 1170

RTT 124C RA-Clinical Education II
2.5 Credits
This clinical experience encourages active participation in the clinical setting with development of the skills and knowledge necessary to deliver accurately the planning course of Radiation Therapy with the supervision of the clinical supervisor. At the conclusion of this course, the student will meet clinical requirements as stated in the Radiation Therapy handbook.
Requisite: ANA 1120 (prior to or concurrent with course)
Pre-requisites: ANA 1010, ANA 1120, RTT 1100, RTT 114C, RTT 1110, RTT 1170

RTT 1270 Principles of Mathematics and Physics
3 Credits
This course offers a review of physical units, measurements, principles, atomic structure, and types of radiation. There is also an introduction to the fundamentals of x-ray generating equipment, x-ray production and its interaction with matter as well as the basic comprehension of the physics pertinent to developing an awareness of radiations used in the clinical setting. At the conclusion of this course, the student will compare the characteristics and functions of a proton, neutron, and electron; describe the process of ionization; differentiate between the radiation of the electromagnetic (EM) spectrum; identify the components on a schematic resistance circuit diagram; apply Ohm's Law and power formulas to determine power consumed; list the characteristics and functions of a cathode and rotating anode; identify parts of an x-ray tube and a complete x-ray circuit; state the principles of x-ray production; and define photodisintegration.
Requisite: ANA 1120 (prior to or concurrent with course)

Pre-requisites: ANA1010, RTT 1100, RTT 114C, RTT 1110, RTT 1170

RTT 100P RA-Clinical Practicum I
5.5 credits
This clinical experience provides an opportunity to demonstrate proficiency in applying learned techniques and applications in the treatment of radiation oncology patients. It also offers experience in the physics division with emphasis on imaging and treatment planning and integration into the team approach to Radiation Therapy. At the conclusion of this course, the student will meet clinical requirements as stated in the Radiation Therapy handbook.
Pre-requisites: ANA1010, ANA1120, RTT 1100, RTT 114C, RTT 1110, RTT 1170, RTT 1200, RTT 124C, RTT 1270

RTT 2100 Introductory Pathology and Radiobiology
3 Credits
This course provides an investigation into the effects of Radiation Therapy on a molecular cellular and tissue level with explanation and examples of radiosensitivity and late somatic effects of radiation. It also provides a summary of the disease process and pathology with emphasis on hyperplasia, neoplasms, and cancer. At the conclusion of this course, the student will identify acute and late effects of Radiation Therapy; recite radiobiological interactions; recognize structural changes in tissues following radiation; explain total body radiation response; identify cell composition, structure, and division; recite the fundamentals of pathology and the measure of disease frequency; classify disease diagnosis and responses to injury; and distinguish and identify hyperplasia, neoplasms and cancer.
Pre-requisites: RTT 1100, RTT 114C, RTT 1110, RTT 1170, RTT 1200, RTT 124C, RTT 1270, RTT 100P

RTT 214C Clinical Education III
2.5 Credits
This clinical experience provides for active participation in the clinical setting with development of the skills and knowledge necessary to deliver accurately the planning course or Radiation Therapy with the supervision of the clinical supervisor. At the conclusion of this course, the student will meet clinical requirements as stated in the Radiation Therapy handbook.
Pre-requisites: RTT 1100, RTT 114C, RTT 1110, RTT 1170, RTT 1200, RTT 124C, RTT 1270, RTT 100P

RTT 2170 Radiation Physics I
3 Credits
This course offers a review and expansion of theories and concepts introduced in RTT 1270. It provides an analysis of the structure of matter, properties of radiation, nuclear transformations, x-ray production, and interactions of ionizing radiation. Explored also is the differentiation of specific Radiation Therapy treatment units and photon and electron beam dosimetry related to the treatment of patients. At the conclusion of this course, the student will compare and contrast atomic structure and composition of elements, atomic number and mass number; compare isotope, isotone, isobar and isomer; categorize the four fundamental forces of nature; describe the processes of ionization and excitation; define and compare radioactivity, decay, constant, activity and half-life; calculate rate of decay, change in activity, average life, and attenuation requirements for a given isotope; define fission and fusion; describe x-ray production and all components of a linear accelerator; define and describe all Cobol 60 elements; calculate half value layer; discuss the purpose and importance of the National Institute of Standards and Technology; choose the appropriate radiation detector for given clinical applications; participate in external beam calibration; and describe the quality of a gamma-ray beam.
Pre-requisites: RTT 1100, RTT 114C, RTT 1110, RTT 1170, RTT 1200, RTT 124C, RTT 1270, RTT 100P

RTT 2200 Radiation Oncology
3 Credits
Building upon knowledge obtained from previous courses, this course examines and evaluates the management of neoplastic disease. Epidemiology, etiology, detection, diagnosis, treatment options, histology, classifications, grading, and patterns of spread will be explored for each neoplastic disease. Presentation of weekly case studies to evaluate and analyze the course of treatment, potential side effects, and prognosis will be compared and contrasted to published tumor site-specific information. At the conclusion of this course, the student will analyze the rationale for treatment decisions; discuss and compare the characteristics of each neoplastic site; describe etiology, signs, and symptoms and diagnostic tests associated with site-specific tumors; analyze staging, grading, and routes of spread of common neoplastic diseases; differentiate the characteristics of benign versus malignant neoplasms; and define screening procedures and prevention programs.
Pre-requisites: RTT 1100, RTT 114C, RTT 1110, RTT 1170, RTT 1200, RTT 124C, RTT 1270, RTT 100P, RTT 2100, RTT 214C, RTT 2170

RTT 224C RA-Clinical Education IV
3.5 Credits
This clinical experience provides for active participation in the clinical setting with development of the skills and knowledge necessary to deliver accurately the planning course or Radiation Therapy with the supervision of the clinical supervisor. At the conclusion of this course, the student will meet clinical requirements as stated in the Radiation Therapy handbook.
Pre-requisites: RTT 1100, RTT 114C, RTT 1110, RTT 1170, RTT 1200, RTT 124C, RTT 1270, RTT 100P, RTT 2100, RTT 214C, RTT 2170

RTT 2270 Radiation Physics II
3 Credits
This course emphasizes the principles of clinical application in treatment planning, brachytherapy, and quality assurance. Isodose descriptions, patient contouring, radiobiological considerations, dosimetric calculations, compensation and clinical application of treatment beams are examined along with stereotactic and emerging technologies. At the conclusion of this course, the student will compare photon and electron Isodose curves; determine factors that influence beam distribution; identify organs and tissues at risk and their dose limitations; compare fractionation schemes; apply appropriate factors for manual treatment calculations; perform dose calculations for external photon and electron beam treatments; explain algorithms incorporate into treatment planning computers; evaluate treatment plans for clinical use; examine hot and cold regions associated with various matching methods; describe the International Commission of Radiological Units recommendations; describe the physical characteristics of an electron beam; describe how inhomgeneities influence beam path; analyze shielding materials and uses; determine clinical usefulness of various beam types and the clinical implications; describe clinical implications of radiosurgery and discuss the procedure and equipment used; describe configurations, considerations and differences of multileaf collimators; compare low dose rate to high dose rate brachytherapy; summarize components of brachytherapy; state radiation safety requirements for brachytherapy; and identify and describe the process and applications for using IMRT.
Pre-requisites: RTT 1100, RTT 114C, RTT 1110, RTT 1170, RTT 1200, RTT 124C, RTT 1270, RTT 100P, RTT 2100, RTT 214C, RTT 2170

RTT 2290 Seminar Radiation Therapy
1.5 Credits
The seminar provides for an examination of selected readings, discussions, and projects in the field of Radiation Therapy. It also offers a comprehensive physics/dosimetry review for preparation of the Radiation Therapy board examination. At the conclusion of this course, the student will prepare a detailed project on a selected Radiation Therapy topic; participate in mock board registry examinations; compute calculations performed in a radiation therapy department (e.g., GAP calculation, MU calculation, and extended distance calculation); analyze CT and MRI radiographs and identify structures; and summarize and recite radiation protection quality assurance statistics.
Pre-requisites: RTT 1100, RTT 114C, RTT 1110, RTT 1170, RTT 1200, RTT 124C, RTT 1270, RTT 100P, RTT 2100, RTT 214C, RTT 2170

RTT 200P RA-Clin Practicum II
2.5 Credits
In a clinical setting, the student will demonstrate proficiency in applying learned techniques and application in the treatment of radiation oncology patients. The clinical will provide experience in the physics division, with emphasis on imaging and treatment planning and integration into the team approach of Radiation Therapy. At the conclusion of this course, the student will meet clinical requirements as stated in the Radiation Therapy handbook.
Pre-requisites: RTT 1100, RTT 114C, RTT 1110, RTT 1170, RTT 1200, RTT 124C, RTT 1270, RTT 100P, RTT 2100, RTT 214C, RTT 2170, RTT 2200, RTT224C, RTT2270, RTT2

Vascular Sonography

This program is in development and is expected to launch in 2017 – 2018.
Labouré College's Professional Certificate in Vascular Sonography is a 16-month program combining theory with hands-on clinical learning.

Vascular Sonography Professional Certificate Program of Study
Year 1
Fall Semester
DMS 1010 Vascular Sonography I, 4 credits
DMS 1020 Sonographic Physics and Instrumentation I, 4 credits
DMS 1030 Sonography Topics, 2 credits

Spring Semester
DMS 1040 Vascular Sonography II and Clinical Education, 5 credits
DMS 1050 Sonographic Physics and Instrumentation II, 4 credits

Summer Semester (sessions 1 and 2)
DMS 2010 Vascular Sonography III and Clinical Education, 4 credits

Year 2
Fall Semester
DMS 2020 Vascular Sonography IV and Clinical Education, 6 credits

Vascular Sonography Course Descriptions

DMS 1010 Vascular Sonography I
4 credits
This course will familiarize the student with normal sectional vascular anatomy, hemodynamics and the application of Grayscale, Doppler imaging, segmental pressures and plethysmography. Topics include cerebrovascular, peripheral arterial and peripheral venous studies and their associated normal variants. Clinical applications as they related to patient history, physical assessment and disease process will be covered. Introduction to alternate diagnostic tests, medical and surgical therapies will be described. The lab component is the application of the course topics. Students will become familiar with working with the ultrasound and arterial systems. Students will practice vascular exams following the protocols established by the Intersocietal Accreditation Commission.
Pre-requisites: Acceptance into the Certificate in Vascular Sonography Program
Requisites: DMS 1020, DMS 1030

DMS 1020 Sonographic Principles & Instrumentation I
4 credits
This is the first part of a two-part course. This course covers the concepts of ultrasound physics. Topics include the interaction of sound and tissues, metric system, units, acoustic variable, description of sound waves, description of pulsed waves, intensity, range equation, transducers, piezoelectric effect, sound beams, display modes and two dimensional imaging.
Pre-requisites: Acceptance into the Certificate in Vascular Sonography Program
Requisites: DMS 1010, DMS 1030

DMS 1030 Sonography Topics
5 credits
This course covers topics as they relate to vascular sonography. Topics include an introduction to sonography from its origin to evolution, the role of the sonographer and student sonographer, communication and critical thinking skills, ergonomics and safety issues, medical techniques and patient care, clinical assessments and sonographic procedures, legal and ethic aspects of sonography. Students will learn appropriate behavioral skills for interaction with patients, staff sonographers and physicians Recognized healthcare agencies and professional organizations will be covered. Medical terminology is covered as an independent study in this course. Students will learn sonographic terminology, directional terms, anatomical terms, scanning techniques, ultrasound system operation and knobology.

Pre-requisites: Acceptance into the Certificate in Vascular Sonography Program
Requisites: DMS 1010, DMS 1020

DMS 1040 Vascular Sonography II
5 credits
This course covers the interpretation of vascular sonographic findings. Topics include cerebrovascular, peripheral arterial and peripheral venous studies. Normal and abnormal Doppler patterns will be described. Pathophysiology, patient clinical presentation, associated procedures will be covered. Students will further practice vascular exams following the protocols established by the Intersocietal Accreditation Commission in the laboratory setting. Clinical education includes hands-on training in vascular sonography. Under supervision, students will preform vascular sonography exams.
Pre-requisites: DMS 1010, DMS 1020, DMS 1030
Requisites: DMS 1050

DMS 1050 Sonographic Physics and Instrumentation II
4 credits
This is the second part of a two-part course. This course covers the concepts of ultrasound physics. Topics include real-time imaging, pulsed-echo instrumentation, displays, image storage, dynamic range, harmonics, contrast agents, hemodynamics, Doppler, artifacts, quality assurance and bioeffects. Students are to complete the associated registry review practice exams and sign up for the ARDMS SPI exam prior to June.
Pre-requisites: DMS 1010, DMS 1020, DMS 1030
Requisites: DMS 1040

DMS 2010 Vascular Sonography III
4 credits
This course is a continuation of Vascular Sonography II covering the interpretation of vascular sonographic findings. Topics include cerebrovascular, peripheral arterial and peripheral venous studies. In addition, Transcranial and Mesenteric sonography will be covered. Normal and abnormal Doppler patterns will be described. Pathophysiology, patient clinical presentation, associated procedures will be covered. Students will practice Transcranial and Mesenteric scanning in the laboratory. Students will start to prepare for their review of literature research assignment. Clinical education includes hands-on training in vascular sonography. Under supervision, students will preform vascular sonography exams.
Pre-requisites: DMS 1010, DMS 1020, DMS 1030, DMS 1040, DMS 1050

DMS 2020 Vascular Sonography IV
6 credits
This course covers the normal and abnormal sonographic patterns as they relates to the abdominal/pelvic organs. Normal and abnormal Doppler patterns will be described. Pathophysiology, patient clinical presentation, associated procedures will be covered. Students will practice organ vascular scanning in the laboratory. Clinical education includes hands-on training in vascular sonography. Under supervision, students will preform vascular sonography exams.

In addition, this course covers various topics related to healthcare system and the field of vascular sonography. The topics include medical coding and reimbursement, health information technology, leadership and management in healthcare, vascular laboratory accreditation procedures, and the future of vascular sonography. The capstone component to this course includes registry review and a review of literature paper that will be submitted to the SDMS. Students are required to sign up for the ARDMS Vascular Technology Registry Exam upon completion of this course.
Pre-requisites: DMS 1010, DMS 1020, DMS 1030, DMS 1040, DMS 1050, DMS 2010

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Anne Marie Conneely
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IT Database and Systems Administrator
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Career Development Coordinator
Lecturer, HCOP Program
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M.S., Tufts University

Tanya Robinson
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John Sacco
Registrar
B.SW, Delta State University
M.Ed., Delta State University

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Financial Aid Counselor
B.S. SUNY College of Environmental Sciences and Forestry, Syracuse University

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M.S., Indiana University

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B.S., University of Massachusetts Boston
Sonography Certificate, Middlsesex Community College

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Division of Radiation Therapy
B.A., Curry College

Kechi Iheduru-Anderson DNP, RN, CWCN
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B.S.N., Curry College
M.S.N., Regis College
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Ed.D., (candidate) Walden University

Jacquelyn Polito, MHA, REEGT, RPSGT, RST
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Division of Neurodiagnostic Technology
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M.H.A., Simmons College

Cathy Silva, MS, M.Ed., RD, LDN
Chairperson, Nutrition
Division of Nutrition
B.S., Fairfield University
M.Ed., Boston College
M.S., Boston University

Division/Departmental Faculty

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Lecturer, Nursing
B.S.N., UMass Boston

Esther Ampadu, RN, MSN, PhD
Professor, Nursing
B.S., Cuttington University College
M.S., Northeastern University
Ph.D., Northeastern University

*Asram Aslanian
Lecturer, General Education

*Vladimir Atryzek, PhD
Lecturer, General Education
B.A., Syracuse University
M.SC, Rutgers, State University of NJ, Newark
PhD, Brown University

*Marat Avshalumov, Ph.D., ABNM, CNIM
Lecturer, Intraoperative Neuromonitoring
M.S., Daghestan State University
Ph.D., Rostov State University

*Kevin J. Aylmer
Lecturer, General Education
B.A., University of Bridgeport
M.A., Lesley University

Zareen Barry, M.S.
Instructor, Nursing
B.A., Boston University
M.P.H., Boston University
M.S.N., Boston College

*Patricia Blansfield, MS, RN
Lecturer, Nursing
B.S., University of Connecticut
M.S., Regis College

*Christine Blodgett, R EEG T/EP T, CLTM
Lecturer, Neurodiagnostic Technology
M.A., Harvard University Extension

*Marie Bonhomme, MHA, RN
Lecturer, Nursing
B.S., University of Massachusetts Boston
M.H.A., Cambridge College

*Elizabeth Bouffanie, MS, REEGT, CNIM
Lecturer, Intraoperative Neuromonitoring
B.S., Millsaps College
M.S., Mississippi College

*Marilyn Cardia, MSN, RN
Lecturer, Nursing
M.S.N., Regis College
B.S.N., Emmanuel College

*Rebecca Clark-Bash, REEG/EPT, CNIM, CLTM, FASNM
Lecturer, Intraoperative Neuromonitoring
President, Knowledge Plus Inc.

Mary Beth Coughlin, MSN, RN
Assistant Professor, Nursing
B.S., Fitchburg State College
M.S., Northeastern University
Ph.D.(candidate) University of Massachusetts, Dartmouth

*Cathy Curbow, RN
Lecturer, Nursing
B.S.N., University of Illinois

*Fillonie Debrosse-Saint Louis, MSN, RN
Lecturer, Nursing
B.S.N., UMass Boston
M.S.N., Framingham State College

*David DeSantis, PhD
Lecturer, Radiation Therapy
B.S., M.S., Ph.D., University of Massachusetts, Lowell

*Paul Dionne, R EEG T
Lecturer, Neurodiagnostic Technology
B.S. Northeastern University

*Thomas Durant
Lecturer, General Education

Jonathan Dyen, PhD
Professor, General Education
Director, Interdisciplinary Writing Program
B.A., Widener University
M.A., Ph.D., Boston University

*Jean Farley, R EEG T
Clinical Instructor, Neurodiagnostic Technology
B.A., M.A., Framingham State College

*James Ferriter, JD
Lecturer, General Education
B.S., Northeastern
M.B.A., Northeastern University
J.D., Massachusetts School of Law

JoAnne Foley, MSN, RN
Associate Professor, Nursing and Course Coordinator
B.S., M.S., University of Massachusetts, Boston

Jennifer Fraone, RN
Assistant Professor, Nursing and Course Coordinator
B.S.N., Chamberlain College of Nursing

*Judith Gentle, PhD
Lecturer, General Education
B.S., Auburn University
M.A., Emory University
M.Div., Emory University
M.A., University of San Francisco
Ph.D., Boston College

*Jean Griffin, RN, CNOR
Lecturer, Nursing
B.S., Curry College

*Pamela Guilbault, RN, BSN, BA
Lecturer, Nursing
B.S.N., Curry College
BA, University of Massachusetts – Boston

*Catherine Harris, MSN, RN
Lecturer, Nursing
B.S.N., Emmanuel College
M.S.N., Anna Maria College

Jillian Hatch, BSN, RN
Assistant Professor, Nursing and Course Coordinator
B.S.N., Rivier University
M.S.N., Framingham State University

*Chandra Hicks, BSN
Lecturer, Nursing
B.S.N., Curry College

*Diane Hynes, BSN, RN
Lecturer, Nursing
B.S.N., Curry College

*Faisal Jahangiri, MD, CNIM, DABNM, FASNM
Lecturer, Intraoperative Neuromonitoring
Khyber Medical College, University of Peshawar

Sheila Joyce-Bird
Assistant Professor, General Education
A.B., Emmanuel College
M.S., Northeastern University

Suzanne Karlson, MS, RN
Assistant Professor, Nursing
B.S., University of New Hampshire
M.S., Simmons College

Patricia Kelliher, MSN, BSN, RN
Associate Professor, Nursing
M.S.N., Massachusetts College of Pharmacy & Allied Health Science
B.S.N., Boston State College

Daniel Kleber
Associate Professor, General Education
Learning Management System Administrator
B.A., San Diego State University
M.A., St. Mary's College

*Debra-Anne Levesque, RN
Lecturer, Nursing
B.S.N., Southeastern MA University

*Amie Luna, MSN, RN
Assistant Professor, Nursing
B.S.N., Fitchburg State College
M.S.N., Grand Canyon University

*Joann Lynam BSN, RN
Lecturer, Nursing
BSN, UMass Boston

*Dianne Mahoney, MSN, RN
Lecturer, Nursing
B.S.N., Northeastern University
M.S.N., Boston University

Angela Maietta, MSN, RN
Lecturer, Nursing
ATI Coordinator
B.S., University of Southern Maine
M.S.N., St. Joseph's College

*Sharon Maurer
Lecturer, General Education
B.A., Marshall University
B.S., M.S., M.Ed., University of Massachusetts, Boston

Nancy McDonald, MSN, RN
Assistant Professor, Nursing and Course Coordinator
B.S., Emmanuel College
M.S.N., Framingham State College

*Loretta A. Minor
Lecturer, HCOP Program
B.A., Amherst College
M.Ed., University of Massachusetts, Boston
Ed.D.,(candidate), University of Massachusetts, Amherst

*Alison Montenegro, RN
Lecturer, Nursing
B.S.N., University of Massachusetts, Boston

Karen Murray, MS, RN
Assistant Professor, Nursing
B.S.N., Northeastern University
M.S., University of Massachusetts, Lowell

Julie Norton, MSN
Instructor, Nursing
A.S., Bay State College
B.S.N., UMASS Boston

*Loretta Patch-Ryan, RHIT
Lecturer, Health Information Technology
B.S., Lesley University

*Nick Pietrowski
Lecturer, General Education
B.A., University of Illinois at Chicago
M.S., Erikson Institute

Barbara Reuss, MSN, RN
Assistant Professor, Nursing
B.S.N., Colorado Tech. University
M.S.N., University of Phoenix

*Katherine Richman, RN, BSN
Lecturer, General Education
Diploma, St. Francis Hospital School of Nursing
B.S., B.S.N., University of Illinois at Chicago
M.A., Boston College
Ph.D., Boston College

*Patricia E. Riddick
Lecturer, HCOP Program
B.A., University of Massachusetts, Boston
M.S., Tufts University

Lawrence F. Roberge, PhD
Associate Professor, General Education
B.S., University of Massachusetts, Amherst
M.S., University of Massachusetts, Worcester
Ph.D. Atlantic International University

*Dolores F. Shea
Lecturer, General Education
B.A., Meredith College
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Lecturer, Nursing

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Simulation and Skills Lab Coordinator
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M.S., Boston College

Katherine A. Shute
Lecturer, HCOP Program
B.A., Regis College
M.Ed., Harvard University

*Giovanna Sierra, RN
Lecturer, Nursing
B.S.N., University of Lowell

Ann Sinewick
Assistant Professor of Nursing

*Margaret Anne Singer, RN, MSN
Lecturer, Nursing
R.N., St. Vincent Hospital School of Nursing
B.S.N., Northeastern University
M.S.N., Boston University

Joshua R. Snyder, PhD
Professor, General Education
B.A., St. Peter's College
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Ph.D., Boston College

Pamela Strong
Assistant Professor, General Education
B.A., Mount Holyoke College
M.A., Harvard University

Kathy Stubbs, MHA, RN
Instructor, Nursing
B.S., Boston College
M.H.A., Salve Regina

*Leslie Sullivan
Lecturer, Nursing

Kimberly Sykes, RN
Instructor, Nursing
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Lecturer, General Education
B.A., St. Anslem College
M.Div., Maryknoll Graduate School of Theology

*Monika Wahi, MPH, CPH
Lecturer, General Education
B.S., University of Minnesota
M.P.H., University of Minnesota

*Barbara Williams, MS, RN
Lecturer, Nursing
B.A., University of Cincinnati
M.S., University of Florida

Margaret J. Williams, MS, RN
Assistant Professor, Nursing
B.S., University of Southern Maine
M.S., Boston College

*John Willins, PhD, DABMP
Senior Lecturer, Radiation Therapy
B.S. Louisiana State University
Ph.D., University of New York at Stoney Brook

*Mark Yorra, EdD, RPh
Lecturer, General Education
B.S., Northeastern University
M.S., Massachusetts College of Pharmacy and Allied Health Services
M.P.H., Northeastern University
Ed.D., Northeastern University

*Bonnie Zapolin, MS, RN
Lecturer, Nursing
B.A., University of Rochester
M.S., Boston College

*David Zimmerman, BS, CNIM
Lecturer, Intraoperative Neuromonitoring
B.S., Brandeis University

**Denotes adjunct*

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Division of Intraoperative Neuromonitoring

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Neurological Surgery PC, Rockville Centre, NY

Debra Baydoun, R EEG/EP T, R PSG T, R NCS T
Labouré College, Milton, MA

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Massachusetts General Hospital, Boston, MA

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Labouré College, Milton, MA

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Massachusetts General Hospital, Boston, MA

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Bethany Health Care Center
Framingham, MA

Nicole Cormier
ADN Student
Labouré College

Andrew McClendon
ADN Student
Labouré College

Theresa Jolley
ADN Student, Labouré College

Kerry O'Dea, RN
RN to BSN Student, Labouré College

Division of Neurodiagnostic Technology

Deborah DeCristoforo

Senior Sales Executive, Compumedics USA

Paul Dionne, R EEG T
Brigham & Women's Hospital, Boston, MA

Jean Farley, REEGT
Labouré College, Milton, MA

Teresa Fitzgerald, R EEG T
Carney Hospital, Boston, MA

Patricia Funder, MS
Business Owner, LaserLight Skin Clinic, Norwell, MA

Susan T. Herman, MD
Department of Neurology
Beth Israel Deaconess Medical Center

Walter Kuropatkin, R. PSG T
Clinical Supervisor, PSG

Susan Marrocco, Student Representative
NDT Program, Labouré College, Weymouth, MA

Faye McNall, R EEG T, M.Ed
ASET Director of Education, ME

Courtney Mitchell, Student Representative
NDT Program, Labouré College, Milton, MA

Mary Russo, R EEG T
Boston Medical Center, Boston, MA

Christine Scott Blodgett, R EEG T/EP T, CLTM
Physicians' Ambulatory Services, NY

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Charlestown, MA

Beverly Thompson, RD, LDN
Director, Food and Nutrition Services
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Daniel J. Canaday, MD
Radiation Oncologist
Cape Cod Healthcare Services
Clark Cancer Center – Falmouth Hospital Campus

Pauline E. Clancy, MS, RT(T), CAGS
Chairperson
Radiation Therapy Division
Labouré College

Thomas Clancy, CMD
Dosimetrist
Massachusetts General Hospital

Karen Donnellan, RT(T)
Sr. Regional Business Director
Shields Healthcare Group

Dierdre Hammel, BS, RT(T)
Assistant Chairperson/Clinical Coordinator
Radiation Therapy Division
Labouré College

Nicole Sanders O'Toole, MPA
Health Systems Manager, Hospitals
New England Division | American Cancer Society, Inc.

Sherry Roberge, BSRT (R,T)
Chief Radiation Therapist
Lowell General Hospital

Susan Sheppard, RT(T)
Senior Therapist
VA Medical Center

John Willins, PhD
Physicist