LABOURÉ COLLEGE OF HEALTHCARE

CATALOG AND STUDENT HANDBOOK
2023-2024

Published September 6, 2023

Labouré
COLLEGE OF HEALTHCARE

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Catalog and Student Handbook

The Catalog and Student Handbook is subject to revision or addendums throughout the year. Students, faculty, and staff will be electronically notified of changes as they occur. Any subsequent revisions will replace prior policy and becomes a part of this catalog.

Policies contained in this Catalog and Student Handbook supersede any other policy if there is a conflict between the two. However, each program may have more restrictive policies included in their individual student handbook.

Available Programs of Study

Programs are listed alphabetically:

Academic Calendar 2023 - 2024

During the Add/Drop Period, students may add and drop courses without penalty.

The last week of classes includes classes/final exams/standardized tests.

Semester format includes a 15-week "all" term and two 7-week sessions (Session I and Session II).

2023

FALL 2023 SEMESTER DATES		
Fall All: September 6 - December 18		
Fall Session I: September 6 to October 24		
Fall Session II: October 30 to December 18		
August	(F) 11	PASS Program for Fall 2022
September	(M) 4	Labor Day– HOLIDAY – College closed
	(Tu) 5	Professional Staff Day– No classes
	(W) 6	First class day: Fall All and Fall Session I
	(W - Tu) 6 - 12	Add/Drop Period: Fall All and Fall Session I
	TBD	Pinning Ceremony for August 2023 Graduates
October	(M) 9	Indigenous People's Day (Columbus Day) – HOLIDAY – College closed
	(T) 10	Last day to withdraw from a Fall Session I course
	(W - Tu) 18 - 24	Fall Session I Final Class Week including final exams
	(M) 30	First Class Day: Fall Session II
	(M) 30	Registration begins for Spring 2024
November	(M - Su) Oct 30 - Nov 5	Add/Drop Period: Fall Session II
	(F) 10	Veteran's Day (Observed) – HOLIDAY – College closed
	(Th) 17	Last day to withdraw from a Fall All course
	(W) 22	College Closes at 2PM
	(Th - F) 23 - 24	Thanksgiving – HOLIDAY – College closed
	(Sa - Su) 25 - 26	College open - No Classes
December	(F) 1	Last day to withdraw from a Fall Session II course
	(F) 8	PASS Program for Spring 2024
	(T - M) 12 - 18	Fall All & Fall Session II Final Class Week including final exams
	(T - F) 19 - 22	College Open during RECESS – No classes
	(Sa - M) Dec. 23 - Jan. 1	Winter Break – HOLIDAY – College closed

The recess period between Fall and Spring semester is December 19, 2023 - January 7, 2024.

2024

SPRING 2024 SEMESTER DATES		
Spring All: January 8 to April 22		
Spring Session I: January 8 to February 26		
Spring Session II: March 4 to April 22		
January	(Tu - Su) 2 - 7	College Open during RECESS - No Classes
	(F) 5	Professional Staff Day – No classes
	(M) 8	First class day: Spring All and Spring Session I
	(M - Su) 8 –14	Add/Drop Period: Spring All and Spring Session I
	(M) 15	Martin Luther King Day – HOLIDAY – College closed
February	TBD	Pinning Ceremony for December 2023 graduates
	(F) 9	Last day to withdraw from a Spring Session I course
	(M) 19	President's Day – HOLIDAY – College closed
	(M - Su) 19 –25	Winter Recess – No classes for Spring All classes Spring Session I courses are not on recess, and will meet as scheduled
	(Tu - M) 20 - 26	Spring Session I Final Class Week including final exams
March	(M) 4	First class day: Spring Session II
	(M) 4	Registration begins for Summer 2024
	(M - Su) 4 - 10	Add/Drop Period: Spring Session II
	(M) 25	Last day to withdraw from a Spring All course
	(Th) 28	Holy Thursday – No classes - College open
	(F - Su) 29 - 31	Easter– HOLIDAY – College closed
April	(F) 5	Last day to withdraw from a Spring Session II course
	(F) 12	PASS Program for Summer 2024
	(M) 15	Patriot's Day – HOLIDAY – College closed
	(Tu - M) 16 - 22	Spring All and Spring Session II Final Class Week including final exams
	(Tu - Su) Apr 23 - May 5	Spring RECESS – No classes - College open

The recess period between Spring and Summer is April 23, 2024 – May 4, 2024.

2024

SUMMER 2024 SEMESTER DATES		
Summer All: May 6 to August 17		
Summer Session I: May 6 to June 24		
Summer Session II: July 8 to August 17		
May	(M) 6	First class day: Summer All and Summer Session I
	(M - Su) 6 - 12	Add/Drop Period: Summer All and Summer Session I
	TBD	Pinning Ceremony for April 2024 graduates
	(M) 27	Memorial Day– HOLIDAY – College closed
June	TBD	Commencement for the Class of 2024
	(M) 3	Registration begins for Fall 2024
	(M) 10	Last day to withdraw from a Summer Session I course
	(W) 19	Juneteenth – HOLIDAY – College closed
	(T - M) 18 - 24	Summer Session I Final Class Week including final exams
July	(Th) 4	Independence Day – HOLIDAY – College closed
	(M) 8	First class day: Summer Session II
	(M - Su) 8 - 14	Add/Drop Period: Summer Session II
	(M) 15	Last day to withdraw from a Summer All course
August	(F) 2	Last day to withdraw from a Summer Session II course
	(F) 9	PASS Program for Fall 2024
	(M - Sa) 12 - 17	Summer All and Summer Session II Final Class Week including final exams
	(Su - Su) Aug. 18 - Sept. 1	Summer RECESS – No classes - College open
September	(M) 2	Labor Day– HOLIDAY – College closed
	(Tu) 3	Professional Staff Day - No classes

The recess period between Summer and Fall is August 18, 2024 – September 2, 2024.

Fall 2024 classes will begin Wednesday, September 4, 2024.

Introduction

Mission and Vision

The mission of Labouré College of Healthcare 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.

We aspire to be a model of excellence, recognized for innovative and collaborative approaches to education for practice in the healthcare sector. We are committed to preparing practitioners who reflect on and care for a diverse patient population, and to fostering interdisciplinary approaches to address complex issues within healthcare and society.

History

As the longest provider of nurses in Boston, Labouré College of Healthcare has been educating healthcare professionals for 130 years. The College's roots date back to 1892 with the opening of the Carney Hospital Training School for Nurses in South Boston, Massachusetts. The school was sponsored by the Daughters of Charity of Saint Vincent de Paul. In addition to Carney Hospital Training School for Nurses, the Daughters of Charity also operated St. John Hospital School of Nursing - established in Lowell, Massachusetts in 1892, and the St. Margaret Hospital School of Nursing, established in 1903 in the Dorchester neighborhood of Boston.

In 1951, the Daughters of Charity merged the three schools into a single institution. This institution became known as the Catherine Labouré School of Nursing, the first independent, regional, three-year diploma program in New England. Classes were held on the campus of Carney Hospital in South Boston until 1954 when Catherine Labouré School of Nursing moved to the site of the new Carney Hospital in Dorchester.

In 1971, the Commonwealth of Massachusetts amended the charter of the school of nursing to provide for associate degree-granting authority in nursing and allied health. That same year, Catherine Labouré School of Nursing became officially Catherine Labouré Junior College. In 1976, the consortium between the Boston Veterans Administration Hospital, Boston University School of Medicine, and Catherine Labouré Junior College was formed. What has now become the longest-running accredited Neurodiagnostic program began that summer.

In 1984, Catherine Labouré Junior College changed its name to Catherine Labouré College. In 1993, the name was formally changed to Labouré College. In 2008, the Commonwealth of Massachusetts amended the college's charter to provide Bachelor of Science in Nursing degree-granting authority. In addition, the first-of-its kind hybrid Intraoperative Neuromonitoring program began in May 2016, and is currently one of only five accredited programs in the country.

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 has maintained its independent, non-profit institutional status under the oversight of its own Board of Directors, and changed its name to Labouré College of Healthcare in 2021.

Campus Map

Labouré College of Healthcare's street address is 303 Adams Street, Milton, Massachusetts, 02186.
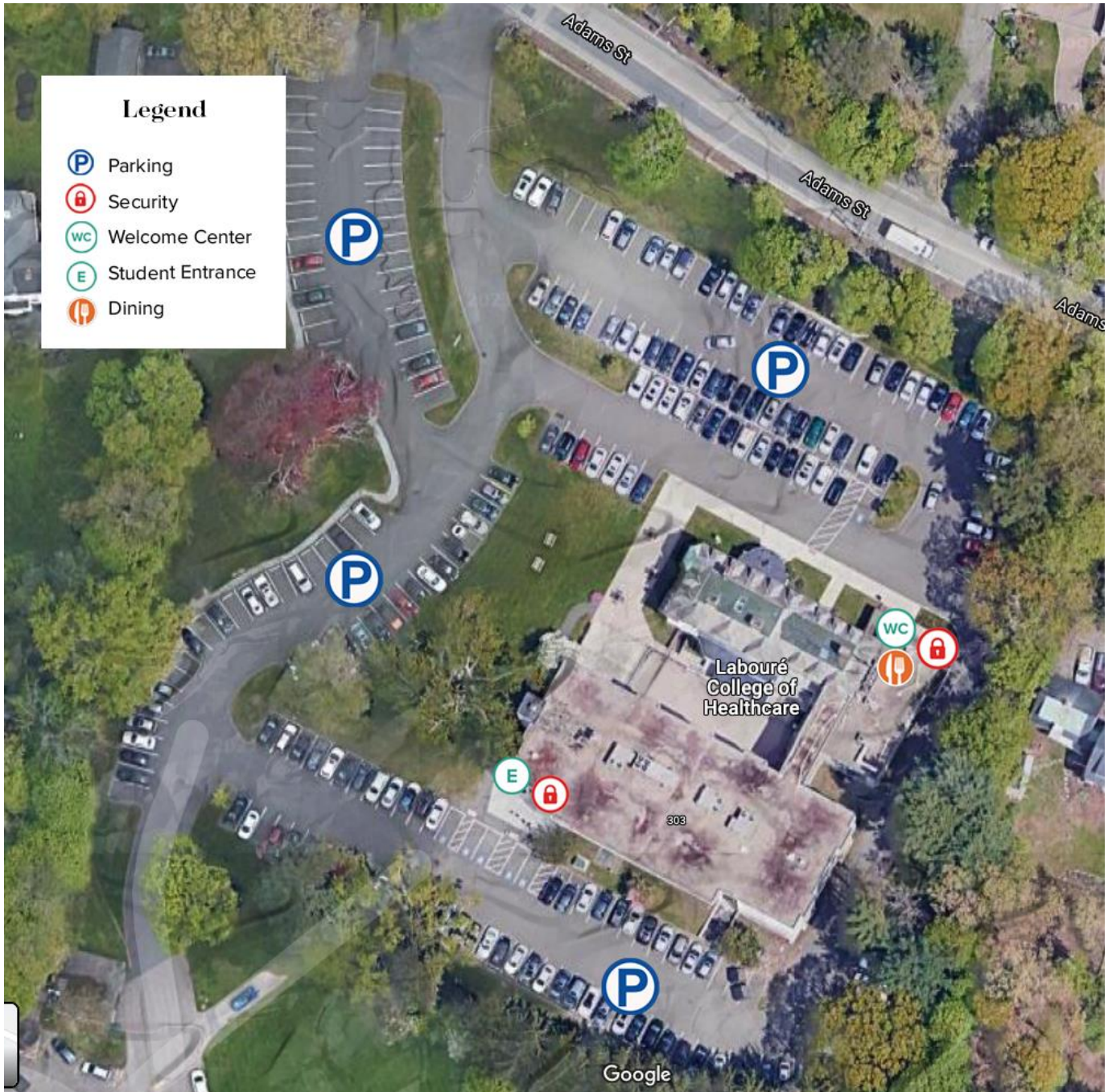
Accreditation

Labouré College of Healthcare is accredited by the New England Commission of Higher Education (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.).

Inquiries regarding accreditation status by the Commission should be directed to the administrative staff of the institution. Individuals may also contact:

New England Commission of Higher Education
301 Edgewater Place, Suite 210
Wakefield, MA 01880
Phone: (718) 425 7785
Email: info@neche.org

While all of the College's programs are approved through NECHE, many of the College's healthcare programs are also 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 baccalaureate degree program in Nursing at Labouré College of Healthcare is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791. Website: http://www.ccneaccreditation.org
- The Associate of Science in Nursing degree at Labouré College of Healthcare in Milton, MA is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326, 404-975-5000. Website: http://www.acenursing.org
- The Neurodiagnostic Technology 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 Intraoperative Neuromonitoring 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/IONM).
- The Associate of Science in Radiation Therapy degree program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT).
- The Associate of Science in Respiratory Care program (CoARC 200654) at Labouré College of Healthcare in Milton, Massachusetts holds Provisional Accreditation from the Commission on Accreditation for Respiratory Care (http://www.coarc.com).
  This status signifies that a program with an Approval of Intent has demonstrated sufficient compliance with the Standards (through submission of an acceptable Provisional Accreditation Self-Study Report (PSSR) and any other documentation required by the CoARC, as well as satisfactory completion of an initial on-site visit) to be allowed to admit students. It is recognized as an accredited program by the National Board for Respiratory Care (NBRC), which provides enrolled students who complete the program with eligibility for the Respiratory Care Credentialing Examination(s). The program will remain on Provisional Accreditation until it achieves Continuing Accreditation.
  Commission on Accreditation for Respiratory Care, 264 Precision Blvd, Telford, TN 37690. Website: http://coarc.com/

Program Approval:

Labouré's Associate of Science in Nursing program has Approval with Warning Status from the Massachusetts Board of Registration in Nursing (BORN), 250 Washington Street, Boston, MA 02108, tel: (800) 414 0168 or (617) 973 0900. Fax: (617) 973 0984. Website: www.mass.gov/dph/boards/rn. Students who complete the College's ASN program remain eligible to take the NCLEX licensure examination.

State Authorization: Online and Distance Education

Labouré College of Healthcare is a member of SARA which is an acronym for the State Authorization Reciprocity Agreement, which is an interstate agreement that allows colleges and universities located in a SARA member state to offer online classes in other SARA member states without needing to obtain authorization to do so from each state individually. SARA consists of a national network of member states, districts, and territories that agree to comply with the rules, policies, and procedures set forth by the National Council for State Authorization Reciprocity Agreements (NC-SARA).

Labouré College of Healthcare 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, degree and 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 of Healthcare 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 their home state to confirm whether a Labouré College of Healthcare program will meet the requirements for licensure in that state. Labouré College of Healthcare cannot confirm whether the course or program meets requirements for professional licensure in the student's state. For further information, contact the appropriate state licensing board listed on the Labouré College of Healthcare website at https://www.laboure.edu/about-laboure/state-authorization

Complaint Resolution: Online Programs

Labouré College of Healthcare 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 the Student Rights and Responsibilities Handbook (p. 88) for the Code of Conduct as well as detailed information regarding student expectations, rights, and student complaint/student 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 of Healthcare's internal student complaint/student 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 Division Chair or Dean for guidance. While attending Labouré College of Healthcare, students residing outside of Massachusetts who desire to resolve a grievance should always follow the College's student complaint/student grievance procedure outlined in this Catalog and Student Handbook. If an issue cannot be resolved, non-resident students in an online program may file a complaint with the Massachusetts Department of Higher Education online at https://www.mass.edu/foradmin/sara/complaints.asp

In addition, an Online Student Complaint Form can be downloaded here, and/or contact Dr. Altobello, Vice President of Academic and Student Affairs.

For Massachusetts residents who wish to file a complaint with the Massachusetts Department of Higher Education, please use the following address: https://www.mass.edu/forstufam/complaints/complaintform.asp

Students who wish to follow up with their home state can find a list of state contacts online at https://nc-sara.org/guide/agency-list. In addition, a listing of states can be found on Labouré's website at https://www.laboure.edu/about-laboure/state-authorization

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 Admissions Office 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 and all required supplemental materials outlined in the Application Requirements for All Programs (p. 17) and the Program Specific Application and Admission Requirements (p. 19) sections for the desired start term on the admissions application. As an applicant, you will be considered based on your academic credentials, and the capacity to succeed in your intended program of study. Labouré College of Healthcare 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. Since direct patient contact is involved in the clinical aspect of most programs, you must be able to perform the required duties without compromising the patient's safety or welfare.

Applicants must 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 or Dean.

Applicants are responsible for submitting all required information prior to consideration for admission for the desired start term on the application.

Admission Application and General Requirements for All Programs

Application Requirements for All Credit-Granting Programs
- Completed application for admission with non-refundable application fee
    - *Applications are available online at www.laboure.edu/admissions*
- Documentation of high school graduation, General Education Degree (GED) completion, or other state-approved equivalency credential
    - If graduated from a foreign high school, an official translation and evaluation of your documents must be submitted through an evaluation service that also determines equivalency to a US high school diploma.
- Official college transcripts from all institutions attended (if applicable)
    - If attended a foreign college or university, an official translation and course-by-course equivalency of your documents must be submitted through an evaluation service.
- Copy of any professional licenses, registrations, or certifications (if applicable)
- Program-specific requirements or items requested by the Admissions Office (if applicable)

General Admission Criteria for All Credit-Granting Programs
- Evidence of graduation from an accredited high school, completion of a GED with a minimum standard score of 150 for each test, or completion of the HiSET with a minimum standard score of 45
- An overall GPA of 2.0 or higher
- A strong foundation in reading, writing, mathematics, and science

Applicants who submit credentials from non-US institutions must demonstrate English language proficiency unless they have completed at least two years of full-time study with English instruction in one of these countries: Australia, Bahamas, Barbados, Belize, Canada (except Quebec), Dominica, Ghana, Grenada, Grand Cayman, Guyana, Ireland, Jamaica, Kenya, Liberia, New Zealand, Singapore, Trinidad / Tobago, United Kingdom. English proficiency may be documented by any of these methods:

- Test of English as a Foreign Language (TOEFL iBT) score of 46 or higher. Test scores must be from tests taken in the past 3 years.
- International English Language Testing System (IELTS) score of 5.5 or higher. Test scores must be from tests taken in the past 3 years.
- TOEFL/IELTS is not required for applicants who have attended an international high school where English is the language of instruction.
- Earning a grade of C or higher in a 100 level, credit-bearing English Composition course at a regionally accredited US college or university.

Demonstrating English proficiency does not guarantee admission but is necessary for full admission. Applicants must submit official scores directly from the testing agency. The school code (CEEB code) for Labouré College of Healthcare is **3287**.

Please contact the Admissions Office with any questions regarding transcripts or admission requirements.

Admission Process

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

> *Some programs have limited start dates.*

> ^*Each semester has a Session I and Session II. Many programs accept students in both Session I and Session II, meaning those programs have six acceptance/start dates per year.*

The admissions process at Labouré College of Healthcare operates on a rolling basis for all programs. 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 the desired start term on the application, the completed application will automatically be considered for the next available semester with acknowledgement sent to the applicant of the new start term. Applicants who do not want their application considered for the new start term will have their applications withdrawn which forfeits the non-refundable application fee.

Students who apply, but do not complete their application packet by submitting all required documentation for a given semester will be given the choice to be rolled over and assessed for the next available semester, or withdraw their application from the College and forfeit the non-refundable application fee if their original application semester becomes full.

Eligibility for admission is not an entitlement for any applicant; as such, meeting the minimum general and program-specific admission requirements does not guarantee admission since the Admissions Committee considers a wide range of factors when reviewing applications.

<u>**Admissions Process for the Associate of Science in Nursing Program**</u>

Labouré College of Healthcare's Associate of Science in Nursing program has limited capacity and historically a large number of applicants. Because this is a limited capacity program, not all applicants who meet the minimum criteria will be offered acceptance to the program. Offers of acceptance will be made to qualified candidates after consideration of both the minimum criteria for admission and the candidate's overall academic history and progress.

Candidates who submit a completed application packet prior to the Priority Date will be reviewed first and sent a decision beginning on the admissions decision release dates. Decisions will be sent based on when a student's completed application packet was submitted. Applications are reviewed on a date of completion basis; if the semester of intent is filled, then the application will automatically be reviewed for the following semester with acknowledgement sent to the applicant of the new start term. Applicants who do not want their application considered for the new start term will have their applications withdrawn, forfeiting the non-refundable application fee.

The Admissions Office will extend acceptance offers to qualified candidates until the program has been filled for a particular semester. Qualified candidates who are not initially offered acceptance will be automatically reviewed for the following semester with acknowledgement sent to the applicant of the new start term. Applicants who do not want their application considered for the new start term will have their applications withdrawn, forfeiting the non-refundable application fee.

Important Dates for the Associate of Science in Nursing Application

Applications may be submitted from the opening date until the program is filled.

Fall 2023 Applications (classes begin September 2023)
- February 15, 2023: Priority Date for applications
- April 1, 2023: Admissions decisions begin to be released. Decisions are released on a rolling basis until a cohort is filled.

Spring 2024 Applications (classes begin January 2024)
- July 15, 2023: Priority Date for applications
- September 1, 2023: Admissions decisions begin to be released. Decisions are released on a rolling basis until a cohort is filled.

Summer 2024 Applications (classes begin May 2024)
- December 1, 2023: Priority Date for applications
- January 15, 2024: Admissions decisions begin to be released. Decisions are released on a rolling basis until a cohort is filled.

Fall 2024 Applications (classes begin September 2024)
- February 15, 2024: Priority Date for applications
- April 1, 2024: Admissions decisions begin to be released. Decisions are released on a rolling basis until a cohort is filled.

Program-Specific Application and Admission Requirements

Some programs have specific criteria and requirements in addition to the Application Requirements for All Programs, and the General Admission Criteria for All Programs. If a program has additional criteria and requirements, it will be listed in this section.

Associate Degrees

Nursing - Associate of Science (includes LPN to RN Track)

In order to be accepted into the Associate of Science in Nursing program, including the LPN to RN Advanced Placement track, applicants must meet the Application Requirements for All Programs, the General Admission Criteria for All Programs, and the program-specific criteria and requirements listed below.

ASN and LPN to RN Admission Criteria

Item	Traditional	Accelerated	LPN-RN
Submit ATI Test of Essential Academic Skills (TEAS) scores. The ATI TEAS scores must be from an official testing center and submitted as part of the application. A minimum score in each section of the TEAS is as follows: Reading 69%, Math 63%, English 60% and Science 46% or higher must be achieved to be considered for admission. Students may repeat the ATI TEAS a total of two (2) times within 12 months (365 days) of taking the exam. Results are valid for 3 years from the acceptance term.			
Minimum CGPA (#)	**High School/GED/HiSET (no college coursework):** 2.7 **Transfer Courses:** 2.7	Bachelor's Degree - 2.7 Master's Degree - 3.0 Doctorate - 3.0	Transfer courses - 2.7
Mathematics (#)(*)	**High School/GED/HiSET (no college coursework):** Two years of math. One year must be algebra. **Transfer students:** One 3-credit college-level algebra	One 3-credit college-level algebra	Transfer students: One 3-credit college-level algebra
Science (#)(*)(@)	**High School/GED/HiSET (no college coursework):** One year of laboratory sciences (life science with a lab) **Transfer students:** One 4-credit college-level life science course with accompanying laboratory	One 4-credit college-level life science course with accompanying laboratory	Transfer students: One 4-credit college-level life science course with accompanying laboratory
Licensed Practical Nurse (LPN) License			Hold a current LPN license in good standing.
HESI - Fundamentals of Nursing			850 minimum score (two attempts allowed)
HESI - Maternity/Pediatrics			850 minimum score (two attempts allowed)

(#) Applicants who earned their high school equivalency without college coursework within 5 years from the acceptance term. Applicants who earned their high school equivalency without college coursework greater than five years from the acceptance term must follow transfer student requirements.

(*) All courses must have a grade of C+ or higher.

(@) Science courses taken more than five years prior to desired entry into the program must be repeated. Applicants with an active LPN license applying to the LPN-RN track are exempt from the five-year requirement.

Radiation Therapy - Associate of Science

In order to be accepted into the Associate of Science in Radiation Therapy program, applicants must meet the Application Requirements for All Programs, the General Admission Criteria for All Programs, and the program-specific criteria and requirements listed below.

Labouré College of Healthcare's Radiation Therapy program has limited capacity. Because this is a limited capacity program, not all applicants who meet the minimum criteria will be offered acceptance into the program. Offers of acceptance will be made to qualified candidates after consideration of both the minimum criteria for admission and the candidate's overall academic history and progress.

The Admissions Department will extend acceptance offers to qualified candidates until the program has been filled for a particular cohort. Qualified candidates who are not initially offered acceptance will be automatically reviewed for the following cohort.

Radiation Therapy Admission Criteria

Item	Traditional	Accelerated
Submit ATI Test of Essential Academic Skills (TEAS) scores. The ATI TEAS scores must be from an official testing center and submitted as part of the application. A minimum score in each section of the TEAS is as follows: Reading 69%, Math 63%, English 60% and Science 46% or higher must be achieved to be considered for admission. Students may repeat the ATI TEAS a total of two (2) times within 12 months (365 days) of taking the exam. Results are valid for 3 years from the acceptance term.		
Attend an information session		
Submit a completed Clinical Site Acknowledgement Form		
Submit an essay. The purpose of this essay is to make sure you understand the differences between the fields below, and to explain in your own words why radiation therapy is the field of study you wish to pursue, and how you feel that you would be a good fit for this profession.		
Minimum CGPA (#)	**High School/GED/HiSET (no college coursework):** 2.7 **Transfer Courses:** 2.7	Bachelor's Degree - 2.7 Master's Degree - 3.0 Doctorate - 3.0
Mathematics (#)(*)	**High School/GED/HiSET (no college coursework):**Two years of math. One year must be algebra. **Transfer students:** One 3-credit college-level algebra	One 3-credit college-level algebra
Science (#)(*)(@)	**High School/GED/HiSET (no college coursework):**One year of laboratory sciences (life science with a lab) **Transfer students:** One 4-credit college-level life science course with accompanying laboratory	One 4-credit college-level life science course with accompanying laboratory

(#) Applicants who earned their high school equivalency without college coursework within 5 years from the acceptance term. Applicants who earned their high school equivalency without college coursework greater than five years from the acceptance term must follow transfer student requirements.

(*) All courses must have a grade of C+ or higher.

(@) Science courses taken more than five years prior to desired entry into the program must be repeated.

Pre-Health Professions Pathway via the Associate of Science in Health Science program

Applicants who do not meet the minimum requirements to enter the Associate of Science in Radiation Therapy program may discuss their options with their admissions counselor. Options may include applying to the Associate of Science in Health Science program and enrolling in courses that are included in the Pre-Health Professions Pathway (p. 25).

Respiratory Care - Associate of Science

In order to be accepted into the Associate of Science in Respiratory Care program, applicants must meet the Application Requirements for All Programs, the General Admission Criteria for All Programs, and the program-specific criteria and requirements listed below.

Labouré College of Healthcare's Respiratory Care program has limited capacity. Because this is a limited capacity program, not all applicants who meet the minimum criteria will be offered acceptance into the program. Offers of acceptance will be made to qualified candidates after consideration of both the minimum criteria for admission and the candidate's overall academic history and progress.

The Admissions Department will extend acceptance offers to qualified candidates until the program has been filled for a particular cohort. Qualified candidates who are not initially offered acceptance will be automatically reviewed for the following cohort.

Respiratory Care Admission Criteria

Item	Traditional	Accelerated
Submit ATI Test of Essential Academic Skills (TEAS) scores. The ATI TEAS scores must be from an official testing center and submitted as part of the application. A minimum score in each section of the TEAS is as follows: Reading 69%, Math 63%, English 60% and Science 46% or higher must be achieved to be considered for admission. Students may repeat the ATI TEAS a total of two (2) times within 12 months (365 days) of taking the exam. Results are valid for 3 years from the acceptance term.		
Minimum CGPA (#)	**High School/GED/HiSET (no college coursework):**2.7 **Transfer Courses:**2.7	Bachelor's Degree - 2.7Master's Degree - 3.0 Doctorate - 3.0
Mathematics (#)(*)	**High School/GED/HiSET (no college coursework):**Two years of math. One year must be algebra. **Transfer students:** One 3-credit college-level algebra	One 3-credit college-level algebra
Science (#)(*)(@)	**High School/GED/HiSET (no college coursework):**One year of laboratory sciences (life science with a lab) **Transfer students:** One 4-credit college-level life science course with accompanying laboratory	One 4-credit college-level life science course with accompanying laboratory

(#) Applicants who earned their high school equivalency without college coursework within 5 years from the acceptance term. Applicants who earned their high school equivalency without college coursework greater than five years from the acceptance term must follow transfer student requirements.

(*) All courses must have a grade of C+ or higher.

(@) Science courses taken more than five years prior to desired entry into the program must be repeated.

Pre-Health Professions Pathway via the Associate of Science in Health Science program

Applicants who do not meet the minimum requirements to enter the Associate of Science in Respiratory Care program may discuss their options with their admissions counselor. Options may include applying to the Associate of Science in Health Science program and enrolling in courses that are included in the Pre-Health Professions Pathway (p. 25).

Bachelor's Degrees

Bachelor of Science in Healthcare Administration

In order to be accepted into the Bachelor of Science in Healthcare Administration program, applicants must meet the Application Requirements for All Programs, the General Admission Criteria for All Programs, and the program-specific criteria and requirements listed below.

Healthcare Administration Admission Criteria
- General Admission Criteria for all Programs (p. 17)
- This program has been designed for individuals holding an associate degree or higher in from an accredited college, **or** who will transfer 60 or more college credits as follows:
    - An associate degree or higher in a healthcare-related field
        - Applicants without an associate degree in a healthcare-related field are encouraged to contact the Admissions Office to learn about pathways to the Healthcare Administration program.

OR
- Transfer of 60 or more credits from a regionally accredited college at the 100 or 200 coursework level
    - Students must meet the residency requirement of Labouré (30 credits)
    - Transfer courses must include successful completion of the following course equivalents:
        - HUM Elective (100 level) - 3 credits
        - HUM Elective (200 level) - 3 credits
        - ETH Elective - 3 credits
        - Natural Science Electives (2 courses) - 6 credits
        - PSY Elective (100 level) - 3 credits
        - PSY Elective (200 level) - 3 credits
        - MAT Elective (100 or higher) - 3 credits

Healthcare Administration Application Requirements
- Application Requirements for all Programs (p. 17)

Bachelor of Science in Nursing (RN-BSN)

In order to be accepted into the Bachelor of Science in Nursing program, applicants must meet the Application Requirements for All Programs, the General Admission Criteria for All Programs, and the program-specific criteria and requirements listed below.

RN-BSN Admission Criteria

- General Admission Criteria for all Programs (p. 17)
- Minimum cumulative GPA of 2.5 or higher
    - If your GPA falls below a 2.5, please contact the Admissions Office to discuss your options
- A current RN license in good standing. The Admissions Office will verify this through your state licensing agency.
    - Current Labouré College of Healthcare Associate of Science in Nursing students or alumni of Labouré who have not yet taken the NCLEX-RN should contact the Admissions Office to discuss their options.

RN-BSN Application Requirements
- Application Requirements for all Programs (p. 17)

Certificates

Intraoperative Neuromonitoring (IONM) Certificate

In order to be accepted into the Intraoperative Neuromonitoring (IONM) Certificate program, applicants must meet the Application Requirements for All Programs, the General Admission Criteria for All Programs, and the program-specific criteria and requirements listed below.

IONM Admission Criteria
- General Admission Criteria for all Programs (p. 17)
- 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:

Education or Experience	Requirements
Bachelor of Science degree or higher	Majors in Neuroscience or Science preferred. Other concentrations considered.
Associate of Science degree	Concentration in a medical field is required.
Associate of Science or Certificate in NDT, holding ABRET credentials	REEGT or REPT credential required. Sleep credentials will be considered.
IONM work experience	5 years preferred. Requires confirmation of employment and submission of resume.

IONM Application Requirements
- Application Requirements for all Programs (p. 17)
- Interview with the IONM Program Director

Neurodiagnostic Technology (NDT) Certificate

In order to be accepted into the Neurodiagnostic Technology (NDT) Certificate program, applicants must meet the Application Requirements for All Programs, the General Admission Criteria for All Programs, and the program-specific criteria and requirements listed below.

NDT Admission Criteria
- General Admission Criteria for all Programs

NDT Application Requirements
- Application Requirements for all Programs
- Review an information session webinar
- Submit an essay (essay waived for applicants with a prior bachelor's degree or higher)
- Essay should be 300 - 500 words on why NDT is important in medicine today, and why you wish to pursue this field. If you have related work experience, you may also use your essay to describe your experience within this field.
- Visit a clinical site and complete the Clinical Site Visit Form and the Verified Clinical Location Form

Pre-Health Professions Pathway

The Pre-Health Professions Pathway of the Associate of Science in Health Science is designed to prepare students for the Associate of Science degrees in either Radiation Therapy or Respiratory Care at Labouré College of Healthcare.

Pathway courses are a selection of core Arts & Sciences courses in the Health Science program that help develop the knowledge and skills students need to complete a specialized associate degree whether they choose to remain in the Health Science program, or plan to transfer to the Radiation Therapy or Respiratory Care programs at Labouré.

Applicants who do not meet the minimum requirements to directly enter these two associate degrees may enroll in the Associate of Science in Health Science program and begin taking Pathway courses. These students may earn admission to their desired program by successfully completing the Pathway as outlined below.

Pathway Courses:
- MAT 1020 Math for Health Sciences
- HUM 1010 Introduction to Humanities
- ANA 1010 Anatomy & Physiology I
- ANA 1020 Anatomy & Physiology II

Pathway Requirements:
- These courses must be completed at Labouré with a minimum CGPA of 2.7; a minimum C+ grade is required in MAT 1020, ANA 1010, and ANA 112.
- Upon completion of Pathway coursework, students will be required to take the Test of Essential Academic Skills (TEAS) and may then submit a Change of Major Form to request internal transfer into Respiratory Care or Radiation Therapy.

Students who successfully transfer into Respiratory Care or Radiation Therapy will count all of their Pathway courses toward meeting their Arts & Sciences course requirements.

Admission of International Students

An international student is defined by a non-immigrant to the United States who has completed high school and/or college level courses. Labouré College of Healthcare is not authorized by the U.S. Immigration and Naturalization Services to enroll international students in accordance with federal regulations.

Admission of Non-Matriculating Students

Students may request to enroll in Arts and Sciences courses at Labouré College of Healthcare as a non-matriculating [or non-degree seeking] student. A student may want to take a course for personal and self-enriching reasons, to satisfy a prerequisite course needed for a program they are enrolled in at another institution or a program they intend to enroll in, or for continuing education and professional reasons. Classes are based on a seat availability basis determined by the Registrar.

Students who meet the Labouré College of Healthcare admissions requirements may enroll in courses to meet educational goals other than attaining a degree, certificate, or certification. Students who wish to take courses for self-enrichment must provide appropriate educational verification.

Non-matriculating (non-degree, non-certificate, non-certification) students are those who are taking courses to achieve special professional goals or personal enrichment. A student can be defined as:
1. A student who does not have a degree and is seeking self-enrichment
2. A student who is enrolling with the purpose of taking courses as prerequisites for another degree, certificate, or certification
3. A student who is enrolled in another institution and is taking courses with the purpose of transferring credits back to their home institution

Students must declare an intention to matriculate into a degree, certificate, or certification program once four courses have been completed. An application for matriculation must be filed with the Admissions Office at that time. If accepted as a matriculating student, credits earned as a non-matriculating student will be evaluated toward the degree, certificate, or certification program. Students should be aware that credits taken prior to matriculation may not be applicable to current program requirements.

Application Requirements for Non-Matriculating Students
- Completed admissions application and non-refundable application fee
- Educational verification of the highest level of education attained by the student:
  - A high school student must submit an official high school transcript from the present high school, and ACT or SAT scores
  - A high school graduate must submit an official high school transcript or copy of the high school diploma, or copy of the GED/HiSET, and ACT or SAT scores
  - A student with some previous college experience must submit an official transcript from each college attended, or an educational verification form completed by the last college attended
  - A student with an associate, bachelor's, master's, or doctoral degree must submit an official transcript or copy of the degree, or an educational verification form completed by the college at which the highest level of education was attained

Enrollment Requirements for Non-Matriculating Students
- If the selected course(s) has prerequisites, the student must submit an official college transcript(s) to demonstrate completion of the prerequisites
- If taking courses traditional courses on campus, the student must complete and submit a student health form.

Non-matriculating students do not qualify for Labouré College of Healthcare-provided financial aid.

All specific questions or concerns regarding individual students should be directed to the Registrar.

Enrollment for Non-Credit-Granting Programs

Enrollment Requirements for Non-Credit-Granting Programs

Labouré College of Healthcare offers two non-credit-granting certificates through a partnership program. Enrollment requirements are outlined below.

Certified Nursing Assistant (CNA) Certificate

The Certified Nursing Assistant (CNA) certificate program is a partnership program. In order to be accepted into the CNA certificate program, students must be a member/employee of a recognized Labouré College of Healthcare partnership cohort. The program-specific criteria and requirements are listed below.

CNA Enrollment Requirements
- 18 years old or older
- Authorized to work in the US
- Massachusetts Department of Public Health Mandated Immunizations and Physical Exam Health Insurance Policy
  - *Students must have completed both Hepatitis B injections prior to clinical.*
- Criminal Offender Records Information (CORI)/Sexual Offender Records Information (SORI) clearance

Patient Care Technician (PCT) Certificate

The Patient Care Technician (PCT) certificate program is a partnership program. For further information about the PCT program, please contact the Division of Nursing at divisionofnursing@laboure.edu. In order to be accepted into the PCT certificate program, students must be a member/employee of a recognized Labouré College of Healthcare partnership cohort. The program-specific criteria and requirements are listed below.

PCT Enrollment Requirements
- 18 years old or older
- High school diploma, or equivalent
  - Documentation of high school graduation, General Education Degree (GED) completion, or other state-approved equivalency credential
  - If graduated from a foreign high school, an official translation and evaluation of the document must be submitted through an evaluation service and determine equivalency to a US high school diploma
- Copy of any professional licenses, registrations, or certifications (if applicable)
- Authorized to work in the US
- Massachusetts Department of Public Health Mandated Immunizations and Physical Exam Health Insurance Policy
  - *Students must have completed both Hepatitis B injections prior to clinical.*
- Criminal Offender Records Information (CORI)/Sexual Offender Records Information (SORI) clearance

Reapplication and Readmission to the College

Students who have previously enrolled at Labouré College of Healthcare and have not enrolled in Continuous Enrollment (p. 108) and have not completed their intended degree are welcome to return to the college. Depending on the student's official status prior to departure, time away from the college, and enrollment at other institutions during a break, a student must complete an application for readmission and submit application documents and supplemental materials to be considered for re-entry into Labouré College of Healthcare.

Students who have been granted Continuous Enrollment, have not taken courses elsewhere, will pursue the same major, and have not been separated from the institution for more than two semesters should contact the Registrar to complete their reactivation process.

Students who have not been granted an official leave of absence, have taken courses elsewhere, will pursue a different major, or have been separated from the institution for more than two semesters should contact the Admissions Office to complete a new application for readmission. Official transcripts from colleges attended during the separation are required. Readmission does not guarantee registration.

All students seeking readmission must be cleared by all relevant offices at the college, including but not limited to Academic and Student Affairs, Financial Aid, and Student Accounts before they are eligible to receive a readmission decision.

If a student leaves Labouré College of Healthcare and returns within five years to the same program, the student's previous progress chart will be reissued. All college policies on credit expiration will apply. The student must follow the current College Catalog and Student Handbook for course requirements and sequence in their major.

If the student changes to a new major or returns after five years, a new progress chart is issued and the guidelines below will apply.
- A student who has all of their arts and sciences requirements completed when they were previously enrolled will have all current arts and sciences requirements waived
- A student who is missing one to four arts and sciences courses from the College Catalog and Student Handbook that they entered under at Labouré College of Healthcare must fulfill the equivalent requirements in order to fulfill their arts and sciences requirements, or may choose to change their requirements to the current College Catalog and Student Handbook
- All other returnees are required to fulfill the current arts and sciences requirements in accordance with the current College Catalog and Student Handbook
- All students must follow the current College Catalog and Student Handbook for course requirements and sequence in their major
- All college policies on credit expiration will apply

Applying for Readmission

Any student who is applying for readmission to the college, according to this policy, must submit the following documents:
- Application for admission
- Official transcripts
    - If the last date of attendance was within five years, the Admissions Office will submit an email request to the Registrar at Labouré College of Healthcare for a copy of the official transcripts on file. The student must also submit any new transcripts if they enrolled at any college or university after the end of their enrollment at Labouré College of Healthcare.
    - If the last date of attendance was more than five years ago, the student must resubmit all transcripts for institutions attended prior to Labouré College of Healthcare. The student must also submit any new transcripts if they enrolled at any college or university after the end of their enrollment at Labouré College of Healthcare.
- Labouré College of Healthcare transcript: the Admissions Office will obtain this on behalf of the student through the Registrar at Labouré
- Supplemental materials as requested or as outlined below:

- If the student was dismissed from Labouré College of Healthcare under Satisfactory Academic Progress (SAP), then they must complete and submit a SAP Appeal
- If the student was dismissed from Labouré College of Healthcare, then they must also submit a letter of recommendation from an employer, supervisor, or professor
- If the student was dismissed from Labouré College of Healthcare, then they must also submit a personal statement that addresses the following:
  - Why were you dismissed from Labouré?
  - Why are you prepared to return to study at Labouré College of Healthcare now?
  - What strategies for success will you employ if readmitted to Labouré?

All specific questions or concerns regarding individual students should be directed to the Admissions Office.

Re-entry/Readmission to the Respiratory Care Program

Readmission or re-entry to the Respiratory Care program is not guaranteed. In addition to what is outlined in the general readmission policy, the Respiratory Care Student Handbook states that a student who successfully completes a respiratory care course and decides not to progress to the next course may, after approval from the Academic Review Committee, re-enter, on a space available basis, for up to one calendar year. If the student does not re-enter within one year, the student may be required to re-start the respiratory care course sequence to ensure current respiratory care knowledge and skills.

Extenuating Circumstances Policy for Respiratory Care

Repeat Course or Readmission Due to Extenuating Circumstances: Division of Arts and Sciences
1. Students who are dismissed from the respiratory care program and wish to be considered for readmission due to extenuating circumstances will be required to submit a letter of appeal requesting readmission consideration to repeat the course or courses in which they were unsuccessful or withdrew, along with all remaining curriculum coursework.
2. Students will be required to write an essay describing the extenuating circumstance(s) and how the event(s) impacted their ability to be successful in the respiratory care program. Complete documentation supporting the extenuating circumstance(s) (e.g., legal documents, medical documentation) must be included.
3. The extenuating circumstance(s) must have occurred during the semester of a course failure or withdrawal. Extenuating circumstances include, but are not limited to, medical emergencies, death of spouse/parent/child, and loss of home due to circumstances beyond student's control.
4. A written, detailed self-evaluation and plan for success (no more than 500 words) is required.
5. Any student requesting readmission consideration due to extenuating circumstances must submit the required documentation to the Division of Arts and Health Sciences office within 7 days from the date of receiving the letter/email.
6. The Academic Progression Review Committee will review all documentation submitted by students requesting to return due to extenuating circumstances.
7. Any student readmitted to the respiratory care program due to extenuating circumstances will be held to the standards, policies, and procedures of the respiratory care program at the time of readmission.
8. Students may only submit an application for readmission for extenuating circumstances one time during their entire time at Labouré College of Healthcare.

Admission Decision Appeal Process

Appeals of an admissions decision may be made in writing to the Vice President of Enrollment Management via email to Jeremy_Spencer@laboure.edu. Please include your name, email address, telephone number, the program of interest, and a brief description of your appeal when submitting your request. As part of the appeal process, you will be contacted for an interview with a college representative to present your appeal and provide more information. The college will endeavor to render a decision on the appeal within thirty (30) days of the initial request.

Upon Acceptance to the College

To accept an offer of admission, applicants must submit a non-refundable matriculation fee/enrollment deposit by the deposit deadline provided in the acceptance letter. Once paid, the deposit allows the student the ability to register for their admitted semester. The deposit is waived for readmitted students and alumni of Labouré College of Healthcare.

- Students who do not deposit for the semester in which they were accepted will be withdrawn and will need to reapply for a later semester if they wish to attend Labouré College of Healthcare.

A student can defer their acceptance to Labouré due to extenuating circumstances for up to one year by submitting a Deferral Form with the Admissions Office as long as the admission requirements have not changed for their desired academic program. See Deferral of Enrollment section (p. 39).

Students are required to submit all required forms concerning Student Health and Safety Requirements (p. 41) (health requirements, and health insurance) as described in the catalog.

New Student Registration Information

Associate of Science in Nursing Students

Within six months before registration, students will need to attend an Accepted Students Day (ASD) and make their deposit. ASD is an opportunity to learn more about all supportive and administrative departments to ensure your success as you begin your first semester at Labouré College of Healthcare. ASD is held virtually. Once you have been accepted, you will receive an email from the Student Success Center with a link to your ASD session along with your advising worksheet and additional information. Students will be encouraged to speak with other administrative offices to ensure they have everything sorted out before the semester begins. Associate of Science in Nursing students are required to attend an Accepted Students Day, and it is encouraged that students attend before submitting their deposit. Once you have submitted your deposit *and* attended an Accepted Student Day, you will be eligible to register* for the upcoming semester.

Students accepted to the LPN-to-RN track of the ASN program must register for an LPN-specific Accepted Students Day.

All students who are beginning their first professional Nursing course must also attend the PASS program (p. 64), which is their Nursing Orientation.

*As new students register after current student registration, newly accepted ASN students will most likely not begin a professional nursing course in their first semester at Labouré.

All Other New Students

RN-to-BSN program students will be invited to attend an Accepted Student Day and be connected with an Academic Advisor after acceptance. The advisor is a member of the Student Success Center and will assist in the student's next steps to registration.

Health Science, Healthcare Administration, EKG, Gerontology, Intraoperative Neuromonitoring (IONM), Neurodiagnostic Technology (NDT), Phlebotomy, Radiation Therapy, and Respiratory Care program students will be invited to attend an Accepted Student Day and may also be required to attend an Orientation with their faculty before beginning the program.

Nondisclosure

Failure to submit complete records of all previous academic experience will result in the student's being denied admission, or in the case of nondisclosure or misrepresentation, the rescinding of previously granted offers of admission.

Notice

Once a student confirms their enrollment with a matriculation fee/enrollment deposit and/or registration of classes, they are considered a student of the College and must follow and be governed by the appropriate policies, regulations, and procedures of the College.

Information for Advanced Placement LPN to RN Students

Students who have been accepted to the LPN to RN track must sign up for an LPN Accepted Students Day. LPNs will receive information related to next steps during this session. Every student will have already completed the fee-based HESI Fundamentals of Nursing examination. A student will need to earn a minimum score of 850 on the HESI exam to receive nine credits for NUR 1015. There will be no opportunity for a re-test. Those students who do not achieve a minimum score of 850 on the HESI examination are ineligible for advanced placement status, and may not take the Maternity/Pediatrics HESI exam. These students will enroll in NUR 1015 on a space available basis to continue the Associate of Science in Nursing program.

Upon successful completion of the Fundamentals of Nursing HESI exam, the student is eligible to complete the fee-based Maternity/Pediatric HESI exam. A student must earn a minimum score of 850 to receive eight credits for NUR 2000 equivalency. There is one re-test opportunity only. In the event that the student does not achieve a minimum score of 850, the student is required to attend the LPN Bridge Course and enroll in NUR 1025 to continue the program, and this student is no longer eligible for Advanced Placement status. For further information about the LPN Bridge course, please contact an advisor in the Student Success Center.

Upon successful completion of the Maternity/Pediatric HESI exam, the student is eligible to enroll in the LPN Bridge Course and in NUR 1035 on a space available basis. To enroll in NUR 1035, the student must have completed all three natural science courses (ANA 1010, ANA 1120, and MIC 2201). Students are strongly encouraged to complete any additional non-professional courses in the arts and sciences core before starting NUR 1035.

All students who are beginning their first professional Nursing course must attend the PASS program , which is their Nursing Orientation.

Transfer Credits

Transfer credits are reviewed for degree programs, and may help a student complete program requirements faster. Transfer credit is not available for certificate programs.
- All transfer credit should be approved by faculty within the discipline with support of the Program Dean and/or Vice President of Academic and Student Affairs.
- Labouré College of Healthcare may enter articulation agreements with other accredited colleges or universities to award transfer credit for courses.
- Exceptions to the Transfer Credit policy can be made on an individual basis if deemed appropriate. All exceptions must be approved by faculty within the course discipline with support of the Program Dean and Vice President of Academic and Student affairs, or as outlined in the Labouré College of Healthcare Catalog and Student Handbook.

An initial review and granting of transfer credits will be completed by the Admissions Office at the point of acceptance to all degree programs. Accepted students will be notified of their transferable credits in their acceptance packet.

A student may request additional transfer credit taken at another regionally accredited college or university if they did not receive transfer credit during their initial review. To make the request prior to matriculation, the student must submit a Request for Additional Transfer Credit to the Admissions Office (admissions@laboure.edu). To make the request after matriculation, the student must submit a Request for Additional Transfer Credit to the Office of the Registrar (registrar@laboure.edu).

A student seeking transfer credits for courses for which they are currently registered at Labouré College of Healthcare must submit the Request for Additional Transfer Credit at least two weeks prior to the first day of classes for that semester. The Request for Additional Transfer Credit form must be completed and accompanied by a course description and, if necessary, a course syllabus. The course to be considered must be an appropriately equivalent course.

If the course has previously been approved for transfer credit and is listed in the Transfer Credit Database, the Admissions Office or the Office of the Registrar can process the request. If the course was not previously approved for transfer credit, the Request for Additional Transfer Credit will be sent to the Program Dean who may designate a faculty member in the appropriate discipline for approval. The approval must be supported by the Program Dean and/or Vice President of Academic and Student Affairs. The Admissions Office or Office or the Office of the Registrar will notify the student of the decision via student email.

A student may receive transfer credit through a transfer of courses or credit by exemption from a course.
- **Transfer Courses** are taken at other regionally accredited colleges and are the same course and credits offered by Labouré College of Healthcare
- **Credit by Exemption** is when a student receives credit for a course based upon predetermined criteria, which can include experience or prior degrees

Residency Requirement

To be awarded a degree, all students must complete a minimum of 30 credits at Labouré College of Healthcare regardless of the number of transfer credits awarded.

Transfer Credits: Associate Degrees

Transfer credit is available for courses in the Arts and Sciences core of an associate degree program, as well as for program electives and health science core courses in an associate degree program.

External Transfer Credit

As long as College residency requirements are met, students may transfer up to seven (7) credits from other institutions after program matriculation. Students must submit an External Transfer Request Form to the Office of the Registrar. The form must be submitted with a copy of the course description and/or syllabus. The Office of the Registrar will submit completed request forms to the Program Dean who may designate a faculty member in the course discipline to review the transfer course equivalency. Once a decision has been made, the student will be contacted via email by the Office of the Registrar.

This process must be followed prior to the start of a student taking their desired course outside of Labouré College of Healthcare. Once the course is complete, an official transcript including final course grade must be sent to the Office of the Registrar at Labouré College of Healthcare. The course and requirements will remain incomplete until an official transcript is received, to verify course completion and minimum grade required. If the course is a prerequisite or co-requisite for another course, the transcript must be received before registering for the requisite or co-requisite course.

Humanities and Social and Behavioral Science Transfer Credit

Humanities and Social and Behavioral Science transfer credits are determined on an individual basis. Transfer credits in Natural and Biological Sciences must have to have been earned within five years of acceptance to the college for the desired start term on the admissions application. Courses are considered within 5 years to the semester of acceptance. Students who hold a Licensed Practical Nursing (LPN) license are exempt from the time limit on science course transfer.

Policy on Transfer of Science Courses More than Five Years Old

Students who have taken a 4-credit, laboratory course in Anatomy & Physiology I, Anatomy & Physiology II, and/or Microbiology more than five years ago, who have earned a C+ or higher in the course, will be given two options for demonstrating their mastery of course content: 1) retaking the course at Labouré College of Healthcare, or 2) requesting credit by examination through Excelsior College. 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. Official exam scores must be submitted to the Admissions Office to receive credit for the course.

Courses considered for transfer credit must be equivalent to those offered at the College in terms of nature, content, level, and number of credits earned. Transfer credits are awarded only for courses completed at a regionally accredited college/university. Courses must meet the criteria outlined below, and are subject to approval by the Division Chairperson or Dean.

Transfer Credit: Associate Degrees - Equivalency Chart

Please review the transfer equivalency chart on the following page for equivalency of Arts and Health Sciences courses.

Labouré Course	Minimum Grade	Possible Transfer Course or Domain	Notes
ANA 1010: Anatomy & Physiology I	C+	4-credit Anatomy & Physiology I course with laboratory	Weighted average must be a C+ or higher Course must have been taken within 5 years Applicants with an LPN license are exempt from the 5-year limit
ANA 1120: Anatomy & Physiology II	C+	4-credit Anatomy & Physiology II course with laboratory	Weighted average must be a C+ or higher Course must have been taken within 5 years Applicants with an LPN license are exempt from the 5-year limit
MIC 2201: Microbiology	C+	4-credit Microbiology course with laboratory	Weighted average must be a C+ or higher Course must have been taken within 5 years Applicants with an LPN license are exempt from the 5-year limit
BIO 1010: Human Biology	C+	4-credit Biology course with laboratory	Weighted average must be a C+ or higher
HUM 1010: Introduction to Humanities	C	English Composition I or Introduction to Humanities course	
HUM 2000: Humanities Elective	C	Any course in literature, arts, dance, foreign language, history, philosophy, or theater	
PSY 1010: Introductory Psychology	C	Introduction to Psychology or General Psychology course	
PSY 2010: Human Growth & Behavior	C	A lifespan psychology course	Must cover the whole human lifespan from birth through death
ETH 1010: Healthcare Ethics	C	Ethics course	Must be subject-specific to healthcare/medical ethics
THE 2000: Theology Elective	C	Theology or Religion course	
INT 2100: Integrative Seminar I		This course is not transferrable	Students with a prior bachelor's degree or higher are exempt from INT 2100. Students without a prior bachelor's degree are required to take INT 2100.

MAT 1020: Mathematics for the Health Sciences	C	College-level math course	
SSC 2020: Communication and Interpersonal Skills for Healthcare Professionals	C	Communication and interpersonal skills for healthcare professionals	
HSC 1010: Introduction to Health Science	C	Introduction to Health Science course	
HSC 1020: Medical Terminology	C	Medical terminology course	
HSC 2010: Fundamentals of Healthcare Delivery	C	Fundamentals of health care delivery course	
HSC 2020: Survey of Public Health Practices	C	Public health course	
HSC 2030: Holistic Health and Wellness	C	Holistic health and wellness course	
Health Science Electives	C	Health science or professional courses required for an associate degree	
Healthcare Specialty	C	Professional courses in a healthcare-related area of specialization in a degree or certificate program (earned or enrolled)	

Transfer of Nursing Professional Courses

Transfer credit for professional nursing course credit from another regionally accredited, post-secondary institution, pre-licensure program approved by the board of nursing program at the time of enrollment may be requested for Nursing Fundamentals / NUR 1015 if the student obtained a minimum grade of 77% (C+) within the last two years and the course was at least 9 credits with clinical experience. Students will be required to validate prior learning through fee-based testing (HESI testing). Students requesting nursing transfer credit should refer to the *Division of Nursing Progression Criteria* and must submit additional documentation that includes:
1. The course description for the course at the time the student took the course.
2. A detailed course outline/syllabus for the course completed at the previous institution, in the term that the course was completed (electronic or printed copy acceptable).

For questions about transfer of nursing professional courses, please contact the Division of Nursing directly.

Transfer Credits: Bachelor's Degrees

The Bachelor of Science in Nursing and the Bachelor of Science in Healthcare Administration programs at Labouré College of Healthcare require students to complete arts and sciences credits beyond the associate degree level. Students may transfer courses from other accredited academic institutions to meet some of the requirements, provided they meet the following conditions:
- **Statistics:** One 3-credit course at any level either with a grade of C or higher. If taken as part of an associate degree program, MAT 3410 is waived and the student will take an elective instead. If the course was not counted toward an associate degree, then it may be transferred for credit toward the BSN or healthcare administration degree.

- **Ethics:** One 3-credit course at any level either with a grade of C or higher. If taken as part of an associate degree program, ETH 3210 is waived and the student will take an elective instead. If the course was not counted toward an associate degree, then it may be transferred for credit toward the BSN or healthcare administration degree.
- **Arts and Sciences Electives:** Up to 18 credits in the humanities, social sciences and/or natural sciences beyond the associate degree. *Six credits may be transferred from the introductory level but at least 6 credits must be at the upper-level courses equivalent to or higher than a 3000-level Labouré course. A minimum grade of C is required.*
- **Capstone:** The Senior Capstone project in non-transferable. It must be completed in residence.

Students may fulfill up to 18 of the required arts and sciences credits through the transfer process. They may meet the statistics and ethics requirements through transfer or in residence. All students are required to complete their Senior Capstone project in residence.

Transfer of courses in the professional core of each program will be evaluated on an individual basis by the Admissions Office with guidance from the program director, program chairperson, or dean.

Transfer Credit: Certificates Programs

Transfer credits are not accepted for certificate programs.

Intraoperative Neuromonitoring (IONM):
Exemptions of IOM 1010 and IOM 1032 may be made for students currently working in the field of IONM. Applicants must provide proof of employment by submitting a resume with administrative confirmation. Decisions on credit by exemption will be made by the Division Chair or Program Director and may require an interview.

Credit for College Level Examination Program (CLEP)

Listed below are the examinations offered by the College Board's *College Level Examination Program (CLEP)*, the minimum score required for transfer acceptance, and the course type and equivalency. Students at Labouré College of Healthcare can receive up to 12 credits by examination through CLEP. The list of courses for which students can receive credit can be found in the table below. Credit by examination is subject to the following policies:
- Credit shall be awarded only for basic courses in the humanities and social sciences
- Students cannot receive CLEP credit for an exam that is equivalent to a course they have already completed
- Credit awarded through CLEP is considered transfer credit, not residence credit

CLEP exams are offered in more than 1,800 civilian and military testing centers throughout the United States. Students who are interested in this option can find a testing center and download study materials from https://clep.collegeboard.org/exams.

Course	CLEP Examination(s)	Minimum Score	Credits
HUM 1010: Introduction to Humanities	College Composition	50	3

HUM 2000: Humanities Elective	American Literature Analyzing and Interpreting Literature English Literature Humanities History of the United States I: Early Colonization to 1877 History of the United States II: 1865 to the Present Western Civilizations I: Ancient Near East to 1648 Western Civilizations II: 1648 to the Present	50	3
PSY 1010: Introductory Psychology	Introductory Psychology	50	3
PSY 2010: Human Growth & Behavior	Human Growth and Development	50	3

Credit via DSST

Labouré College of Healthcare accepts a total of 24 DSST credits toward a degree. Once enrolled at Labouré, a student must obtain the approval of an academic advisor and the Registrar prior to taking any - or additional - DSST examinations. Credit will be given only if credit has not already been awarded or earned for the related course content. Labouré College of Healthcare accepts a total of 30 credits from all testing sources combined.

Credit by DSST examination is subject to the following policies
- Students cannot receive DSST credit for an exam that is equivalent to a course they have already completed
- Credit awarded through DSST is considered transfer credit, not residence credit

Possible DSST Exams and Equivalencies:

Category	DSST Exam	Minimum Score	Credits	Labouré Course
ETHICS	Ethics in America	48/400	3	ETH 1010: Healthcare Ethics
HISTORY	A History of the Vietnam War History of the Soviet Union The Civil War and Reconstruction Art of the Western World Principles of Public Speaking	48/400	3	HUM 2000: Humanities Elective
PSYCHOLOGY	Introductory Psychology --------------------------------- Lifespan Developmental Psychology Health and Human Development (TBD)	48/400	3	PSY 1010: Introductory Psychology --------------------------------- PSY 2010: Human Growth & Behavior
MATH	Principles of Statistics	48/400	3	MAT 3410: Essentials of Statistics
RELIGION	Introduction to World Religions	48/400	3	THE 2050: Religions of the World
SCIENCE	Astronomy/Environmental Sciences	48/400	3	SCI 3000 - 4000: Natural Science Elective
SOCIAL SCIENCE	Substance Abuse Foundations of Education Human/Cultural Geography Fundamentals of Counseling	48/400	3	SSC 3000 - 4000: Social Science Elective

Deferral of Enrollment

Students who have been accepted to Labouré College of Healthcare, and who are unable to start classes in the term for which they are accepted, due to extenuating circumstances, may request to defer their enrollment for up to three semesters, which is the equivalent of one year as long as the admissions requirements have not changed for their desired academic program. Students deferring past one year will be required to reapply to Labouré College of Healthcare. Deferring enrollment allows a student to maintain their admissions decision. Students who defer may not be able to retain their current clinical-course group and may be placed into a new Nursing group.

A student who decides to defer their enrollment must submit their non-refundable matriculation fee/enrollment deposit. The deadline to defer enrollment is the last day of the Add/Drop period (also sometimes called Course Adjustment Period) of the semester they were accepted for.

Students who will be enrolling in another institution during their time of deferral are encouraged to speak with the Admissions Office. Any courses taken at other institutions during deferment will be evaluated by the Admissions Office in accordance with the transfer credit policy. Students must earn a minimum grade of B- in courses taken at other institutions during deferment to not risk falling below the minimum cumulative GPA required for admissions.

All specific questions or concerns regarding individual students should be directed to the Admissions Office.

Health and Safety Requirements

Background Checks

All students registered for a clinical course, or a course with a professional practice experience involving the care of minors, will need to submit to a Criminal Offender Record Information (CORI) background check and 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. You will receive information about this either at Accepted Students Day or via email when this needs to be completed.

Student Health Requirements

Part 1 - College Immunization Requirements

Once registered for any class at the College, on-campus or online, in order to be in compliance with state and College health and safety standards, students must meet a set of health requirements. All students must submit the following documentation according to the student's department or program policy.

- 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
- The COVID-19 Vaccine is required for students who are on-campus or at a clinical site.
  - For Pfizer and Moderna vaccines, 2 doses are required
  - For Johnson & Johnson vaccine, 1 dose is required

For non-clinical enrollment, the College allows students to request a declination waiver for medical or religious reasons which will be reviewed on a case-by-case basis. The waiver form - titled HSR Waiver - can be found on my.laboure.edu under the Downloadable Forms tab, or by emailing healthandsafetyrecords@laboure.edu.

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

Part 2 - Clinical Course and Professional Practice Experience Health Requirements

Students admitted to the Associate of Science in Nursing program (ASN), Respiratory Care (ASRC), or Radiation Therapy ASRAD) programs, and all students registered for a clinical course (including but not limited to Phlebotomy, EKG, IONM, NDT) are required to submit to CastleBranch evidence of compliance with the immunization requirements specified by the Massachusetts Department of Public Health - you can view the requirements online. The College will send students an email invitation to CastleBranch once they are registered for classes; CastleBranch will also follow up with a direct email invitation.

The following documentation must be submitted by August 1 (Fall); December 1 (Spring); April 1 (Summer session I and II):

- Influenza vaccine: yearly, and as soon as available, during the annual flu season (early fall through early spring). The college will announce a deadline. 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.
- 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
- CPR Certification: Submit a copy of the card (front and back) and current certification. The only approved course is the "American Heart Association, Healthcare (BLS) Provider." CPR courses are scheduled each semester. Students are encouraged to look to the Student Newsletter for information on exact dates and times.
- COVID 19 Vaccination: None of our clinical affiliates have approved students who have requested and were approved for a religious waiver with regard to receiving the COVID-19 vaccination or booster. Additionally, many sites have only been accepting specific medical waivers, depending on the reasoning provided by the student's medical doctor. Most clinical sites also require the Bivalent booster in addition to the vaccination, provided a student is within the timeline to receive the booster. For questions on the vaccination requirement, please email healthandsafetyrecords@laboure.edu.

Please understand that clinical sites are not accepting any waiver requests. Therefore, students will be administratively withdrawn as sites cannot be secured.

All Nursing, Respiratory Care, Radiation Therapy, NDT, IONM, and Phlebotomy students will use the MyCB platform within CastleBranch to upload all required health documentation as well as complete all required responses. When documentation is missing, incomplete, or in need of updating, the student receives email alerts. College health records staff in conjunction with the Division of Nursing or Division of Arts and Health Sciences leadership will refer to MyCB data to determine whether a student has demonstrated compliance with all requirements to attend clinical. The college does not accept or maintain any hard copies of health records, nor review any records for compliance. Submission of medical records via email does not fulfill requirements for Nursing, Respiratory Care, Radiation Therapy, NDT, IONM, and Phlebotomy students.

Students registered for courses with a professional practice experience must submit documentation according to their department or program policy by August 1 (Fall); December 1 (Spring); April 1 (Summer session I and Il).

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 - 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 "Registration 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 Registration 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. Absence from class, lab, clinical, or professional practice experience may result in course withdrawal or failure.

Part 4 - 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 their condition warrants dismissal, the following shall occur at the discretion of the Divisional Chairperson or Dean, Clinical and Compliance Director, and/or the Vice President of Academic and Student Affairs. The student will be required to submit a health clearance letter from their 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 has the option to disclose but is highly encouraged to notify their immediate faculty members so they can best provide all options and resources available at the college. To ensure safety, the student is encouraged to meet with the Title IX Coordinator to understand all of their options and available resources. Students who are pregnant are supported by Title IX, and can review the Title IX section. Students who meet with Student Affairs should understand that their conversation will be confidential.

Please contact the Student Affairs Title IX Coordinator at 617-322-3506 to set up an appointment.

Tuition and Fees 2023 - 2024

Tuition

Tuition is paid on a per-credit basis each semester you enroll.
- $375 per credit for all RN-BSN courses
- $375 per credit for all BS in Healthcare Administration courses
- $1,025 per credit for professional courses in the Associate of Science in Nursing (ASN) program
- $1,025 per credit for professional courses in the Associate of Science in Radiation Therapy program
- $1,025 per credit for courses in Intraoperative Neuromonitoring (IONM)
- $1,025 per credit for professional courses in the Associate of Science in Respiratory Care program
- $675 per credit for all Associate of Science in Health Science courses
- $675 per credit for all Arts & Sciences courses
- $475 per credit for courses in the Neurodiagnostic Technology (NDT) Certificate program
- $325 per credit for online certificates in Gerontology, Phlebotomy, or Electrocardiography (EKG)
- $515 per credit for DSN 1010 Academic Support Nursing
- $175 per class for DSN 1040 Medical Calculations
- $685 per class for BIO 1010 pre-requisite Biology
- $515 per course for MAT 1020 pre-requisite Math
- $150 per credit to audit any course

Fees

Indicates fees that are non-refundable
- Admissions Application Fee is $25*
- Matriculation Fee is $250 (paid by the Admissions deposit)*
- Registration Fee of $100 is charged per student per semester*
- Technology Fee of $300 per course for Nursing professional courses*
- Technology Fee of $40 per credit for all other courses*
- Continuous Enrollment (p. 108)Fee of $100 is charged for students who elect to take a semester off. This will allow the student to be considered continuously enrolled and maintain their space, catalog benefits, and graduation requirements. This fee is not assessed for medical leaves of absence, military deployment, or summer terms.
- Nursing Fee of $1,000* is charged for NUR 1015, NUR 1025, NUR 1035, NUR 2005, and NUR 2025
- Nursing Fee for a no-show at clinical is $140 (each occasion)
- HESI Testing Fee is $89
- HESI review course is $50
- Course Fee of $350* is charged for each Radiation Therapy professional course
- Lab Fee of $40* is charged for each clinical practicum in Phlebotomy and Electrocardiography (EKG) certificate programs
- Graduation Fee will be charged in the last semester at the College to cover the cost of graduation processing
    - Graduation Fee is $250* for associate and bachelor's degree programs
    - Graduation Fee is $100* for certificates of more than 12 credits
    - Graduation Fee is $50* for programs of less than 12 credits
- Transcript Fee: $15 per copy for official transcripts

- Security Identification and Replacement: $30*

Health Insurance

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

- $3,597 for a full year of coverage
- $2,398 for spring and summer only
- $1,199 for summer only

The College's Student Health Insurance Plan is through Gallagher Student Insurance. Students must 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 of Healthcare 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 by the end of the first month of classes.

Bill Due Dates 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

Payment Options

Pay in Full

Students can pay in full online at my.laboure.edu or by visiting the Welcome Center. Accepted forms of payment are cash, check, money order, or credit card (Mastercard, 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 a 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 (Mastercard, 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 Student Account Information;
- Click on My Account Balances;
- Select the current semester;
- Scroll to the bottom of the page; and
- Click on "Set up a 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 $35 enrollment fee charged by Nelnet;
- Nelnet charges a 2.85% service fee if a credit card is used; and
- Nelnet charges $30 for any returned check and/or declined credit charges.

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.

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	15-Week Course
1	100% refund	100% refund
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 Down Student Account Credit Balance

Students have to submit a completed Request to Draw Student Account Credit Balance form to the Welcome Center. This form is available online at my.laboure.edu, and in person at the Welcome Center. A refund check will be issued within ten business days.

Costs subject to change at the discretion of the College without notice.

Financial Aid Information

The goal of the Department of Financial Aid is to help assure that all qualified applicants have the opportunity to enroll at Labouré College of Healthcare. The Financial Aid Office 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 Financial Aid Office is located in the Welcome Center.

Remedial Coursework

If acceptance to the college has been confirmed and the remedial coursework is necessary to complete the academic program, then students may receive financial assistance for up to 30 semester hours of remedial coursework. Students cannot receive financial assistance for remedial coursework if their acceptance to the college or to their program of interest is based on completion of the remedial work.

Discussing Financial Aid

While students are not required to make appointments during open office hours, the Department of Financial Aid strongly urges students to do so. To schedule appointments, contact the Welcome Center at (617) 322-3517 or email Financial Aid directly at financialaid@laboure.edu.

How to Apply and Deadlines to Apply

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 of Healthcare financial aid. The quickest and easiest way to apply is online at https://studentaid.gov/sa/fafsa.

To fully utilize the online application, students (and their parents, if relevant) may obtain Federal Student Aid (FSA) usernames and passwords from the US Department of Education to sign in and then complete the FAFSA application electronically. Students can obtain FSA usernames at https://studentaid.gov/fsa-id/create-account/launch.

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 Financial Aid Office for assistance with completing the FAFSA. Students will be asked to provide Labouré'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 Financial Aid Office. Students may be required to submit verification forms, copies of their federal tax return transcripts from the IRS, and other information. The Department of Financial Aid will notify students via the student's Labouré College of Healthcare 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 has two websites where students can view the status of their financial aid. If a student has missing documents, they will be first directed to https://laboure.studentforms.com where they can view, complete, and/or download or upload any needed documentation. Once all documentation is completed, students will be directed to https://financialaid.laboure.edu where students will be able to view, modify, and accept their financial aid awards.

Adjustment of Financial Aid

All financial aid awards from Labouré College of Healthcare are based on information provided by the applicant and are subject to review and revisions and/or cancelations due to changes in federal, state, or institutional regulations or policies, changes to the applicant's expected family contribution (EFC), receipt of additional financial aid, receipt of VA educational benefits, or an error made in the calculation of eligibility or calculation of any award by the college or donor. Labouré College of Healthcare reserves the right to correct clerical or computational errors that may result in an over award or under award.

Labouré College of Healthcare reserves the right to review, adjust, or cancel awards at any time because of changes in a student's financial, academic status, academic program, enrollment status (full-time to part-time), or student's code of conduct violations, or if the student fails to meet the requirements of the College's Satisfactory Academic Progress Policy. (p. 53) Awards are contingent upon actual receipt and verification of funds by Labouré College of Healthcare. If adjustments are made to the College's federal and/or state allocations, the College reserves the right to adjust individual institutional aid awards at the beginning of each semester, as necessary. All students' financial aid awards, including college institutional aid, are contingent on the availability of funds. The Financial Aid Office reserves the right to review and cancel awards at any time.

Students receiving outside assistance must notify the Financial Aid Office. At no time can total assistance (including scholarships and loans from outside agencies) exceed the cost of attendance.

Deadlines to Apply

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.

Types of Financial Aid at Labouré College of Healthcare

The FAFSA should be completed to receive consideration for any financial aid. Labouré's FAFSA code is 006324.

At Labouré College of Healthcare, there are four basic types of aid, including scholarships, grants, loans, and work-study employment. Since many students are eligible for several types of assistance, the Financial Aid Office usually offers a combination of these in a financial aid package.

Financial aid can be merit-based (awarded on the basis of standards such as academic achievement) or need-based (awarded on the basis of financial need as determined by the FAFSA). Most scholarships are merit-based, while grants, loans, and work-study are generally need-based.

Scholarships are based on academic merit or talent criteria and, in some cases, financial need. These awards do not have to be repaid and are most often renewable. Students are considered for scholarships upon acceptance to the College.

Grants are based on need and do not have to be repaid. When awarding policies and funds permit, the financial aid package includes grant funds. Federal Pell Grants are based on exceptional need. They are awarded to first-degree undergraduate students who are citizens or eligible non-citizens. The maximum Pell Grant award is $7,395 for the 2023-2024 award year. Students who file the FAFSA are automatically considered for a Pell Grant. Eligibility is determined by the federal government. Award amounts depend on a student's Estimated Family Contribution (EFC) and whether enrollment is full-time or below.

Loans allow students to postpone paying some of the costs of their education until they have completed school. A financial aid offer generally includes a long-term, low-interest loan. Borrowers must realize their commitment and responsibility to repay according to repayment schedules. Before accepting a loan, students should assess their total educational debt and ability to repay after graduation. Eligibility is based on a minimum enrollment of 6 credits per semester.

Federal Work-Study Program (FWS) is intended to stimulate and promote part-time student employment and is awarded based on the FAFSA. Awarding FWS does not guarantee a student a job on campus. Students employed through FWS provide essential services to the College community, and have the opportunity to hold jobs that may relate to their educational objectives or enable them to gain valuable work experience.

Scholarships

Students are responsible for completing the necessary paperwork for any college scholarships. For questions regarding this process, contact the Welcome Center at (617) 322-3517 or scholarships@laboure.edu; students may also contact the Financial Aid Office directly at financialaid@laboure.edu.

Alumni Tuition Benefit

Associate degree graduates of the college who return to complete an additional associate degree receive a scholarship for 50% of the cost of required courses. This benefit cannot be combined with any other scholarship or discount.

Catholic High School Scholarship

This scholarship is awarded to four Catholic high school graduates each year. It covers 25% 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 of Healthcare 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 Department of Financial Aid. This scholarship cannot be combined with any other scholarship or discount.

Labouré College of Healthcare 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. This scholarship cannot be combined with any other scholarship or discount. The Scholarship for Steward Health Care Employees applies to students in the ASN, RTT, and NDT programs only.

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 online via the my.laboure.edu student website, or in person at the Welcome Center. Limited funding is available for this scholarship. Applications are due by August 1 for the fall semester, by December 1 for the spring semester, and by April 1 for the summer semester.

Labouré College of Healthcare Scholarship Program

These scholarships are available each Fall for the following Spring semester through the Office of Communications and Development. Students must meet eligibility requirements as described on the application. Applications are made available through the Student Newsletter, by email to student email accounts, online at my.laboure.edu, and in person at the Welcome Center during the application period.

Grant 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 2022-2023 is $6,495. 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. If eligible, the maximum award for a year is $4,000. Students must be Pell recipients to be eligible for this grant. When awarding we first look at the student's estimated family contribution (EFC), as reported from the student's FAFSA. Those with a zero EFC are awarded first. Next, the student's enrollment is reviewed. Student's enrolled full-time (12 or more credits) are awarded first, followed by those awarded ¾-time (9-11) credits, and finally if funds allow, those enrolled half-time (6-8 credits). If there are funds remaining after all zero EFC recipients are awarded, we then move on to those who have an EFC by using the same formula and moving up by groups of 5,000. (an EFC of 1-5,000, then EFC of 5,001-10,000, etc). Awards are based on enrollment. $2,000 per semester for full-time enrollment, $1,500 for ¾-time enrollment, and $1,000 for half-time enrollment. 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. There is limited funding for this grant.

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, 2022 and October 1, 2023 is 1.057% (the rate as of October 1, 2023 has not been set as of the catalog publication date). For the 2022-2023 award year, the interest rate will be fixed at 4.99% (the temporary 0% interest rate for the pandemic has been extended to November 22, 2022 as of the catalog publication date). 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 the student is attending classes at least half-time and qualifies for a subsidized loan by having need. 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 while enrolled in classes. One may pay the interest while a student or may capitalize the interest and pay it when it is time to repay the loans. 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 2022-2023 year the interest rate is a fixed 7.54% (the temporary 0% interest rate for the pandemic has been extended to November 22, 2022 as of the catalog publication date). 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, 2021 and October 1, 2022 is 4.236% (the rate as of October 1, 2023 has not been set as of the catalog publication date). 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.

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.

Students may visit Private Loans - ELM to utilize a lender comparison tool. We want to ensure that you are aware that you are not required to use the lenders listed on the ELM site. Labouré College of Healthcare does not recommend or prefer any one lender over another and will process all eligible loan applications received, even if applied through the lender's site directly, as opposed to ELM. The lenders shown on the ELM site have been used by Labouré College of Healthcare students within the past three years. Please make sure you compare all of your lending options and read carefully through the terms and agreements to find the lender that works best for you.

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 Financial Aid Office has a list of available openings. For further information, please contact the Financial Aid Office at financialaid@laboure.edu.

Financial Aid and Satisfactory Academic Progress (SAP)

Note: Satisfactory Academic Progress has impacts to both Financial Aid and Academics. The following is the Financial Aid Satisfactory Academic Progress Policy. To view the Office of Academic and Student Affairs policy on Satisfactory Academic Progress, please see (p. 96)*.*

Financial Aid and Satisfactory Academic Progress (SAP)

The U.S. Department of Education requires that all students who receive financial aid make satisfactory academic progress toward completion of their programs of study. Satisfactory Academic Progress (SAP) is the measure of a student's overall academic progress. Labouré College of Healthcare 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. There are Three Standards for financial aid SAP. All three must be met to be considered in good academic standing.

Standard 1 Qualitative: Cumulative Grade Point Average (GPA)

Students must maintain a minimum cumulative GPA of 2.0 after each semester enrolled.

Standard 2 Quantitative: Completion Rate

Students must 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. General rounding rules apply.

Example #1: A student who has attempted three (3) courses, two 3-credit courses and one 4-credit course (total of 10 credits) must successfully complete at least 7 credits (a 3-credit and a 4-credit course) of the 10 credits, (7 credits divided by 10 = 70%). This student would meet this standard.

Example #2: A student who has attempted three (3) 3-credit courses (total of 9 credits) must successfully complete two courses to meet this standard. If the student completed two courses, then the student would meet the SAP standard, as 6 credits divided by 9 credits = 66.66%, which is rounded to 67%).

Example #3: A student who has attempted two (2) 3-credit courses (total of 6 credits) must successfully complete all courses to meet this standard. If the student completed one course, the student would not meet the SAP standard, as 3 credits divided by 6 credits = 50%, which is below the 67% threshold.

Attempted and Incomplete 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 each semester are included as attempted but not completed. Incomplete grades converted to passing grades will be recalculated at the end of the following semester.

Repeated Credits

These credits are included in the calculation for both attempted and earned credits. If a student retakes a course for which they have already earned credit (passed the course), then they may only receive aid to cover the repeated course once.

Transfer Credits

Credits from other colleges that were accepted by Labouré College of Healthcare are counted as attempted and earned.

Standard 3 Maximum Timeframe: 150% Rule

Students must complete their programs in no more than 150% of the published length of the educational program. 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.

Example #4: The Associate of Science of Nursing program is 71 credits. 150% of 71 is 106.5. ASN students cannot take more than 106 credits while obtaining their degree.

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.

<u>Program Changes</u>

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.

<u>Grad/Re-Admit</u>

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. This includes any new transfer credits accepted at the time of readmission.

<u>SAP Review Status</u>

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

Good Standing

Students who have met all 3 standards outlined above will be in Good Standing with financial aid.

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 formally 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, the following action 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 all SAP standards

Financial Aid Suspension

If SAP standards are not met after the warning period, then the student is placed on financial aid suspension. A student placed on suspension is no longer eligible to receive any form of financial aid. A student will be notified via their college student email account and by mail of their suspension.

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 in and pays for courses raising their 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 financial aid suspension due to mitigating circumstances such as, but not limited to, illness, military service, or a previously undiagnosed learning disability. The following must be completed and submitted to the Welcome Center:
   • Student must meet with an Academic Advisor

- Appeals must be submitted in writing using the Satisfactory Academic Progress Appeal Form. The form must be reviewed and signed by the student and an Academic Advisor.
- Documentation verifying the special circumstances (e.g., doctor's letter, third-party letter)
- An Academic Progress Plan must be developed with an academic counselor. The plan must work to get the student back in good standing.

The Appeal Committee considers all appeals. Notification of the decision is sent to the student's college email account and by mail. The student receives the notification within two (2) 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 aid. However, the conditions of the appeal are reviewed each semester until the student is making SAP.

Normally, students who are granted an appeal and placed in a probation status are allowed to enroll in fewer than 12 credits the following semester. Students who wish to take more than the recommended number of credits must appeal the recommendation to the Director of Financial Aid.

Withdrawals and Financial Aid (Title IV Refund Policy)

How a Withdrawal Affects Financial Aid

Federal Aid: Federal financial aid funds, also known as Title IV funds, are awarded under the assumption that a student will remain in attendance for the entire semester, or module, for which the funds were awarded. Any Labouré College of Healthcare student who received federal financial aid and who does not remain in attendance through the end of the semester that the aid was awarded, could be responsible for repaying a portion of the financial aid originally received. Students who do not begin attendance in all the courses they were awarded federal aid for may be responsible for repaying all federal aid originally received.

When a student withdraws from all courses, regardless of the reason, he or she may no longer be eligible for the full amount of federal financial aid originally awarded. A calculation based on the dates of attendance for the course(s) enrolled will determine the amount of federal financial aid that the student has earned and how much of the aid will be returned to the federal government. Once the 60% point in the semester is reached, a student is considered to have earned all of the financial aid originally awarded and will not be required to return any funds.

Federal regulations require a recalculation of financial aid eligibility if a student completely withdraws or stops attending before the semester's end, or for any student who does not complete all modules that he or she was awarded federal aid for (this applies to students enrolled in Fall/Spring/Summer Session I or II courses).

Military (Tuition Assistance (TA)): Students are awarded Military Tuition Assistance (TA) on the assumption that the service member will attend for the entire semester or module for which the funds are awarded. Students receiving Military TA who withdraw from courses for which funds are awarded prior to the 60% point of the semester or module will become ineligible for the full amount of Military TA funds. If the student withdraws after completing more than 60% of the course, then they will have earned the full amount of the funds.

For 15-Week Course	
Before or during Weeks 1 - 2	100% return
During Weeks 3 - 4	90% return
During Weeks 5 - 6	75% return
During Weeks 7 - 8	50% return
During Week 9	40% return (60% of course is completed)
During Weeks 10 - 15	0% return

For 7-Week Course	
Before or during Week 1	100% return
During Week 2	75% return
During Week 3	50% return
During Week 4	25% return (60% of course is completed)
During Weeks 5 - 7	0% return

State Aid: Return of Massachusetts state grant funds are governed by the "State Financial Aid Programs Guidelines and Procedures" which can be found on the Massachusetts Department of Higher Education's Office of Student Financial Assistance website: https://www.mass.edu/osfa/schools/publications.asp

Institutional Funds: Institutional scholarship funds are not subject to the Return to Title IV (R2T4) policy. Students will not be able to receive a refund payment caused by institutional funds. Any institutional funds awarded in excess of tuition and fees will be credited toward future semesters or returned to the College.

Tuition Refunds

Please note that Labouré College of Healthcare's tuition refund policy is separate from federal regulations to return Title IV financial aid. Any tuition refunds that a student receives will not impact the amount of aid that the student may need to return. Please see Labouré College of Healthcare's Tuition Refund Policy (p. 46).

How Earned Financial Aid is Calculated

Students remain eligible for the financial aid they were awarded as long as they remain enrolled in their course(s). When students withdraw or stop attending their course(s) for any reason, the amount of assistance earned is based on how much of the course(s) was completed. Students who withdraw or do not complete all courses in which they were enrolled may be required to return some of the aid originally awarded.

When students withdraw from their course(s), Labouré College of Healthcare is required to determine the percentage of aid "earned" by the student and return the "unearned" portion to the appropriate federal aid program (for example, Direct Loans, Pell Grant, Military TA, etc.). Labouré College of Healthcare is required to perform this calculation within 30 days of the date the school determines that a student has completely withdrawn. The College must return the funds within 45 days of the date the school determines that a student has completely withdrawn. The Return to Title IV (R2T4) calculation is completed by the Financial Aid Office.

The following explains the formula used to determine the percentage of unearned aid to be returned to the federal government:

- The percent earned is equal to the number of calendar days completed up to the withdrawal date, divided by the total number of calendar days in the payment period (semester)
- The payment period for most students is the full 15-week Fall, Spring, or Summer semester. However, for students enrolled in modules (Session I or II of Fall, Spring, or Summer), the payment period only includes those days for the module in which the student is enrolled
- The percent unearned is equal to 100 percent less the percent earned
- Breaks of 5 days or longer are not included in the count of total days in the payment period

For Students Enrolled in Modules

A student is considered withdrawn if the student does not complete all of the days in the payment period that the student was scheduled to complete. Labouré College of Healthcare tracks enrollment in each module that doesn't span the entire 15-week semester and combines them to form a semester. If a student withdraws from a course in a later module while still attending a current module, then the student is not considered as withdrawn based on not attending the later module. However, a recalculation of aid based on the change in enrollment status may be required (i.e., if the withdrawal changes the enrollment status from part-time to less-than-part-time).

If a student provides written notice to the Financial Aid Office at the time of withdrawal from a current module that he or she plans to attend a later module in the same payment period, then he or she is not considered a withdrawal. If the student does not provide that written confirmation, the R2T4 recalculation of aid will be done. However, if the student does return in a later module in the same payment period, regardless of whether prior written confirmation was received, then the R2T4 process will be reversed and the student will be awarded the funds that he or she is eligible to receive at the time.

Return to Title IV (R2T4) Process

- A student notifies the Welcome Center of their wish to withdraw from a course. The Welcome Center staff will review attendance records for the student and verify the last date of attendance. The verified last date of attendance will be used as the withdrawal date.
- The Financial Aid Office determines the amount of Title IV aid originally awarded and whether it is "disbursed" or "could have been disbursed."
- The Financial Aid Office reviews the student's account to determine the original tuition and fees and bookstore charges.
- An R2T4 worksheet is completed through the PowerFAIDS database using the above data. The calendar for the payment period will have previously been entered and saved as a part of the Period of Enrollment (POE) set up in PowerFAIDS.
- The Financial Aid Office will post the recalculated amount of aid for which the student is eligible (as per the results of the R2T4 worksheet) to their student account.
- A copy of the worksheet is maintained in the student's physical file in the Financial Aid Office.
- A copy of the R2T4 is sent to the student with a letter explaining the R2T4 and information on exit counseling (if the student at any time borrowed federal loans).
- Labouré College of Healthcare returns all funds that are required by the institution or the student to repay.
- The student is responsible for all Labouré charges resulting from the R2T4 calculation.

Post-Withdrawal Disbursement of Loan Proceeds

When the R2T4 calculation results in the student's being eligible to receive either Federal Direct Stafford Subsidized or Unsubsidized Loan proceeds, he or she will be contacted via email and/or by phone by the Department of Financial Aid. Written authorization from the student will be requested and is required before loan proceeds can be processed and awarded to the student.

Determination of the Withdrawal Date

The withdrawal date used in the R2T4 calculation is the actual last date of attendance as provided by the instructors through attendance sheets and verified by the Welcome Center staff.

Withdrawing Prior to the 60% Point of a Payment Period

Unless and until a student completes 60% of the term in which financial aid was awarded, the student will be required to return all or part of the financial aid originally awarded for the term.

When a Student Fails to Begin Attendance

If financial aid is processed for a student who never begins attendance in any class for which he or she is registered in a term, then all aid will be canceled.

The Financial Aid Office disburses all aid after the census is taken. After the census date, all withdrawals are tracked by the Financial Aid Office. The Registrar emails any withdrawal information to the Financial Aid Office. Withdrawals are also tracked through reports generated in the Jenzabar database. Financial aid originally awarded is canceled for students who failed to begin attendance in all classes in which they were originally enrolled, and is adjusted (when necessary) for those who fail to begin attendance in a portion of the classes in which they were originally enrolled.

Order of Return to Federal Aid Programs

In accordance with federal regulations, unearned aid will be returned to the federal programs in the following order:
- Unsubsidized Federal Direct Loans
- Subsidized Federal Direct Loans
- Federal Perkins Loan Program
- Federal Direct Parent Loans
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant

Information Regarding Loan Repayment

All student and parent loans that need to be returned to the US Department of Education will be returned by Labouré College of Healthcare.

The loan grace period begins on the withdrawal date from the school, or when a student ceases to be enrolled on at least a half-time basis. If the student does not re-enroll as a half-time student within six months of withdrawal, then the loans enter repayment. The student should contact the loan servicer assigned to the loans to make repayment arrangements. The promissory note signed by the borrower outlines repayment obligations. The student should contact the servicer or the US Department of Education with any questions. The Financial Aid Office is available to assist the student with contacting the appropriate servicer.

Consequences of Non-Repayment

Students who owe the US Department of Education for an overpayment of Title IV funds are not eligible for any additional federal financial aid until the overpayment is paid in full or payment arrangements are made with the US Department of Education.

Students who owe Labouré College of Healthcare because of an R2T4 calculation will be placed on a Student Account Hold and will not be allowed to register for subsequent semesters or receive academic transcripts until the balance is paid.

How a Withdrawal Affects Future Financial Aid Eligibility

Students who withdrawn from courses will be able to continue receiving financial aid as long as they are making satisfactory academic progress. Please refer to the Financial Aid Satisfactory Academic Progress Policy (p. 53) to determine how a withdrawal impacts aid eligibility.

NOTE: This policy is subject to revision without notice based on changes to federal, state, or military laws and regulations or Labouré College of Healthcare policies. If changes are made, the student is held to the most current policy. This statement is intended to provide an overview of policies and procedures related to current regulations. Additional information, including examples of R2T4 calculations, is available in the Financial Aid Office.

Veteran Affairs Resources

Labouré College of Healthcare welcomes former and current members of the armed services and their families to our community.

We aim to support your continued success by assisting you in the utilization of military educational benefits and connecting you with campus, local, and national resources. As an institution, we are committed to working with you to understand and support your needs in transitioning from a military to a collegiate environment.

Labouré College of Healthcare values the unique contributions our military students make towards bringing innovation to the healthcare industry.

VA-eligible students can obtain more information concerning their education benefits by contacting the Office of the Registrar at (617) 322-3518 or registrar@laboure.edu.

Veterans Benefits and Transition Act of 2018 Policy

In compliance with Section 103 of the Veterans Benefits and Transition Act of 2018, Labouré College of Healthcare will not impose the following penalties to covered individuals* due to the delayed disbursement of funding from the Department of Veteran Affairs:
- preventing nor delaying the student's enrollment
- the assessment of late fees
- the denial of access to any resources available to other students who have satisfied their tuition and fees bills to the institution, including but not limited to classes, libraries, or other institutional facilities
- require the student to secure alternative or additional funding

To qualify for this provision, such students are required to:
- produce a Certificate of Eligibility**
- provide written request to be certified
- provide additional information needed to properly certify the enrollment as required by the Primary School Certifying Official

This provision ends on the earlier of the following dates:
- the date on which payment from the VA is made to the institution
- 90 days after the date the institution certified tuition and fees following receipt of the Certificate of Eligibility

*Covered individual is defined as any individual who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post 9/11 G.I. Bill ®

"GI Bill®" is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government website at www.benefits.va.gov/gibill.

The Welcome Center

The Welcome Center houses the Admissions Office, the Financial Aid Office, the Student Accounts Office, and the Office of the Registrar. Members of the Welcome 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.

Welcome Center Service Principles

In support of the success of all Labouré students, the Welcome 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 Welcome Center Hours

Normal business hours on campus are:
- Monday - Friday: 8:30 am to 5:00 pm

Students are encouraged to call, email, or stop by the Welcome Center when they have questions or need assistance.

You can reach the Welcome Center by phone at (617) 322-3517 or email at welcomecenter@laboure.edu.

The Student Success Center

The Student Success Center (SSC) 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 SSC provides students with opportunities to extend and to deepen their classroom learning experiences by participating in academic advising, tutoring through TutorMe - a virtual tutoring platform, course specific tutors via Zoom or on campus, basic skill strengthening, career counseling, and/or short-term personal counseling to help direct your next steps. The SSC strives to be a warm and welcoming community of learners dedicated to fostering student growth and success. Students are not assigned a specific advisor. Students requesting a meeting with an advisor are encouraged to email StudentSuccess@laboure.edu to set up a meeting with the Advisor on Duty that day. Virtual and walk-in appointments are available daily during normal business hours; however, students are encouraged to make an appointment by calling 617-322-3579 or emailing StudentSuccess@laboure.edu in advance.

Normal business hours for the Student Success Center are:
- Monday - Friday: 8:30 am to 5:00 pm

You can reach the SSC at 617-322-3579 or StudentSuccess@laboure.edu.

Assistant Director of Academic Support

In collaboration with the Student Success Center and other related student support areas within the College, the Assistant Director of Academic Support is dedicated to supporting the academic success of all students at the College. Students are encouraged to attend the weekly student success workshops available on-ground and virtually. Workshops offered include professional nursing reviews, testing strategies, making concept maps, study techniques, reading effectiveness, time management, and more. The schedule of workshops is published in the weekly student newsletter, in the SSC section of the Student tab on my.laboure.edu, and available on campus in the Student Success Center. The Assistant Director of Academic Support also works with students to develop academic plans to support success for those retaking a course, returning to the College, or by request, as well as leads in the instruction of the developmental course DSN 1010 and DSN 1015: Developmental Skills for Nursing. Note: DSN courses will no longer be offered after the Fall 2023 semester.

Access and Accommodations

Labouré College of Healthcare 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 Accommodations services are offered by the Student Success Center.

Click here to access the page of the online Catalog where you can download a copy of the Labouré College of Healthcare Access and Accommodations Handbook. The handbook has all of the information and documentation you will need for approval. You may also request a copy by emailing access@laboure.edu.

My Academic Plan MAP Academic Success Planning

Labouré College of Healthcare is committed to ensuring that students have the best opportunity to achieve their academic and career goals. Admissions will inform students at the point of acceptance and/or placement testing if they are required to have an academic success plan, which we call a My Academic Plan - MAP. MAP is a virtual academic program that coincides with a student's first semester of coursework. Each week, students will be provided resources and success strategies to try out. Additionally, students will meet with an Academic Advisor one-on-one three times to check in and see how the semester and academic support is helping them. For those who are required to participate in MAP, successful completion of the MAP program is required for registration for the next semester. Students who are not required to have a MAP may request a MAP if desired. Questions about MAP can be directed to StudentSuccess@laboure.edu. There is no cost associated with this program.

PASS Program - Nursing Orientation

The P.A.S.S. program - Professional Attitude & Student Success (Nursing Orientation) is a required orientation for all Associate of Science in Nursing students enrolled in their first professional nursing course at Labouré. P.A.S.S. is a collaborative orientation created by various offices across Academic and Student Affairs to provide direction, resources, and support as students begin their professional nursing journey. The orientation is delivered in a hybrid format beginning 4 weeks before the start of every semester - dates can be found in the Registration Newsletter and the Academic Calendar (p.9). Students will receive an invitation from the Division of Nursing with important timelines, uniform and book requirements, reminders about health record requirements, and more. *Specific information regarding the orientation agenda will be sent to registered students approximately 2 weeks after enrollment of their first professional course. Students are required to successfully complete and participate in this orientation before beginning their first nursing course.*

Students on the waitlist for their first professional course may be invited to begin the P.A.S.S. program in anticipation of additional seats opening and are still required to complete the program in order to be offered placement if it should become available.

Please email StudentSuccess@laboure.edu or DivisionofNursing@laboure.edu with questions or concerns related to the P.A.S.S. Program.

Student Organizations

Student Leadership Organization (SLO)

The Student Leadership Organization (SLO), was established to advance the quality of education, promote student interests, and serve as an informed advocate for students. SLO has two major goals (1) understanding and supporting Labouré College of Healthcare student needs which are presented to the Senior Leadership and Board of Trustees of the College; and (2) encouraging participation in student-sponsored events. This leadership position enables students to learn transferable skills that are useful as healthcare professionals.

The Student Leadership Organization combines the previously named Student Government Association, and the National Student Nurses' Association (NSNA). 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.

To contact SLO, please email SLO@students.laboure.edu

Student Readiness and Technology Requirements

Students should review the following basic technology aptitudes and skills to succeed in Labouré's web-enhanced traditional courses, hybrid, and online courses which use the Brightspace learning management system 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 College of Healthcare's web-enhanced traditional, hybrid, and online courses.

Computer Literacy

Students must 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.
- Ability to connect to an online meeting, such as Zoom, including activating a webcam and microphone.

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 makes a best effort to support 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 i5 processor or AMD A8 equivalent processor
- Full Windows 10 (32 bit or 64 bit) or macOS 12 Monterey (ChromeOS is not supported)
- Minimum 8 GB of RAM
- Minimum 128 GB of SSD storage (256 GB Recommended)
- Tablets and Chromebooks are not supported
- Mozilla Firefox or Google Chrome
- Microsoft Office (provided via your Labouré Microsoft Office 365 account)
- Adobe PDF reader (link will be provided to free download)

- Broadband Internet connection is recommended
- Integrated Web-cam and microphone
- Scanner (if required by program)

Most if not all laptops produced in the past 3 - 4 years will meet the requirements above. If you have any questions as to whether your computer meets the requirements above, please reach out to the IT Department for confirmation before you start your course.

Learning Management System Usage

The College utilizes Brightspace by D2L for all web-enhanced traditional, hybrid, and online courses. All courses offered at the college have a presence on the LMS. Students have access to courses one week before the start of the semester. Professors using the LMS for instruction are responsible for making their course(s) available to students a week before the start of the semester. 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 of Healthcare'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 a hybrid and 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 four times 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 assignment. 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 has an option to attend a few on-campus classes with the professor during the semester.

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?

College Policies Practices and Student Resources

Labouré College of Healthcare reserves the right to make changes in academic program offerings, academic and administrative policies and regulations, financial information, and course offerings. While the College 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.

General College policies and procedures are stated below. Students should understand that within individual programs, there may be additional requirements or variances of these policies/procedures. The policies and procedures described in this section are intended as a framework of acceptable student behavior and prohibited conduct. It should not be regarded as an exhaustive list, nor shall be construed as a contract between the student and the College. The intent of the College is to develop traits and behaviors in students such as critical thinking, professionalism, self-motivation, and the ability to foresee consequences for their actions.

It is the responsibility of students to review and make themselves aware of these policies, procedures, and their rights as a member of the Labouré College of Healthcare community. Students agree to abide by and follow the below policies and procedures upon registration for any course in any term.

The Division of Nursing Associate Degree Registered Nurse Student Handbook contains nursing program specific policies. Students enrolled in the division of nursing programs are responsible to know and adhere to the polices contained in the College Catalog and the Division Associate Degree Registered Nurse Student Handbook, distributed by the Nursing Division.

The Division of Arts and Health Science Associate Degree in Radiation Therapy Student Handbook and Associate Degree in Respiratory Care Student Handbook contain program specific policies. Students enrolled in Division of Arts and Health Science associate degree programs are responsible to know and adhere to the policies contained in the College Catalog and the Divisions Student Handbooks distributed by each program.

College Emergency Procedures

Labouré College of Healthcare is dedicated to providing a safe and secure work and learning environment for students, faculty, staff and visitors. The safety and protection of all students, faculty, staff and visitors to Labouré College of Healthcare are critically important. The College Emergency Plan identifies the preparedness and responses necessary to ensure this objective.

The College has an Emergency Executive Incident Response Team (EEIRT) which will be convened to implement the Emergency Continuity Plan in addressing crisis management incidents. The EEIRT will conduct a prompt assessment of the severity of the incident/situation and determine the actions to be taken. Upon assessment, EEIRT will execute a chain of actions to address the incident which includes the execution of internal and external communication response protocols. This includes timely warning, debriefing and documentation of resolution. Labouré College of Healthcare's policy is to release information to the campus community in times of crisis in a timely, accountable and honest manner. Campus community members are immediately notified when a significant health or safety emergency occurs on campus.

Labouré College of Healthcare has a variety of ways to notify the community of emergency incidents. These include the campus phone system, OMNI Alert System, Emergency Page system, and College website. The Emergency Page system is tested quarterly by Public Safety.

An emergency is an unforeseen event or condition requiring prompt action. An emergency or disaster may occur at any time of the day or night, weekend, or holiday with no warning. Public safety emergencies and environmental emergencies, fires and fire alarm emergencies, and medical emergencies fall into the emergency category. An individual, groups or the entire College can be affected by an emergency which may involve the evacuation of the campus.

1. Reporting Criminal Incidents
    a. Labouré College of Healthcare Public Safety staff are entrusted with Public Safety/building monitoring services at the college. Public Safety staff does not have arrest powers.
    b. In the event of an emergency, Public Safety will coordinate with local law enforcement/emergency services officials as necessary.
    c. The Public Safety staff are on campus during campus hours and beyond as needed. They enforce the college's Public Safety policies. Public Safety maintains written plans and procedures for its duties on campus.
    d. In an emergency, call Public Safety (x3571) if calling from an on-campus phone, call 911 from a cellular device, or access police box at rear of C building
    e. Labouré College of Healthcare encourages students, faculty, staff and visitors to report public safety related incidents to the Public Safety Office.
2. Reporting Emergency Incidents:
    a. Call Public Safety at ext. 3571, Dial 911 or pick up the Blue Police Call box which is outside on the wall by the rear entry to the C building. This will connect you directly with the Milton Police Department.
    b. When reporting an incident:
        i. Clearly identify yourself
        ii. State where you are calling from; and
        iii. State briefly the nature of the emergency
    c. For non-life-threatening emergencies:
        i. Dial ext. 3571 (Public Safety) from campus phones (classrooms, offices)
        ii. Dial Milton Police Department (617) 698-3800
3. Steps to take in an Evacuation

    • Depending on the type of emergency (steps specific to the type of incident are detailed below):
    • Collect all personal belongings if safe to do.
    • You cannot return to the building after the event.
    • Leave the building immediately following any verbal instructions. Also follow the evacuation route which is posted on each floor by the elevator in the C building.
    • If safe to do so, faculty should turn off all gas and electrical appliances.
    • When outside the building move as far away as possible from the building. This will also help first responder and emergency services get unimpeded access to the emergency.
    • If a disabled person needs assistance, he/she should identify the need to a faculty member. UNDER NO CIRCUMSTANCES, in the event of an emergency, should the elevator be used.
4. Timely Warning Procedures

    a. The Emergency Alert system is designed to give students, faculty and staff timely notice of an immediate threat to the campus community and to heighten safety awareness. The safety of our Labouré community is of utmost importance and a priority. The college has created an Emergency Management team to oversee operations during a crisis and/or in the planning and the preparedness stages.

    b. Emergency notifications will be announced to faculty, staff and students via the Emergency Omni Text Messaging alert system, phone calls, email and the Emergency Page system.

    c. Participation in the Emergency Omni Text Messaging alert system is voluntary.

    d. If you choose not to participate in the system:
        i. You will not receive electronic communications via the alert system.

    e. If you choose to participate in the system:
        i. Your cell phone number and information should be current in the Labouré communications system.
        ii. If the information is not in the system, other methods of communication pertaining to timely warning procedures would include oral directions from Public Safety, from the Labouré Senior Management staff (Emergency Management team) or from public safety personnel.

5. The following situations are examples that may warrant an emergency notification after confirmation:
    a. Hostile/Active Intruder
    b. Shelter in Place: Designate area of safety
    c. Bomb/Explosives Threat
    d. Severe Weather
    e. Natural Disaster
        i. Hurricane/Tornado
    f. Hazardous Material Incident
    g. Suspicious Activities & Packages
    h. Fire in Buildings
    i. Power Outage

6. Emergency situation procedures:
    a. Hostile/Active Intruder
        i. Escape/run if you feel safe to do so.
        ii. If you know where the shooter is and are able to flee the building without the shooter's/intruder's knowledge run out
        iii. If conditions are not safe:
            1. Lock and barricade the classroom doors;
            2. Turn off all lights
            3. Take coverage behind concrete walls, heavy desks and file cabinets;
            4. Make sure all cellphones, classroom monitors and audio equipment are on silent mode; and
            5. Stay covered until notified by Public Safety/public safety personnel, or staff member
        iv. If armed intruder comes into your classroom,
            1. Identify an escape route behind you if possible
        v. If escape is not possible, decide if you are going to negotiate with intruder or take any measures such as fighting off the intrude

       vi. If a hostile/active intruder is outside your building, you should
1. Go the closest room that can be locked,
2. Close and lock all the doors and windows once secure in room,
3. Turn off lights and everyone down on the floor so as not to be seen, and
4. Someone in the room should contact Public Safety at 617-322-3571, or pick-up classroom phone and dial extension 3571 and/or Call 911 directly from classroom phone (this phone only allows calls within the College or 911).

      vii. If hostile/active intruder is inside building, you should
1. Go to the closest room that can be locked;
2. If not found, look for an exit that you can reach safely;
3. Do not carry anything so you will not be mistaken for a suspect;
4. Keep your hands up as you exit so again you will not be mistaken for a suspect; and
5. Do not leave area until you have been told to do by emergency personnel.

b. Shelter in Place: During the time of a campus-wide emergency, Public Safety and/or College Emergency Management team may order a Shelter in Place warning.
    i. Shelter in Place is a designated area of safety, such as an interior room with no or few windows and taking refuge in that location. Different situations require different locations. Once told to shelter in place, follow the directions provided.
1. You may be required to shelter in place for such events as active shooter, severe weather, hazardous material event, or if directed by emergency personnel.
2. If ordered to shelter in place, immediately seek shelter in the nearest facility, classroom, building, or office.
3. If possible, try to find a room with no windows. You should have a cell phone, land-line phone or computer in the location to aid in getting additional information as well as being able to report any life-threatening conditions.

c. Bomb/Explosives Threat
    i. Students should contact Public Safety and/or the Welcome Center if they have any information related to a bomb/explosives threat.
    ii. Staff will connect with local law enforcement and follow emergency commands
    iii. Staff and Students will be notified by the college through all available communication means.

d. Severe Weather
    i. The Labouré community will be notified via local tv stations, radio stations, Omni Text Alert, Twitter, Facebook and/or the college website if the college will close for the day/night or close early/open late.
    ii. If students are already at the college, they will follow instructions by staff regarding possible evacuation.
    iii. Students who are at a clinical site when receiving a notification from the college should follow the directions of their clinical site, since clinicals are in multiple areas.

e. Natural Disaster (i.e. Hurricane/Tornado)
    i. Go to rooms and corridors in the inner part of the building – do not use elevators.
    ii. Stay indoors away from windows and glass.
    iii. Close all doors, including main corridors if possible.
    iv. Stay away from heavy objects such as lights, wall hangings, etc.

       v. Help direct people with disabilities to a safer location.

      vi. Remain inside until cleared by emergency personnel or appropriate college staff.

    vii. If you are outdoors, lie flat in nearest ditch and cover your head.

f.   Hazardous Material Incident

       i. Tell people to evacuate immediate area.

      ii. Alert Public Safety and/or call 911 emergency services via phone or call on college blue police phone.

     iii. Avoid breathing vapors.

     iv. If contaminated, seek eye wash and/or emergency shower.

      v. Leave the cleanup to the professionals.

      vi. Do not operate any electrical devices, phone (including cell), appliances, light switches or any equipment with open flames, within spill area.

    vii. Re-enter area only after clearance by emergency personnel/authorities.

g.   Suspicious Activities & Packages

       i. Report suspicious activity immediately to Public Safety 617-322-3571

      ii. Alert others in the immediate area.

     iii. Do not open or shake package.

     iv. Leave the area and let appropriate staff handle situation.

h.   Fire in Buildings

       i. Walk to the nearest exit; do not use elevators.

      ii. If not already activated, pull the fire alarm or call 911.

     iii. Drop to hands and knees and crawl to nearest exit if there is smoke.

     iv. Cover your face with a scarf or towel to breathe through your nose.

      v. Assist persons with disabilities and alert emergency responders to the location of trapped or disabled persons.

      vi. Once outside of building, follow the directions by emergency personnel and place yourself as far from the potential location of the fire/college as possible.

    vii. Do not get into your vehicle and/or leave the scene until cleared by emergency personnel.

i.   Power Outage

       i. Remain calm and follow directions from staff and/or emergency personnel,

      ii. Shut off all equipment in labs.

     iii. Do not use candles or other types of flame.

     iv. If trapped in elevator, do not pry open elevator doors. Use emergency phone in the elevator to contact emergency personnel.

Absence due to Religious Observance

As a college rooted in the Catholic tradition, Labouré 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 (p. 9) 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.

Announcements and Communication

Announcements to students are made via student email accounts and included in the weekly student e-newsletter. Students are also able to view announcements on the College's website and social media sites:

- www.laboure.edu
- Facebook.com/LaboureCollegeofHealthcare

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 Office of Communications and Development at communications@laboure.edu.

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 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 Campus Ministry, C313, or to contact the Campus Minister, Fr. John Stagnaro, at rev_john_stagnaro@laboure.edu.

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 of Healthcare 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 Student Affairs, or by calling 617-322-3506.

Cancellation of Classes

Announcements about class cancellations due to inclement weather will be broadcast by the following television and radio stations:

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

Cancellations will also be announced at 617-322-3500, extension 4, and posted on my.laboure.edu, laboure.edu, and on the Labouré College of Healthcare Facebook page. Students can sign up to have emergency text alerts sent to their phone. Please contact the Welcome Center for instructions. Instructions are also included in the student newsletters sent to student email accounts.

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 and Student Affairs, Chairperson or Dean 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 their tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their 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 their 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 Welcome 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

Email

Labouré College of Healthcare 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 of Healthcare 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 of Healthcare 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 (IT) 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 of Healthcare-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 of Healthcare 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 of Healthcare-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 of Healthcare employee or student should report the matter to the Department of Human Resources immediately.

Email Forwarding

Labouré College of Healthcare prohibits users from setting up email-forwarding to outside email accounts and blocks the process at the system level.

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; however, students will only have access for 90 days after completion of a College program. In the event of student separation from the College, access to all College systems will be discontinued immediately.

Monitoring

Labouré College of Healthcare 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 of Healthcare 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 of Healthcare 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.

Equal Opportunity

Labouré College of Healthcare 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.

Financial Obligations

Labouré College of Healthcare reserves the right to withhold the following records and services from students, former students, and/or alumni whose financial obligations to Labouré College of Healthcare are due and/or unpaid:

1. Credits
2. Re-enrollment eligibility
3. Educational services
4. Diplomas
5. Verification and/or confirmation of enrollment
6. Verification and/or confirmation of attendance
7. Verification and/or confirmation of graduation
8. Certification of academic records

Academic transcripts will be released to students that have an outstanding balance of $100 or lower.

Please note that the list above is not exhaustive, and that Labouré College of Healthcare reserves the right to withhold copies of additional types of student records as a result of non-payment on behalf of students, former students, and/or alumni. Any outstanding financial obligations to Labouré College of Healthcare must be resolved with the Student Accounts Office.

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 must meet all degree requirements (p. 90) or certificate requirements (p. 92) for their majors as outlined in the Labouré College of Healthcare Catalog & Student Handbook. Before the final semester, students will receive a notice from the Office of the Registrar and Department of Communications and Development regarding graduation and Commencement exercises.

Graduation Fee

There is a mandatory graduation fee for each program. This fee covers the cost of all graduation processing. Both degree and certificate candidates pay the fee, whether or not they intend to attend Commencement. This is a one-time, non-refundable fee and will not be charged again if graduation is delayed. Graduation fees are listed in the Tuition and Fees (p. 44) section of the Catalog.

Commencement Participation Eligibility

There is one Commencement ceremony held in Spring (typically May or June) 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 April or June may attend Spring 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 on student record.

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

Identification

All students are required to wear their Labouré College of Healthcare photo identification (ID) badge in the College building and at clinical sites at all times. Photo ID badges are obtained from the Department of Public Safety in C115.

Laboure.brightspace.com

D2L's Brightspace is the learning management system Labouré College of Healthcare uses to conduct online and hybrid courses as well as to supplement the content of traditional, face-to-face courses.

Students sign in to Brightspace using their Labouré email credentials. Instructional videos on how to log in and navigate Brightspace are available at it.laboure.edu.

Student access to Brightspace will be maintained while the student is active; however, students will only have access for 90 days after completion of a College program.

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 completion of the Change of Information form and 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.

The Change of Information form can be found on my.laboure.edu, and at the Welcome Center. Please consult personnel in the Welcome Center for additional information.

Library

The Helen Stubblefield Law Library at Labouré, named for Helen Stubblefield Law, is located on the third floor of the C building in room C328.

Students are encouraged to take advantage of the expansive network of information and resources offered through the library. Access to resources and features includes:
- Access to the library collection, including online services for remote users

- Access to professional support to help with one-on-one research strategies, finding academic sources, collecting data, and assistance with citing references
- A diverse collection of physical books, eBooks, streaming videos, and electronic databases
- Access to the online library catalog (OPAC) and Interlibrary Loan
- Computers for researching the internet, online databases, and word processing
- Bookable study rooms for study

In the event of a campus closure, we encourage faculty, staff, and students to utilize the remote library services available as much as possible. Many resources are available electronically. Library staff will continuously monitor email to help users navigate search and other remote tools to access materials and services. In addition, a dedicated tutorial page outlining use of resources and services is currently being updated and is available at https://it.laboure.edu/c/laboure_library and https://laboure.libguides.com/

The library is a member of MAHSLIN (Massachusetts Health Sciences Library Network) and Boston Regional Library System. Such cooperative arrangements give members of the College community access to resources that may not be present on campus.

Library Hours:

Library hours are subject to change from semester to semester. Please contact the library directly.

Library Contact:

For further information about library resources, please contact library@laboure.edu or call 617-322-3548.

Additional contacts:

Elaine Joubert, Assistant Director of Library Services, Elaine_Joubert@laboure.edu or (617) 322-3627

Technology Available to Students on Campus

The College provides the following services to students:
- Internet access and Wi-Fi accessibility
- Desktop computers
- Access to printers, copier and scanner
- LibGuides
- Physical collection of books including course reserves
- Word processing and PowerPoint presentation software for assignments in all courses
- Study rooms with desktop computer

Lockers

Lockers are available to students who wish to have a place to store their books and belongings while on campus. Students must 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 Public Safety at (617) 322-3571.

Lost and Found

Please report lost items or turn in any found items to Public Safety in 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 the College's learning management system (LMS).

The College supplies a user ID and password. Instructional videos on how to log in and establish a password, register for classes, and navigate the LMS 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.)*

Student access to my.laboure.edu will be maintained while the student is active; however, students will only have access for 90 days after separation from the College.

Photography and Multi-Media Policy

Labouré College of Healthcare may use photographs, audio, video recordings, and/or other multi-media of employees and students for purposes of education, publicity, and student recruitment on behalf of the College, via the internet, print publications, and other media.

Should an employee or student not want to be photographed or recorded or have their name or biographical information used in connection with any such recording, they must submit a completed Photo Opt-Out form to the Office of Communications and Development.

Individuals who submit a completed Photo Opt-Out form are also responsible for removing themselves from areas in which photography and/or recording is taking place, or notifying the camera operator of their opt-out status. While every effort will be made to honor an opt-out request, an individual's failure to remove themselves or notify the camera operator may result in that individual's inclusion in a photograph or recording, and will be treated as consent for the College to utilize that photograph or recording accordingly. In the event that such a photograph or recording is published, individuals may notify the Office of Communications and Development who will remove the image, video or other multi-media within 24 business hours.

Please be advised that image and videos taken in public places and/or at public events do not require authorization for publication. Your presence in or around College facilities and/or properties, as well as at off-campus College-sponsored events constitutes your consent to the capture and/or use of your image and/or voice, and waives any claims or rights whether in law or in equity.

When a completed Photo Opt-Out form is on file, the College will make every effort to honor that individual's opt-out status, even in public spaces or at public events. Please be aware that completing a Photo Opt-Out form does not remove your name from listings at public events such as Pinning and Commencement programs. If you would like to remove your name from public event listings, you must notify the Office of the Registrar of your request to withhold such information from public consumption.

All specific questions or concerns regarding the Photography and Multi-Media Policy should be directed to the Office of Communications and Development at communications@laboure.edu.

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. The Division of Nursing has additional requirements listed in the Student Handbook for the Associate of Science in Nursing program.

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 on my.laboure.edu and at the Welcome Center at that time. Registration will begin as posted in the Academic Calendar (p. 9).

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

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 must be reported to Public Safety in C115 or at (617) 322-3571. Incident reporting forms are available at Public Safety or the Department of Human Resources.

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 Student Affairs at (617) 322-3506.

The campus parking lot, exits, and entrances are monitored by security cameras.

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

Student Lounge

The student lounge and vending machines are located on the first floor of the B Building, directly below the Welcome Center. Healthy entrees, wraps, snacks, light food items, and hot and cold beverages are available. For convenience, students may download the vendor's smartphone application or use a credit card to purchase items. Instructions for purchasing vending items are posted in the student lounge snack bar area.

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.

Technical Support

The College's Information Technology (IT) department has expanded coverage hours with regard to technology help and desktop support. The on-campus Helpdesk hours are as follows:
- Monday: 8 am - 6:30 pm
- Tuesday - Friday: 8 am - 7:30 pm
- Saturday: 8 am - 4 pm

If assistance is required during the day or after regular operating hours, students, faculty, and staff may contact the 24-hour Helpdesk at 1-877-322-7748, including weekends and holidays, to request technology support in the following areas:
- my.laboure.edu portal
- Brightspace
- Computers
- Laptops
- Smart phones and tablets
- Email
- Network connectivity / internet issues
- Printers and scanners
- Operating systems
- Password resets
- Classroom technology

Wi-Fi

The College has a wireless local area (Wi-Fi) network on campus. The network utilizes the latest technology from Meraki to allow for wireless connectivity at speeds up to 100Mbps. The wireless network is open to all students. 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.

Counseling, Treatment, and Rehabilitation Services

Students who are interested in understanding how to navigate some of their personal situations may connect with the Student Success Center to learn about their options. Additionally, Student Affairs oversees the College's Concern, Assessment, Response, and Evaluation (CARE) team. This confidential team is tasked with assisting students who may need additional support during times of distress, and meets as needed. Students may be identified and referred by faculty and/or staff.

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

Comprehensive Addiction Program St. Elizabeth's Hospital/SECAP
736 Cambridge Street Brighton, MA 02135
617-789-6574
https://www.semc.org/service-directory/substance-abuse

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
https://www.hhsi.us/locations/daniel-driscoll-neponset-health-center

Bournewood Hospital (3-5 days) 300 South Street Brookline, MA 02467
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 for the Addiction Rehabilitation Program
978-287-3520 for the 10-day outpatient program
https://www.emersonhospital.org/clinical-services/behavioral-health/addiction-support-groups

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. for the 24-hour phone
Main Number: 508-543-1873
Inpatient Services: 508-698-1104
Intensive Outpatient Evening Treatment Program: 508-698-1117
https://www.goodsamaritanmedical.org/services-directory/substance-abuse

Student Rights and Responsibilities

Policies and procedures referenced in the Student Rights and Responsibilities Handbook speak specifically to student conduct, and the rights and responsibilities for students, faculty, and staff. These policies and procedures as relates to student conduct are in addition to anything listed in the catalog section on College Policies, Practices, and Student Resources (p. 70).

You can download a copy of the Student Rights and Responsibilities handbook by accessing the online Catalog page at this link: https://laboure.smartcatalogiq.com/en/current/catalog-and-student-handbook/student-rights-and-responsibilities/

For questions or concerns about Student Rights and Responsibilities, please email Student Affairs at studentaffairs@laboure.edu.

Title IX Sex Discrimination Harassment and Assault

In compliance with Title IX of the Education Amendments of 1972 and other federal, state and local laws, Labouré College of Healthcare 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. We follow the last that "No person in the United States shall, on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance." 20 U.S.C. § 1681 & 34 C.F.R. Part 106 (1972)

Labouré College of Healthcare is committed to fostering a community that promotes prompt reporting of sexually-related misconduct, harassment, domestic violence, dating violence, and stalking in any form, as well as the timely and fair resolution of reported incidences.

In compliance with Title IX and Violence Against Women Act (VAWA), the College provides a procedure for reporting, investigating, and adjudicating misconduct.

[Click here to review Labouré College of Healthcare's Title IX Sexual Harassment Policy](#) or access it from the College website at: https://www.laboure.edu/about-laboure/title-ix

Student, Staff, and Faculty Reporting Resource

Contact Student Affairs to arrange a meeting about a complaint involving discrimination based on sex, sexual harassment, or sexual violence.

Contact the Title IX Coordinator or the Deputy Title IX Coordinator to arrange a meeting about a complaint involving discrimination based on sex, sexual harassment, or sexual violence.

Title IX Coordinator
Office Phone: 617-322-3506. Email: Student_Affairs@laboure.edu

This individual has been trained to receive and respond to allegations of violations of the policy. Reports can be made by those who have been the victim of a violation of this policy, by a third party on the victim's behalf, or anonymously. Their role is to take prompt and effective action to stop the harassment, prevent the recurrence, and remedy the effects to the best of their ability.

A student or employee has a right to file a criminal complaint and a Title IX complaint simultaneously.

It is important that students know that the College has determined that all staff and faculty at the College are named "mandated reporters" of any potential Title IX violations. The only exception is those who are protected and serving in their protected status (i.e., members of the clergy acting in a clergy role, mental health professionals acting in their mental health professional capacity). Although potentially requested by the reporting party to keep the details or themselves anonymous/confidential, staff must still report the concern to the Title IX Coordinator. This includes any member of a clinical site or adjunct professor.

Academic Information

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

Semester Credit Hours and Evaluation

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, practical, 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.

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.

Degree Programs

The College degree programs lead to the Bachelor of Science in Healthcare Administration, the Bachelor of Science in Nursing (RN-BSN), the Associate of Science in Health Science, the Associate of Science in Nursing, the Associate of Science in Radiation Therapy, and the Associate of Science in Respiratory Care.

**It is important to note that fulfillment of all financial obligations to the College and a financial aid exit interview are required to receive graduation documentation such as diplomas/certificates, official transcripts, NCLEX paperwork, etc.

Students are awarded the degree after meeting the following requirements:

Bachelor of Science in Healthcare Administration:
- Completion of a minimum of 30 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 minimum grade of C in degree professional courses
- A minimum grade of D- in other degree requirements
    - A failing grade (F) in an arts and sciences course will not count toward a program requirement and the course must be retaken, or a chairperson-approved substitute course taken
- Completion of all program requirements within six years of enrollment at the College

Bachelor of Science in Nursing (RN-BSN):
- Completion of a minimum of 30 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 minimum grade of C in degree professional courses
- A minimum grade of D- in other degree requirements
    - A failing grade (F) in an arts and sciences course will not count toward a program requirement and the course must be retaken, or a Dean or chairperson-approved substitute course taken
- Completion of all program requirements within six years of enrollment at the College

Associate of Science in Health Science:
- Completion of a minimum of 30 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 minimum grade of C in degree professional courses
- A minimum grade of D- in all other degree requirements
    - A failing grade (F) in an arts and sciences course will not count toward a program requirement and the course must be retaken, or a chairperson-approved substitute course taken
- Completion of all program requirements within six years of enrollment at the College

Associate of Science in Nursing:
- Completion of a minimum of 30 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 minimum grade of C+ in degree professional courses, Anatomy & Physiology I and II, and Microbiology
- A minimum grade of D- in all other associate degree courses
- Completion of all program requirements within six years of enrollment at the College

Associate of Science in Radiation Therapy
- Completion of a minimum of 43 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 minimum grade of 75 (C) for all Associate of Science in Radiation Therapy Courses, except for Anatomy & Physiology I and II, which require a minimum grade of 77 (C+)
- A minimum grade of C in degree professional courses
- A minimum grade of D- in arts and sciences courses
  - A failing grade (F) in an arts and sciences course will not count toward a program requirement and the course must be retaken, or a chairperson-approved substitute course taken
- Completion of all program requirements within six years of enrollment at the College

Associate of Science in Respiratory Care
- Completion of a minimum of 30 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 minimum grade of 75 (C) for all Associate of Science in Respiratory Care Courses, except for Anatomy & Physiology I and II, which require a minimum grade of 77 (C+)
- A minimum grade of C in degree professional courses
- A minimum grade of D- in arts and sciences courses
  - A failing grade (F) in an arts and sciences course will not count toward a program requirement and the course must be retaken, or a Dean- or chairperson-approved substitute course taken
- Completion of all program requirements within six years of enrollment at the College

Certificate Programs

The College offers certificate programs in Certified Nursing Assistant (CNA), Electrocardiogram (EKG), Gerontology, Intraoperative Neuromonitoring (IONM), Neurodiagnostic Technology (NDT), Patient Care Technician (PCT), and Phlebotomy.

Students are awarded the certificate after meeting the criteria below:

Certificate in Certified Nursing Assistant (CNA)
- Attendance and participation in online classes, hands-on skills lab, and clinical practicum experience
- Completion of online chapters
- Obtain satisfactory ratings on course assessments: quizzes, practice tests, reflective post
- Successfully demonstrate all skills in the lab
- Obtain a satisfactory rating on skills competency evaluation in the skills lab and clinical practicum

Certificate in Electrocardiogram (EKG)
- Successful completion of the certificate program as prescribed by the College
- A cumulative grade point average of 2.0 or higher
- A minimum grade of C (2.0) in all EKG courses
- Completion of all EKG program requirements within one year of enrollment at the College

Certificate in Gerontology
- Successful completion of the certificate program as prescribed by the College
- A cumulative grade point average of 2.0 or higher
- A minimum grade of C (2.0) in all Gerontology courses
- Completion of all Gerontology program requirements within one year of enrollment at the College

Certificate in Intraoperative Neuromonitoring (IONM) & Certificate in Neurodiagnostic Technology (NDT)
- Successful completion of the certificate program as prescribed by the College
- A cumulative grade point average of 2.0 or higher
- A minimum grade of C (2.0) in all NDT or IONM professional courses
- Completion of all NDT or IONM program requirements within two years of enrollment at the College

Certificate in Patient Care Technician (PCT)
- Attendance and participation in online classes, hands-on skills lab, and clinical practicum experience
- Completion of online chapters
- Obtain satisfactory ratings on course assessments: quizzes, practice tests, reflective post
- Successfully demonstrate all skills in the lab
- Obtain a satisfactory rating on skills competency evaluation in the skills lab and clinical practicum

Certificate in Phlebotomy
- Successful completion of the certificate program as prescribed by the College
- A cumulative grade point average of 2.0 or higher
- A minimum grade of C (2.0) in all Phlebotomy courses
- Completion of all Phlebotomy program requirements within one year of enrollment at the College

The Educated Person and Educational Methodologies

The Educated Person

The educated person is familiar with the frames of reference and habits of mind inherent 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 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 to 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 projects.

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 and Online Learning

Distance Education at Labouré College of Healthcare includes any course or program that replaces some or all on-campus classroom hours with online instruction. Online Learning 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 of Healthcare offers exciting opportunities for learning online. Through the College's learning management system (LMS), students experience interactive online learning in their coursework and in collaborative engagements with faculty and classmates.

Labouré College of Healthcare 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 the LMS, 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 LMS platform to interact with students and support course content. Students need to have access to a computer and reliable, high-speed internet.

- *Hybrid courses* are a combination of online and on-campus, traditional courses. Hybrid courses provide students with the option and flexibility to attend some on-campus orientations, assessments, class meetings, and/or other required activities. The college-supported learning management system is used to provide course content replacing face-to-face time. Students must have access to a computer and reliable, high-speed internet.

- *Online courses* do not 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. Some online courses include optional on-ground class meetings.

Grading System, Quality Points, GPA, and Academic Progress

Grades and Grade Point Average

Grades	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 (failing)	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+. Nursing, Radiation Therapy, and Respiratory Care students must achieve a grade of C+ or above in laboratory science courses. Pre-Health Professions Pathway students must also achieve a grade of C+ or above in laboratory science courses to be eligible to transfer to the Respiratory Care or Radiation Therapy programs.

Grades and Grade Point Average
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

Transferred credits, credits by examination, and credits by exemption are not calculated in the Labouré College of Healthcare GPA.

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
NUR 1015	9	A	9 x 4.0 = 36
ANA 1010	4	C	4 x 2.0 = 8
ETH 1010	3	B	3 x 3.0 = 9
	16		53

GPA = 53 Quality Points ÷ 16 credits = 3.31

Satisfactory Academic Progress (SAP): Academic Information

Note: Satisfactory Academic Progress impacts both Academics and Financial Aid. The following is the Academic and Student Affairs Policy on Satisfactory Academic Progress Policy. (p. 53)

Click the page number to view the Financial Aid policy on Satisfactory Academic Progress (p. 53)*.*

Academic and Student Affairs Policy on Satisfactory Academic Progress (SAP)

Satisfactory Academic Progress (SAP) is the measure of a student's overall academic progress. Labouré College of Healthcare has developed the following policy to comply with the federal regulations and standards. Students who do not meet these standards may be academically suspended from the College.

A student's entire academic history is reviewed for the purposes of determining Academic SAP. For all students, progress is reviewed at the end of the academic semester after grades have been submitted. There are 3 Standards for Academic SAP. All 3 must be met to be considered in good academic standing.

Standard 1 Qualitative: Cumulative Grade Point Average (GPA)

Students must maintain a minimum cumulative GPA of 2.0 after each semester enrolled.

Standard 2 Quantitative: Completion Rate

Students must 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. General rounding rules apply.

Example #1: A student who has attempted three (3) courses, two 3-credit courses and one 4-credit course (total of 10 credits) must successfully complete at least 7 credits (3 credit and 4 credit course) of the 10 credits (7 credits divided by 10 credits = 70%). This student would meet this standard.

Example #2: A student who has attempted three (3) 3-credit courses (total of 9 credits) must successfully complete 2 courses to meet this standard. If the student completed 2 courses, then the student would meet the SAP standard (6 credits divided by 9 credits = 66.66% which is rounded to 67%).

Attempted and Incomplete Credits

All credits for which a student is 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 at the end of each semester are included as attempted but not completed. Incomplete grades converted to passing grades will be recalculated at the end of the semester.

Repeated Credits

These credits are included in the calculation for both attempted and earned credits. If a student retakes a course for which they have already earned credit (passed the course), then they may only receive aid to cover the repeated course once.

Transfer Credits

Credits from other colleges that were accepted by Labouré are counted as attempted and earned.

Standard 3 Maximum Timeframe: 150% Rule

Students must complete their programs in no more than 150% of the published length of the educational program. Up to thirty developmental credits are exempt from this requirement.

Example #3: The Associate of Science in Nursing program is 71 credits. 150% of 71 is 106.5. ASN students cannot take more than 106 credits while obtaining their degree.

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. This includes any new transfer credits accepted at the time of readmission.

SAP Review Status

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

Good Standing

Students who have met all 3 standards outlined above will be in Good Standing.

Academic Warning

Any student in a degree or certificate program who does not meet Standards 1 and/or 2 for the first time is formally placed on academic warning. Students will be notified via their College student email informing them of the warning.

Students who are placed on warning are eligible to enroll during the next semester. At the end of the warning period, the following action 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 all SAP standards

Academic Suspension

If SAP standards are not met after the warning period, then the student is placed on academic suspension. A student placed on suspension is no longer eligible to enroll in classes. A student will be notified via their College student email account and by mail of their suspension.

Additionally, students who are placed on academic 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.

Academic eligibility can be reinstated if the student successfully appeals the suspension status.

Appeal
- A student has the right to appeal an academic suspension due to mitigating circumstances such as, but not limited to, illness, military service, or a previously undiagnosed learning disability. The following must be completed and submitted to the Division Chair or Dean:
- Student must meet with an Academic Advisor
- Appeals must be submitted in writing using the Satisfactory Academic Progress Appeal Form. The form must be reviewed and signed by the student and an Academic Advisor.
- Documentation verifying the special circumstances (e.g., doctor's letter, third-party letter)
- An Academic Progress Plan must be developed with an academic counselor. The plan must work to get the student back in good standing.

The Division Chair or Dean will convene an Academic Progression Committee to consider all appeals. The decision of the Appeals Committee is final. Notification of the decision is sent to the student's College email account and by mail. The student receives the notification within two (2) 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. 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 will be academically suspended from the College, pending review by the Division Chair or Dean. If the conditions of the appeal are met, the student continues to be eligible to enroll in classes. However, the conditions of the appeal are reviewed each semester until the student is making SAP. In order to receive financial aid during probation, students must follow all Financial Aid Satisfactory Academic Progress policies and procedures.

Normally, students who are granted an appeal and placed in a probation status are allowed to enroll in fewer than 12 credits the following semester. Students who wish to take more than the recommended number of credits must appeal the recommendation to the Division Chair or Dean.

Incomplete Grades

A student may experience situations beyond their control which may mean they need additional time to finish coursework at the end of a semester. In these rare occasions, the student may work with their professor to receive an incomplete grade (I) to allow additional time to complete the course.

Any student wishing to receive an incomplete grade must work with their professor to submit an Incomplete Grade Contract to the Office of the Registrar (registrar@laboure.edu) by the end of the semester. The Incomplete Grade Contract is located on my.laboure.edu.

An incomplete grade can only be awarded to students under the following conditions:
1. The professor, Program Chair, or Program Dean must approve the incomplete grade.
2. The student is considered in good academic standing both within the course and in their program.
3. The student is unable to complete coursework by the end of the semester due to unexpected or personal emergencies beyond the student's control. Students requesting an incomplete grade due to medical reasons are expected to provide appropriate documentation with the Incomplete Contract.
4. There is reasonable expectation that the student will receive a passing grade upon successful completion of missing coursework. An incomplete grade may not be granted to a student whose work has been substantially unsatisfactory or who has failed to submit a substantial number of assignments (i.e., postings, responses, written assignments, etc.) in a timely manner by the end of the course.

The Incomplete Contract should clearly outline coursework to be completed by the student. The deadline by which completed work is to be submitted is preferably within two (2) weeks after the last day of the semester due to Brightspace course closings. However, the deadline can be within six weeks of the end of the semester. Any coursework not submitted by the sixth week will result in a grade for the assignment as zero (0) to be calculated into the final course grade. If the student does not complete any of the agreed upon coursework by the Incomplete Contract deadline, the final course grade will be awarded as indicated on the Incomplete Grade Contract. Upon completion of the Incomplete Contract, the professor will submit a Change of Grade Form to the Office of the Registrar who will update the student record.

Permission for further extension beyond six (6) weeks can be awarded if approved by the Division Dean or Chair. No extensions will be permitted after fifteen (15) weeks or one (1) semester unless approved by the Vice President of Academic and Student Affairs.

If an incomplete grade is awarded for a pre-requisite course, the student will not be able to enroll in the requisite course until the incomplete grade has been resolved.

Grade Appeal of Final Course Grade: Policy and Procedure

Grade Appeal Final Course Grade Policy

Every student has a right to receive an assigned grade that is fair and unprejudiced based on a method that is neither random nor unpredictable. Students who wish to appeal a final grade are responsible for demonstrating that the grade they received was contrary to procedures as specified in the course syllabus or was based on computational or clerical error. Faculty have the right to assign a grade based on any method that is professionally acceptable, submitted in writing to all students, and applied equally. Faculty have the responsibility to provide the careful evaluation and timely assignment of all grades. Course grading methods should be clearly explained to students at the beginning of the term. Labouré College of Healthcare assumes that the judgment of the professor is valid, and the final grades assigned are correct. Faculty members and students have a responsibility to attempt to resolve grade disputes informally.

- A grade appeal shall be restricted to charges of unfair action toward an individual student and may not involve a challenge of a professor's grading standard.
- Dissatisfaction with a grade is not a rationale for appeal.
- A student has a right to expect thoughtful and clearly defined approaches to course and project grading, but it must be recognized that standards can vary and individual approaches to grading are valid. If a grade has been assigned in a manner other than that stated on the course syllabus or other published course documents, or are inconsistent with how they were assigned to other students, then a grade appeal will be considered.
- The grade appeal considers whether a grade was determined in a fair and appropriate manner; it does not attempt to grade or re-grade individual assignments or projects.
- It is incumbent on the student to substantiate the claim that their final grade represents unfair treatment, compared to the standard applied to other students. It is up to the student to provide any and all documentation supporting their case.
- A student may appeal a Final Course Grade within (10) days after the final grade has been submitted. For the purpose of the grade appeal policy, days will be measured as business days (Monday-Friday).
- The formal process may be used only for grading issues that impact the final course grade. For example, if a student disagrees with a grade given on a particular exam or assignment, but changing the grade on that particular exam or assignment will not affect the outcome of the student's final course grade, then the issue is not appropriate for a formal appeal.

Students should not fear retaliation for voicing a concern for review of their grade.

Grade Appeal Final Course Grade Procedure

1. **First Level:** The student must first reach out to the faculty member who assigned the Final Course Grade. The student will contact course faculty by email. Course faculty will respond within 10 days, with the outcome. In the absence of compelling reasons, such as clerical error, prejudice, or unreliability, the grade assigned by the professor of record is to be considered final.

   Possible Resolution of Grade Appeal procedure -The student receives an adequate explanation that there are no grounds for the grade to be changed and the student decides to not pursue the grade appeal procedure.

2. **Second Level:** If the student believes they have not received a satisfactory response or no response within 10 days, the student will contact the Chairperson or Dean of the department, in writing, outlining the reason for the final course grade appeal. All communications must be dated and include the level of the grade appeal.

   The Chairperson or Dean will respond within 10 days with the outcome. In the absence of compelling reasons, such as clerical error, prejudice, or unreliability, the grade assigned by the faculty of record is to be considered final.

3. **Third level:** If the student believes they have not received a satisfactory response or no response within 10 days, the student will petition the Grade Appeal Committee for review of the final grade.

   If at the third level a student remains dissatisfied, the student must submit supportive information. This must include an explanation or argument as to why the second level decision was not fair. Simple dissatisfaction of the prior two responses cannot be the only reason for the continued request of a grade appeal.

   The College will convene a Grade Appeal Committee that will be comprised of two faculty, at least one of the faculty being from the division from which the appeal arises, two students, at least one from the division from which the appeal arises, and one administrator. Faculty or students in the same course as the grade being appealed may not participate. The outcome of the Grade Appeal Committee's review is final.

   If a grade change is awarded, the faculty of record must submit a grade change form to the Office of the Registrar within 48 business hours of the decision. If the faculty of record is unavailable, the Chairperson or Dean will notify the Office of the Registrar with 3 business days.

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.

Honor Cords and Graduating with Honors

Honor Cords and Graduating with Honors

Graduates who are graduating with honors will receive their honor cords with their caps and gowns prior to Commencement. Honors are determined based on GPA at the end of the Fall semester prior to spring commencement. Please note that recognition on the Dean's List and graduating with honors have different criteria; inclusion on the Dean's List does not necessarily mean the student meets honors criteria at Commencement.

Honors level criteria are outlined below:
- "with honors" for associate degree students with a GPA above 3.5
- "with distinction" for students whose GPA is in the top 5% of the associate degree graduating class
- "cum laude" for bachelor's degree students with a GPA of 3.5 - 3.69
- "magna cum laude" for bachelor's degree students with a GPA of 3.7 - 3.85

- "summa cum laude" for bachelor's degree students with a GPA of 3.86 - 4.0

Honor Society Chapter Affiliations
- Alpha Sigma Lambda
- Sigma Theta Tau

Syllabus Agreement

As a precondition for enrollment in any course offered by Labouré, each student is obligated to carefully read and comprehend the contents of the course syllabus. If a student has any queries or uncertainties regarding the syllabus, they are expected to seek clarification from the faculty. Any student who chooses to continue their enrollment beyond the add/drop deadline of a course tacitly agrees to abide by the policies and procedures outlined in the syllabus and to fulfill all the requirements of the course as prescribed therein.

Academic Progression Review Committee (APRC)

The Academic Progression Review Committee (APRC) meets regularly throughout the academic year and is responsible for the following:
- Reviewing for approval: applications to repeat courses for a third attempt, readmission applications as assigned by the Admissions Office, Student Academic Progression (SAP) appeals
- Reviewing for recommendation: dismissal and grade appeals as assigned by the Dean of the Division of Nursing and the Dean of the Division of Arts and Health Sciences
- Other duties as assigned by the Vice President of Academic and Student Affairs

Committee Composition:

The Academic Progression Review Committee (APRC) is composed of the following members as assigned by the Vice President of Academic and Student Affairs:
- Registrar (Committee Chair)
- Faculty representation from Division of Arts and Health Sciences (1 seat)
- Faculty representation from Division of Nursing (1 seat)
- Academic Advising (1-2 seats)
- Academic Support Services (1 seat)
- Admissions (1 seat)

A quorum of at least 4 members is required for any decision. If there is a conflict of interest with a voting member while reviewing a student, another faculty or staff member from the designated area may step in as representative for the vote for that student.

APRC Decision Appeals:

First Level: If a student wishes to appeal a decision made by the Academic Progression Review Committee they may submit a letter of appeal within 30 days to the Program Dean. The Program Dean will have 10 business days to review the appeal for decision.

Second Level: If the student is not satisfied with the decision of the Program Dean, the student may submit a letter of appeal to the Vice President of Academic and Student Affairs within 10 days. The Vice President of Academic and Student Affairs will have 10 business days to review the appeal for decision. Once a decision has been made by the Vice President or Academic and Student Affairs, it is final and no other appeals can be requested.

Attendance

Statement on Attendance

The classroom is the heart of the educational experience at Labouré College of Healthcare 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 of Healthcare students. Absence affects the contributions one can make to the class environment. Whether in online, hybrid or traditional courses, 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, Dean, and Vice President of Academic and Student Affairs (VPASA). Any attendance policy used by an individual professor as a criterion for evaluation has to be specified in the course syllabus and presented to students during the first week of classes. These policies 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 and 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, which a class member delivers to the Office of the Registrar.

All Labouré College of Healthcare students are expected to attend and participate in enrolled courses. While absences are discouraged, the College understands that students may occasionally have a legitimate reason to miss a class. Legitimate reasons for missing class may include medical, family illness or death, and unforeseen circumstances such as a car accident. These absences will be considered excused. Students will assume full responsibility for submitting any missed assignments due to an excused absence, at the discretion of the professor.

Professors are required to record and submit attendance. Official attendance will be taken by the professor and reported to the Office of the Registrar three times each semester. The first report will be the first day of class during the second week of class after the add/drop (adjustment) period - this will also become the census data for the course. The second report will be the second week of class. The third report will be at or before the 50% mark of the semester - for 15-week courses, this will be Week 7, and for 7-week courses, this will be Week 3.

Professors must be able to verify attendance through physical or virtual meeting attendance, assignments, and/or participation in the course. It may become necessary to confirm the last date of attendance at any point in the semester.

It will be at the professor's discretion how attendance and academic participation are tracked during non-attendance reporting weeks. Professors may opt to continue to take attendance, use submitted assignments, or use other ways of tracking student participation in a course. Academic participation does not have to be reported during non-attendance-reporting weeks, but may be used to calculate a student's last day of attendance if the student withdraws.

Academic participation and/or attendance requirements for students should be clearly defined in the syllabus for students to read. If a professor notices that a student has not participated in class during the first week (add/drop period), then it is the professor's responsibility to reach out to the student to ascertain whether the student intends to remain in the class or if they wish to be dropped. In the event that the student does not respond to this communication, the professor will alert the Office of the Registrar to administratively drop the student from the class.

If a professor notices that a student has not participated in class two or more weeks, then it is the professor's responsibility to create an Early Alert (EASTR) for the Student Success Center in addition to reporting the habitual non-attendance to the Office of the Registrar.

Financial Aid Implication

When a student withdraws from a course, the Financial Aid Office is responsible for completing a calculation (called a Return to Title IV or R2T4). The calculation determines how much federal aid (including grants and loans) the student may keep. The percentage of the semester completed drives the calculation, so a correct last day of attendance is important. If a student completes 10% of the course, then they keep 10% of their federal aid; if they complete 50%, then they keep 50% of their aid. Once a student has completed at least 60% of the scheduled semester, they keep 100% of their federal aid.

To be compliant with federal guidelines, the calculation must be completed within 30 days of the date the school determines the student last attended. It is important that instructors create - and academic advisors follow up on - Early Alerts in a timely manner if a student is not attending class or submitting required assignments.

Habitual Non-Attendance Policy

Habitual non-attendance is defined as an absence in any course (for any reason whatsoever) equating to two consecutive full weeks of missed class sessions (2 absences for a course meeting once a week, 4 absences for a course meeting twice a week, 6 absences for a course meeting three times a week). Professors will reach out to students who are in danger of falling into habitual non-attendance; professors will submit an Early Alert Status Report (EASTR) to the Student Success Center and alert the Office of the Registrar.

When a student has reached the habitual non-attendance criteria for their course(s), the professor will send email notification to the Office of the Registrar and the Student Success Center. The Office of the Registrar will send a habitual non-attendance warning to the student. An academic advisor will then reach out to the student to try to resolve the issue within a week. The academic advisor will keep the faculty member and the Office of the Registrar informed on any communication.

In the event that the student does not respond to documented attempts to communicate within a week, the student will be administratively dropped or withdrawn from the course(s). If the dropped/withdrawn student wishes to be re-enrolled in the course, the student may request permission from the professor of the course(s). If a student falls into habitual non-attendance after the deadline to withdraw from courses, they will be awarded the grade earned for the course(s).

Attendance and Course Reconciliation

Students who have not attended a class in which they are registered and do not communicate intentions to remain in the course by the end of the Add/Drop Period will be administratively dropped from that class. This includes all delivery formats including traditional, hybrid and online courses. The professor will reach out to students who are absent to inform them about the importance of attendance. If the student does not respond, or wishes to drop the course, the professor will notify the Office of the Registrar for the administrative drop.

In order to ensure that a student is not administratively dropped mistakenly from a hybrid or online course, professors will require students to undertake academically related activities the first week of class, before the deadline to report attendance. 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
- Initiating contact with a professor to ask a question about the academic subject studies in the course

Academically related activities in a hybrid or online course 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
- Participating in academic counseling or advising

Note: *For the shortened semester sessions 1 and 2, the absences are halved: 1 absence for a course meeting once a week, 2 absences for a course meeting twice a week, 3 absences for a course meeting three times a week.*

Course Load

The normal course load for full-time students is twelve or more credits per fifteen-week semester, and six to ten credits per seven-week semester. Permission from the Division Chair or Dean is required if a student wishes to carry more than sixteen credits in a fifteen-week semester or two seven-week semesters, or more than nine credits in a seven-week semester. Normally, this request is granted only to students demonstrating a high level of academic performance. Students are encouraged to meet with their advisor if enrolling in more than seven credits in a seven-week semester in order to better understand their schedule's impact on work, life, and school balance.

Transcripts and Change of Major

Transcripts

Current students may access an unofficial transcript of their grades on my.laboure.edu. Students will not have access to unofficial transcripts on my.laboure.edu after 90 days of completion of their program. Former students requesting unofficial transcripts are requested to complete a Transcript Request Form located online under Downloadable Forms on my.laboure.edu.

Current Labouré College of Healthcare Students, as well as former students and alumni, can order official transcripts online through the National Student Clearinghouse. Students will have the option of ordering official transcripts to be delivered via mail or electronic PDF. The total fee for each official transcript must be paid using any major credit card or debit card when submitting the order. Transcript orders generally take about 3 - 5 business days to process (please give additional time if mailing). The College may withhold official academic transcripts if the student has not met all financial obligations to the College. If we are unable to produce a transcript for any reason, the transcript fee will be refunded.

Academic Probation, Assessment, and Guidance

Academic probation, academic assessment, and academic guidance may be determined by the College's Satisfactory Academic Progress (SAP) policy (p. 53), and students will be notified regularly of their academic progress.

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 Change of Major form must be submitted to the Admissions Office.

Students completing the Pre-Health Professions Pathway via the Associate of Science in Health Science to transfer into Respiratory Care or Radiation Therapy must complete all Pathway coursework at Labouré College of Healthcare with a minimum CGPA of 2.7 and a minimum grade of C+ in MAT 1020, ANA 1010 and ANA 1120. Upon completion of the Pathway coursework, students who wish to transfer to Respiratory Care or Radiation Therapy will be required to take the Test of Essential Academic Skills (TEAS) before submitting their Change of Major Form.

The Division Chair or Dean grants approval for a student to change into their program, while the Office of the Registrar processes the change of major in the student record.

Adding, Dropping, Withdrawing, Repeating, or Auditing a Course

<u>Adding a Course</u>

Once registration for a semester begins, students can add courses online at my.laboure.edu until the first day of classes for that semester. During the Add/Drop Period, students can add courses by contacting the Welcome Center or the Office of the Registrar. Once a course has begun, students must have the professor's permission to enroll. Students cannot be added to a course after the Add/Drop Period.

Withdrawal from a Course by a Student

Students must notify the Office of the Registrar in writing of their intention to drop any course(s) prior to the published last day to withdraw from courses to avoid a failing grade for the course. Tuition refunds depend on the refund policy, not the withdrawal deadline. The last day to withdraw for each semester is published in the Academic Calendar. (p. 9)

Students thinking about withdrawing from a course are encouraged to contact their Academic Advisor to discuss options. If the student would like to proceed with withdrawing from the course, it is the responsibility of the student to notify the Office of the Registrar by email at registrar@laboure.edu of their intention to do so.

Any courses dropped during the Add/Drop Period will not appear on the student transcript. Any course withdrawn after the Add/Drop Period will be reflected as a withdrawal grade which will appear on the student transcript as "W" or "WF". Withdrawal grades are not calculated into a student's cumulative grade point average.

It is not sufficient to simply stop attending the class, or to inform the professor of the intention to withdraw. Failure to withdraw formally by notifying the Office of the Registrar, or withdrawing after the published deadline, will result in submission of a grade based on the coursework completed.

Student Withdrawal from a Course by Faculty

Professors may initiate a withdrawal from a course if a student is not meeting policies outlined in the class syllabus. The professor would contact the Division Dean, Chairperson, or Program Administrator for authorization. The professor would then contact the Office of the Registrar providing the authorization, what grade should be reflected on record ("W" or "WF"), and the last date of attendance. The student will be notified by email with confirmation of the withdrawn course. Withdrawals initiated by faculty are subject to the withdrawal deadline posted in the Academic Calendar.

Administrative Withdrawal from a Course

An administrative withdrawal occurs when the institution determines that a student should be withdrawn from a course for one of the following reasons:
  • Failure to comply with the attendance policy
  • Failure to meet financial obligations
  • Violation of policies in the Student Rights and Responsibilities Handbook
  • Violation of division policies

In the event of administrative withdrawal, the Office of the Registrar will contact the professor to determine if the student record should reflect a "WP" or a "WF" and the last date of attendance for the course. The student will be notified by email with confirmation of the withdrawn class. Administrative withdrawals are subject to the withdrawal deadline posted in the Academic Calendar.

Repeating a Course

Students are allowed to repeat a course once without permission. If a student seeks to repeat a course a second time, then the student must complete an Application to Repeat a Course Form located online at my.laboure.edu or at the Welcome Center. Withdrawal from a course counts as an attempt. External transfer credit awarded through the Office of the Registrar after a course is taken at the College will count as an attempt.

The approval to repeat any course will be authorized by the Academic Progression Review Committee with support of the Division Chair or Dean. The final decision will be emailed to students from the Office of the Registrar.

External transfer credit after a second attempt of the course must be approved by the Academic Progression Review Committee before the transfer credit can be applied to the student record.

Auditing a Course

Students may audit a course on a space-available basis. There is a reduced fee for auditing. Auditing is not available in professional courses. Students will need permission of the Vice President of Academic and Student Affairs, the Division Chairperson or Dean, and the professor to audit a course. Credit is not awarded for audited courses. Changing from audit to credit must be accomplished with the first six hours of the course. Full tuition will then be charged.

Leave of Absence, Continuous Enrollment, Dismissal, or Withdrawal from the College

Leave of Absence and Continuous Enrollment

At times, a student may need to take a semester off (leave of absence) due to many reasons - personal or professional. In addition, due to cohort scheduling or schedule rotation or courses and the transfer credits for a student, it may become necessary for a student to take a gap semester, or semester off before starting.

A student planning to take a leave of absence should meet with an Academic Advisor or a representative from their program of study. If, after discussion, the final decision is to take a leave of absence, the student may complete a Leave of Absence Form located on my.laboure.edu or at the Welcome Center. This form must be approved by either the Academic Advisor or the division representative before submitting to the Office of the Registrar for processing. A leave of absence can be taken in any regular semester (fall or spring) that the student is not attending classes, but for no more than two consecutive semesters (excluding summer).

The leave of absence allows a student to retain their catalog and graduation requirements and return to Labouré College of Healthcare without having to reapply for admission.

Students taking a leave of absence may elect to take the Continuous Enrollment (CEN) option, which allows the student to take a leave of absence or take the gap semester without losing their catalog and graduation requirements, and allows the student to remain continuously enrolled for the purposes of the Student Clearing House which reports non-enrollment to the Department of Education. Remaining continuously enrolled will not trigger the 6-month grace period for student loans.

A student may select Continuous Enrollment for one semester. An additional consecutive semester of CEN may be requested, but must be approved by the Vice President of Academic and Student Affairs, or designee. The enrollment fee for CEN is published in the annual tuition and fees listing (p. 44). The Continuous Enrollment fee is waived for military students who are called to active duty, or students with a medical leave of absence, or students who must take a gap semester to begin their professional courses due to scheduling of the College.

All specific questions or concerns regarding individual students or to select CEN, or for more information, please contact the Registrar's Office.

Voluntary Withdrawal from the College

A student planning to voluntarily withdraw from the College should meet with their Academic Advisor or a representative from their program of study. If, after discussion, the final decision is to take a leave or withdraw, the student may complete a Voluntary Withdrawal Form located on my.laboure.edu or at the Welcome Center. This form must be approved by either the Academic Advisor or division representative before submitting to the Welcome Center for processing. If the student received financial aid while enrolled at the College, Exit Counseling must be completed online at studentloans.gov or by making an appointment with the Financial Aid Office.

Program Dismissal: Division of Nursing
A student will be dismissed from the nursing program if the student is unsuccessful (less than 77% or withdraw while failing) in a professional course.

Students who receive a failing grade in any professional course will be dismissed from the ASN program. Dismissed students who wish to return must meet with an academic advisor and receive an academic plan for success if accepted for readmission to the ASN Nursing Program. Once the academic plan is complete, students are eligible to reapply to the program.

Students who wish to reapply must follow the reapplication and readmission policy.

If a student is unsuccessful (less than 77% or withdraw while failing) in two science courses, then the student submits an application to repeat the course for a third attempt, and is reviewed by the Academic Progression Review Committee. If the APRC denies the request, the student is then dismissed.

See Division of Nursing Student Handbook for additional information, available through the Division of Nursing.

Program Dismissal: Division of Arts and Health Sciences

A student will be dismissed from the respiratory care or radiation therapy programs if the student is unsuccessful (less than 77% or withdraw while failing) in one professional course. If a student is unsuccessful (less than 77% or withdraw while failing) in two science courses, then the student submits an application to repeat the course for a third attempt, and is reviewed by the Academic Progression Review Committee. If the APRC denies the request, the student is then dismissed.

Administrative Withdrawal from the College due to Non-Attendance

A student enrolled in any of the College's programs who does not attend courses for two consecutive terms will be administratively withdrawn from the College due to non-attendance. 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 semester.

Academic Programs

Developmental Education

Developmental Education is a service provided by the Student Success Center (SSC) (p. 63). 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, per-college mathematics, study strategies, and college survival skills. This is referred to as an academic success plan, or a My Academic Plan (MAP) (p. 64).

Arts and Sciences

Program Goals

The mission of the Division of Arts and Sciences - previously called General Education - is to create a learning environment that provides our students with the opportunity to become educated persons. In our view, and educated person is one who is familiar with the frames of reference and habits of mind that are present in the liberal arts and sciences. In particular, an educated person is engaged 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.

Arts and Sciences requirements vary by program. Please consult each program's description for information.

Broad Learning Outcomes

Through their experiences in the arts and sciences curriculum, students at Labouré College of Healthcare will acquire knowledge of the physical, natural, social, spiritual, and aesthetic worlds; knowledge of self; historical consciousness; appreciation for diversity; and theological understanding. In particular, they will refine their abilities to:

- **Think,** including: critical analysis; reasoning and problem-solving across multiple contexts – historical, literary, quantitative, scientific, ethical, and theological; and creative expression.
- **Cooperate,** including: teamwork and collaboration with others; understanding and tolerance of 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.

Curriculum Structure

The structure of Labouré College of Healthcare's Arts and Sciences curriculum encompasses three distinctive features: Interdisciplinarity, Hierarchical Organization, and an Integrative Theme. These features and their foundations in Constructivist Theory are described below.

Interdisciplinarity

The Labouré College of Healthcare Arts and Sciences curriculum is designed to achieve integration through a progression of learning experiences, starting with discipline-specific courses, continuing through interdisciplinary courses and seminars, and culminating in a senior capstone project in the bachelor's degree. To comprehend this model, it is necessary to distinguish three levels of cross-disciplinary discourse:

- *Multidisciplinary* - the lowest level - is an additive approach in that it draws on knowledge from multiple disciplines but stays primarily within the context of a single academic discipline.
- *Interdisciplinary* - is an interactive approach in that it compares, contrasts, and synthesizes knowledge from multiple disciplines and is not based primarily in a single academic discipline. This approach is taken in our 3000 and 4000 level arts and sciences courses.
- *Transdisciplinary* - is holistic in that it transcends traditional academic disciplines and focuses on topics that integrate the liberal arts with professional course frameworks. This is the model for the senior capstone course.

Hierarchical Organization

Consistent with our model of interdisciplinarity and the Constructivist's emphasis on context, relevance, and reflection, the Arts and Sciences curriculum includes the following hierarchical components:

- Basic Core. These required 1000- and 2000-level thematically linked courses from multiple disciplines expose students to the range of ideas and habits of the mind that are present in the liberal arts and sciences, and are included in the arts and sciences component of the associate degree programs.
- Multidisciplinary Integrative Seminar. This integrative course introduces students to cross-disciplinary discourse and enables them to make connections between the ideas and concepts they have learned through their experiences in discipline-specific liberal arts courses.
- Interdisciplinary Advanced Core. These 3000- and 4000-level courses provide students with the opportunity to continue the integration process they began in their multidisciplinary integrative seminar. Specifically, students will be challenged to compare, contrast, analyze, evaluate, and synthesize knowledge from multiple academic disciplines.
- Senior Capstone. The capstone course is a project-based transdisciplinary endeavor designed to provide students with an opportunity to develop a signature work that demonstrates their integration of knowledge and skills across their academic and professional coursework.

Writing Intensive Courses

Our writing intensive courses (HUM 1010, INT 2100, SES 4355) are supported by writing coaches. All students taking a writing intensive course must meet with a writing coach at least once during the semester. However, they are also welcome and encouraged to meet with the coaches as many times as possible to receive support with any aspect of the writing process, from refining thesis statements to addressing organization at the outline stage to looking at a full draft together.

Associate of Science Degrees

Health Science

Overview

Healthcare is a basic need, like food, shelter, and clothing. For this reason, there will always be a high demand for healthcare professionals and paraprofessionals. In addition, because of advances in medicine and technology, healthcare has become extremely complex, requiring workers with many different specialties. Entry-level jobs in many of these areas of specialization require only an associate degree yet offer attractive opportunities for advancement upon the completion of higher degrees and certificates. Labouré College of Healthcare's Associate of Science in Health Science provides students with an introduction to the fast growing and dynamic field of healthcare.

Building on a core of courses in the Humanities, Social Sciences, and Natural Sciences, the Health Science program provides a solid foundation of basic skills. In addition to this foundation, the Health Science degree includes a core of health science courses that provide a broad survey of the basic knowledge and skills required for success in many healthcare fields, with an emphasis on continued study at the bachelor's level. In addition, students can transfer in courses from other areas of specialization. Students completing other areas of specializations may be eligible for additional exam-based credit and certifications in these fields.

Students who have credits from nursing, neurodiagnostic technology, intraoperative neuromonitoring, radiation therapy or other healthcare fields can also transfer these credits into most tracks of the Health Science associate degree (see details under each track). Credits in the Health Science program can be applied to our Bachelor of Science in Healthcare Administration (BSHA) degree. However, it is the student's responsibility to research transferability of course credit to and from the college.

Students who are interested in exploring different disciplines and opportunities within the healthcare field can elect to begin their program with courses in the Pre-Health Professions Pathway (p.22). Pathway courses are a selection of core Arts & Sciences courses in the Health Science program that help develop the knowledge and skills students need to complete a specialized associate degree, whether they choose to remain in the Health Science program, or plan to transfer to the Radiation Therapy or Respiratory Care programs at Labouré. Students who successfully transfer into Radiation Therapy or Respiratory Care will count all of the Pathway courses toward meeting the Arts & Sciences course requirements in their new program.

The associate degree program is strategically designed to provide students with a focused education that enhances their professional skills through certificates, pathways, and tracks to degree completion. The diversification of program offerings is meeting community and market needs and is increasing students' opportunities to be engaged in model work experiences through them.

Program Outcomes

Upon completion of the program, students will be able to:
- Explain and apply a broad range of medical terms and essential health-related concepts
- Apply concepts from the behavioral and biological sciences to allied health practice
- Describe in-depth the roles and functions of the various components of the U.S. healthcare system
- Explain and critique the manner in which healthcare in the U.S. is funded
- State well-supported positions on contemporary healthcare issues
- Explain the fundamental scientific components of public health practice, including epidemiology, immunology, environmental health, disease prevention, and public health informatics and surveillance

- Describe in-depth the components of a wellness approach to healthcare, including nutrition, exercise, stress reduction. and mindfulness
- Use current technology in a variety of healthcare settings
- Apply rigorous evidence-based standards to practices in allied health
- Conduct themselves in a manner consistent with the professional, ethical, and legal standards of allied health practice

The 60-credit associate degree in Health Science contains five components:
- The 30-credit Labouré College of Healthcare Arts and Sciences Common Core that provides a foundation of knowledge and skills from the liberal arts and sciences.
    - MAT 1020, HUM 1010, ANA 1010, and ANA 1120 are courses within the Common Core that make up the Pre-Health Professions Pathway
- A 4-credit health-related integrative seminar that focuses on the development of signature works that require students to integrate the knowledge and skills learned in their liberal arts courses.
- A 30-credit Health Science core that encompasses essential knowledge of the healthcare field such as the nature of disease, medical terminology and procedures, the structure of the U.S. healthcare system, healthcare finance and policy, and roles and functions of healthcare providers.
- Optional elective courses
- Transfer of courses from other specialty areas.
- Some courses may be counted toward the Arts and Sciences Common Core and the Health Science core.

Program of Study

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

Professional Courses

HSC 1010	Introduction to Health Science	3
HSC 1020	Medical Terminology	3
HSC 2010	Fundamentals of Healthcare Delivery	3
HSC 2020	Survey of Public Health Practices	3
HSC 2030	Holistic Health and Wellness	3
HSC 2000	Health Science Electives	6
HSC 2001	Health Science Specialty Track	7 - 9

Arts and Sciences Courses

HUM 1010	Introduction to Humanities	3
MAT 1000	Math Elective	3
ETH 1010	Healthcare Ethics	3
PSY 1010	Introductory Psychology	3
PSY 2010	Human Growth & Behavior	3
SCI 1000	Natural Science Elective (2 courses)	8
SSC 2020	Communication and Interpersonal Skills for Healthcare Professionals	3
THE 2000	Theology Elective	3
INT 2100	Integrative Seminar I	4

Total Credits: 60

Students are awarded the degree after meeting the requirements listed below:
- Completion of a minimum of 30 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 minimum grade of C in degree professional courses and science courses (i.e., Anatomy & Physiology I and II, Biology, Microbiology, etc.) Some colleges may only allow students to transfer C+ or higher for science courses.
- A minimum grade of D- in all other associate degree courses. Courses with a grade of less than C are not transferrable.
- Completion of all program requirements within six years of enrollment at the College

Specialty Tracks

The Associate of Science in Health Science offers students the opportunity take courses as part of specialty tracks. Specialty tracks are a great way to use electives to explore an area of healthcare administration that interests you.

Labouré College of Healthcare offers several specialty tracks within the associate degree:
- Electrocardiogram (EKG)
- Generalist
- Gerontology
- Medical Administrative Assistant
- Phlebotomy

Each track is described below.

Electrocardiogram EKG

EKG stands for electrocardiogram. EKGs are recordings of electrical signals sent out by the heart. EKG technicians are healthcare professionals who administer non-invasive tests to assess the cardiovascular system of patients. The duties associated with EKG technicians include performing diagnostic tests on patients, blood pressure monitoring, patient preparation, appointment scheduling, and maintaining patient medical records.

This track prepares students for job placement in hospitals, physician offices, and more. Students study the anatomy and physiology of the heart, circulatory system, and conduction system in detail. The EKG, heart, circulation, and conduction must be covered with appropriate terminology and abbreviations with appropriate knowledge of equipment, proper lead placement, reading of EKG waves, arrhythmias and blocks, calculations, codes, and markings. Students learn by a combination of academic and practical application with a required completion of 10 EKG tracings in a laboratory setting.

Upon successful completion of the EKG technician course of study, students are eligible to sit for a national EKG certification exam.

| HSC 1010 | Introduction to Health Science | 3 |
| EKG 1020 | Electrocardiography Basics | 4 |

Generalist

Please note: this is not a stand-alone certificate. You must complete the required courses within the associate of health science curriculum in addition to the specialty track courses below in order to complete the Generalist pathway.

SCI 2055	Introduction to Global Health	3
HSC 2050	Contemporary Issues in Healthcare	3
SCI 2065	Introduction to Epidemiology	3

Gerontology

This track provides students with foundational concepts in aging and adult development and identify the many career opportunities in the field of gerontology. This contemporary curriculum begins by exploring healthy aging from bio-psycho-social perspectives and highlights the social determinant of health that affect an individual aging pathway. Students gain individual insight on their own aging and a vision of professional competencies needed to work with older adults. Exploring health disparities is critical to understanding risk factors that impact aging and a health equity goals will be introduced early in the program and explored in depth in the second course of the sequence. This track will also address the continuum of care that older adults navigate, from community dwelling to end of life care decisions. Special emphasis will be placed at the end of the track on funding sources available to older adults, as they encounter the continuum of care and the health care professional's roles and responsibilities.

GER 1010	Introduction to Aging and Gerontology	3
GER 1020	Health Disparities and Aging	3
GER 1030	Models of Healthcare	3

Medical Administrative Assistant

This track provides students with requisite knowledge and skills to perform in an area of administration. Medical administrative assistants play an important role in the patient's experience and are critical to medical offices and health care facilities. In addition to the required Health Science Professional courses, this track rounds out the domains of eligibility to take the exam to become a Certified Medical Administrative Assistant.

Please note: this is not a stand-alone certificate. You must complete the required courses within the associate of health science curriculum in addition to the Medical Administrative Assistant Track courses to be eligible to take the certification exam.

HSC 2040	Introduction to Medical Practice Management	3
HSC 2045	Introduction to Healthcare Payment Systems	3
HSC 2060	Patient Safety and Compliance	3

Phlebotomy

Phlebotomists are professional clinical team members within the healthcare system whose primary responsibility is to procure blood and other specimens for diagnostic testing.

This track prepares students for job placement in hospitals, physician offices, and more. Students are introduced to the clinical laboratory and phlebotomy with the exploration of how these areas contribute to the healthcare system, including: history of phlebotomy, hospital organization, legal and ethical concerns in healthcare, regulatory agencies and quality assurance, safety, infection control, and phlebotomy basics. Students learn by a combination of academic and practical applications and culminate their experience with a clinical practicum at a clinical affiliate.

Upon successful completion of the phlebotomy course of study, students are eligible to sit for the American Society of Clinical Pathology Phlebotomy Technician Certification Exam.

| PHL 1010 | Clinical Laboratory Basics | 3 |
| PHL 1025 | Principles and Methods of Phlebotomy | 4 |

Nursing (ASN)

Overview

The Division of Nursing supports the mission of the college, which is to provide opportunities for a diverse population of students to become nurses. The Associate of 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 of Science in Nursing program. The faculty members support the ACEN educational outcomes concerning roles and competencies of Associate of Science in Nursing degree programs.

ACEN may be contacted at the following address:

> **Accreditation Commission for Education in Nursing, Inc.**
> 3390 Peachtree Road NE, Suite1400
> Atlanta, Georgia 30326
> (404) 975-5000

Labouré's Associate of Science in Nursing program has Approval with Warning Status from Massachusetts Board of Registration in Nursing (BORN), 250 Washington Street, Boston, MA 02108, tel: 800.414.0168 or 617.973.0900, fax: 617.973.0984, website: **www.mass.gov/dph/boards/rn**. Students who complete the College's ASN program remain eligible to take the NCLEX licensure examination.

Mission of the Division of Nursing

Consistent with Labouré's mission and vision, the nursing program provides quality nursing education at the associate and baccalaureate level to develop competent, caring nursing professionals. Graduates are prepared to meet the diverse and changing health care needs of a challenging health care environment. This education occurs in an environment that is centered in the Catholic academic tradition and incorporates liberal arts and science into nursing practice. Graduates are prepared to assume roles within the various levels of the health care system and are encouraged to continue the process of life-long learning.

Philosophy of the Division of Nursing

The faculty values the roles of both the associate degree and the bachelor degree nurse within the nursing profession. Faculty believes that the associate degree graduate is prepared to function as a competent entry level practitioner in a variety of health care settings. The faculty educates baccalaureate generalist nurses to assume increasing professional responsibilities in health care. Inherent within our Mission for life-long learning, all graduates are encouraged to advance their professional education to meet the demands of an ever-changing diverse healthcare environment.

The faculty believes that:
- Learning is a lifelong process. The relationship between teacher and learner is one that remains dynamic and fosters the development of self-regulated learning and critical thinking.
- Nursing education is an interactive process between student and faculty. This process promotes the integration and application of knowledge that leads to professional nursing practice.
- Students should be empowered to implement and maintain standards of nursing practice and patient care consistent with evidence-based practice.
- Students need to acquire an awareness of social justice to advocate for patients, themselves, and their communities.
- Cultural, ethnic, racial and religious diversity is evident and supported throughout the nursing program. The faculty acknowledges diversity and is committed to meeting the unique learning needs of every student.
- A climate of mutual respect, honesty and professionalism should exist between faculty and students. The faculty feels that these are important qualities inherent to professional nursing practice.

The nursing program has developed goals and program outcomes for both the associate and baccalaureate graduates and both programs subscribe to the same mission and philosophy.

Curriculum

The Associate of Science in Nursing (ASN) program provides a concept-based curriculum to prepare students for the National Council Licensure Exam (NCLEX). In addition to preparatory Nursing courses, Arts and Sciences 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, learning management system resources, Nursing simulation and skills laboratory sessions, and select clinical experiences help prepare graduates to meet the challenges of today's healthcare environment.

Qualifying Requirements for Licensure to Practice Nursing and Good Moral Character

The Massachusetts Board of Registration in Nursing requires all applicants to answer specific questions related to criminal conviction or disciplinary actions when applying for nurse licensure or APRN authorization to ensure that the conduct of each applicant to whom it grants a license, authorization, or both, does not pose an unacceptable risk to the public's health, safety, and welfare.

Applicants for initial licensure by examination, by the Massachusetts Board of Registration in Nursing (Board) must comply with the "good moral character" (GMC) requirement specified at Massachusetts General Laws Chapter 112, sections 74, 74A and 76. The Board requires all applicants to answer specific questions related to criminal convictions or disciplinary actions when applying for nurse licensure to ensure that the conduct of each applicant to whom it grants a license, authorization, or both, does not pose an unacceptable risk to the public health, safety and welfare.

- The application for licensure is completed under penalty of perjury.
- Any applicant answering "YES" to any of the specific GMC question will need to complete the GMC process.
- Applicants should allow a minimum of eight (8) weeks to complete GMC evaluation after all required documents have been received. Failure to submit a complete application, fees, and/or required documents will delay review of the applicant's materials. Applicants will receive written notification of the Board's decision once a determination has been made.
- The Required Documentation: Only for those applicants answering "Yes" to any of the GMC questions can be found at https://www.mass.gov/service-details/good-moral-character-requirements-for-nursing-licensure

For more information regarding the GMC and/or the CORI requirements, please refer to the following websites:

GMC Policy 00-01 https://www.mass.gov/service-details/good-moral-character-requirements-for-nursing-licensure

GMC Information/Questions & Answers: https://www.mass.gov/service-details/good-moral-character-requirements-for-nursing-licensure

Graduates of Board-approved nursing programs must pass the NCLEX –RN to become a registered nurse. There is a licensure application and application fee required by the MA Board of Nursing. The process for application for licensure and registration for the exam will be distributed during the final professional nursing course. These examinations are offered throughout the year and administered through the National Council of States Boards of Nursing (NCSBN) in conjunction with Pearson VUE. MA Board of Nursing examination results are mailed directly to the candidate. A graduate of a board-approved nursing program may not practice as a register nurse (RN) until their license appears of the MA Board of Nursing website at: https://madph.mylicense.com/verification/

https://www.mass.gov/doc/good-moral-character-information-sheet-0/download

Progression in Professional Courses

Course Dismissal: A student will be dismissed from the nursing program if they are unsuccessful in any of the professional nursing courses if the course grade is below 77%.

Repeat or Failed Nursing Course: Program Dismissal

A student will be dismissed from the nursing program if the student is unsuccessful (less than 77% or withdraw while failing) in a professional course.

- Students who receive a failing grade in any professional course will be dismissed from the ASN program.

- Students who wish to reapply must follow the reapplication and readmission policy.

- Dismissed students who wish to return must meet with an academic advisor and receive an academic plan for success if accepted for readmission to the ASN program.

If a student is unsuccessful (less than 77% or withdraw while failing), students have a right to appeal. Please follow the policy listed in the catalog for appeal.

Program Outcomes

End of Program Student Learning Outcomes

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

1. Use clinical judgement, with consideration of patients' culture, preferences, values and needs, to provide patient-centered care across the lifespan. (Patient-Centered Care)
2. Demonstrate accountability and responsibility for the delivery of standards-based nursing care that is consistent with ethical, legal, and regulatory practice (Professionalism).
3. Collaborate with patient and interdisciplinary teams, employing effective communication skills, to achieve quality patient outcomes. (Teamwork and Collaboration and Communication)
4. Incorporate information and technology that supports current best practices for the provision of evidence-based patient-centered care (Informatics and Technology and Evidence-based Practice).
5. Participates in quality and safety measures to improve patient outcomes. (Safety and Quality Improvement).
6. Demonstrate leadership and management skills while incorporating systems-based practice in health care settings. Leadership, Systems-Based Practice)

Continuation to the Bachelor of Science in Nursing BSN

Graduates are encouraged to pursue the Bachelor of Science in Nursing (BSN) degree after completing their Associate of Science degree. Labouré offers an online BSN degree program for RNs. Current students and alumni can move from the Associate of Nursing degree program through a streamlined internal application process once they have graduated from the ASN program.

Course Sequence and Prerequisites

Course Sequence

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 prerequisites may be required for some 2000-level courses. These prerequisites may be satisfied by transfer credit or a previous associate or bachelor degree. Division Chairpersons or Deans may waive prerequisites for courses within their control. Professors have discretion to waive prerequisites for their own courses.

Labouré College of Healthcare offers three semesters in an academic year. Professional Nursing courses are offered in the Fall and Spring. During the Summer semester, students enrolled in the accelerated and LPN-to-RN programs have priority registration for clinical-based courses.

NUR 1015	Fundamental Health Concepts	9
NUR 1025	Health and Illness Concepts of the Adult and Child	9.5
NUR 2005	Health and Illness Concepts of the Adult and Childbearing Family	9.5
NUR 2025	Advanced Health and Illness Concepts	9

Prerequisites

ANA 1010 prior to NUR 1015, ANA 1120 prior to NUR 1025, MIC 2201 prior to NUR 2005, all arts and sciences courses prior to or concurrent with NUR 2025 (if taking final arts and sciences courses concurrently with NUR 2025, they must be taken at Labouré).

Program of Study

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

Arts and Sciences Courses

ANA 1010	Anatomy & Physiology I with Lab	4
ANA 1120	Anatomy & Physiology II with Lab	4
ETH 1010	Healthcare Ethics	3
HUM 1010	Introduction to Humanities	3
HUM 2000	Humanities Elective	3
INT 2100	Integrative Seminar I	4
MIC 2201	Microbiology for Healthcare Professionals	4
PSY 1010	Introductory Psychology	3
PSY 2010	Human Growth & Behavior	3
THE 2000	Theology Elective	3

Professional Courses

NUR 1015	Fundamental Health Concepts	9
NUR 1025	Health and Illness Concepts of the Adult and Child	9.5
NUR 2005	Health and Illness Concepts of the Adult and Childbearing Family	9.5
NUR 2025	Advanced Health and Illness Concepts	9

Total Credits: 71

Students are awarded the degree after meeting the requirements listed below:
- Completion of a minimum of 30 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 minimum grade of C+ in degree professional courses, Anatomy & Physiology I and II, and Microbiology
- A minimum grade of D- in all other associate degree courses
- Completion of all program requirements within six years of enrollment at the College

LPN to RN Advanced Placement in Nursing

Overview

This program is designed for LPNs wishing to attain an Associate of Science in Nursing degree and qualify for RN licensure. To be eligible for advanced placement, the candidate must complete the application procedure through the Admissions Office. The applicant must have graduated from another regionally accredited, post-secondary institution, pre-licensure program recognized by the Department of Higher Education, and be a board of nursing fully approved program. Proof of a current, valid license as a Licensed Practical Nurse is required.

LPN Advanced Placement students will need to take two of the fee-based HESI examinations to receive credit by examination for two of the four professional courses. Please review the Upon Acceptance: *Information for Advanced Placement LPN to RN Students* (p. 32) for details.

Qualifying Requirements for Licensure to Practice Nursing and Good Moral Character

The Massachusetts Board of Registration in Nursing requires all applicants to answer specific questions related to criminal conviction or disciplinary actions when applying for nurse licensure or APRN authorization to ensure that the conduct of each applicant to whom it grants a license, authorization, or both, does not pose an unacceptable risk to the public's health, safety, and welfare.

Applicants for initial licensure by examination, by the Massachusetts Board of Registration in Nursing (Board) must comply with the "good moral character" (GMC) requirement specified at Massachusetts General Laws Chapter 112, sections 74, 74A and 76. The Board requires all applicants to answer specific questions related to criminal convictions or disciplinary actions when applying for nurse licensure to ensure that the conduct of each applicant to whom it grants a license, authorization, or both, does not pose an unacceptable risk to the public health, safety and welfare.

- The application for licensure is completed under penalty of perjury.
- Any applicant answering "YES" to any of the specific GMC question will need to complete the GMC process.
- Applicants should allow a minimum of eight (8) weeks to complete GMC evaluation after all required documents have been received. Failure to submit a complete application, fees, and/or required documents will delay review of the applicant's materials. Applicants will receive written notification of the Board's decision once a determination has been made.
- The Required Documentation: Only for those applicants answering "Yes" to any of the GMC questions can be found at https://www.mass.gov/service-details/good-moral-character-requirements-for-nursing-licensure

For more information regarding the GMC and/or the CORI requirements, please refer to the following websites:

GMC Policy 00-01 https://www.mass.gov/service-details/good-moral-character-requirements-for-nursing-licensure

GMC Information/Questions & Answers: https://www.mass.gov/service-details/good-moral-character-requirements-for-nursing-licensure

Graduates of Board-approved nursing programs must pass the NCLEX –RN to become a registered nurse. There is a licensure application and application fee required by the MA Board of Nursing. The process for application for licensure and registration for the exam will be distributed during the final professional nursing course. These examinations are offered throughout the year and administered through the National Council of States Boards of Nursing (NCSBN) in conjunction with Pearson VUE. MA Board of Nursing examination results are mailed directly to the candidate. A graduate of a board-approved nursing program may not practice as a register nurse (RN) until their license appears of the MA Board of Nursing website at: https://madph.mylicense.com/verification/

https://www.mass.gov/doc/good-moral-character-information-sheet-0/download

Progression in Professional Courses

Course Dismissal: A student will be dismissed from the nursing program if they are unsuccessful in any of the professional nursing courses if the course grade is below 77%.

Repeat or Failed Nursing Course: Program Dismissal

A student will be dismissed from the nursing program if the student is unsuccessful (less than 77% or withdraw while failing) in a professional course.

- Students who receive a failing grade in any professional course will be dismissed from the ASN program.

- Students who wish to reapply must follow the reapplication and readmission policy.

- Dismissed students who wish to return must meet with an academic advisor and receive an academic plan for success if accepted for readmission to the ASN program.

If a student is unsuccessful (less than 77% or withdraw while failing), students have a right to appeal. Please follow the policy listed in the catalog for appeal.

Course Sequence and Prerequisites

LPN-RN Advanced Placement students will receive Credit by Examination via the HESI exams for NUR 1015 and NUR 2000.

Therefore, LPN-RN Advanced Placement students will only take the LPN-RN Bridge Course, NUR 1035, and NUR 2025 at Labouré College of Healthcare.

Course Sequence

Students will earn Credit by Examination through the HESI exams for NUR 1015 and NUR 2000.

NUR 1015	Fundamental Health Concepts	Credit by Examination: 9
NUR 2000	Family Centered Nursing	Credit by Examination: 8
NUR 1035	Health and Illness Concepts of the Adult	11
NUR 2025	Advanced Health and Illness Concepts	9

Prerequisites

LPN Licensure and successful completion of HESI Fundamentals Test and Maternity/Pediatrics Test are required.

ANA 1010, ANA 1120 and MIC 2201 prior to NUR 1035, all arts and sciences courses prior to or concurrent with NUR 2025 (if taking final Arts and Sciences courses concurrently with NUR 2025, they must be taken at Labouré).

Program of Study

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

Arts and Sciences Courses

ANA 1010	Anatomy & Physiology I with Lab	4
ANA 1120	Anatomy & Physiology II with Lab	4
ETH 1010	Healthcare Ethics	3
HUM 1010	Introduction to Humanities	3
HUM 2000	Humanities Elective	3
INT 2100	Integrative Seminar I	4
MIC 2201	Microbiology for Healthcare Professionals	4

PSY 1010	Introductory Psychology	3
PSY 2010	Human Growth & Behavior	3
THE 2000	Theology Elective	3

Professional Courses

Students receive Credit by Examination for NUR 1015 and NUR 2000 via the HESI exams.

NUR 1015	Fundamental Health Concepts	Credit by Examination: 9
NUR 2000	Family Centered Nursing	Credit by Examination: 8
NUR 1035	Health and Illness Concepts of the Adult	11
NUR 2025	Advanced Health and Illness Concepts	9

Students will complete the LPN-RN Bridge Course, NUR 1035 and NUR 2025 at Labouré College of Healthcare.

Total Credits: 71

Students are awarded the degree after meeting the requirements listed below:
- Completion of a minimum of 30 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 minimum grade of C+ in degree professional courses, Anatomy & Physiology I and II, and Microbiology
- A minimum grade of D- in all other associate degree courses
- Completion of all program requirements within six years of enrollment at the College

Radiation Therapy

Overview

The Division of Radiation Therapy derives its mission from its sponsoring institution, Labouré College of Healthcare, a private, non-profit institution offering associate of science degrees, program certificates, and bachelor of science degrees.

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 and incorporate an understanding and appreciation for the profession's diverse patient population.

The program strives to build upon sound principles in arts and sciences by preparing students to communicate effectively, develop critical thinking skills, and apply ethical standards and values to the practice of radiation therapy.

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

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 of 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 patients with cancer. 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 Intensity-Modulated Radiation Therapy (IMRT).

Learn more about the field of Radiation Therapy at the American Society of Radiologic Technologists and the American Registry of Radiologic Technologists websites.

Progression in Professional Courses
- Students who receive a failing grade in any professional course will be dismissed from the Radiation Therapy program
- Students who wish to return must meet with an academic advisor and receive an academic plan for readmission to the Associate of Science in Radiation Therapy program
- Once the academic plan is complete, students are eligible to reapply to the program
- Students who wish to reapply must follow the reapplication and readmission policy

Program Outcomes

Goals and Student Learning Outcomes

Program Goal 1: Students/graduates will demonstrate clinical competency skills of an entry-level radiation therapist.

Student Learning Outcomes:
- Students/graduates will demonstrate successful set-up and treatment of patients on linear accelerators
- Students/graduates will demonstrate successful set-up, immobilization, and acquisition of CT scans on patients in the CT Simulator
- Students/graduates will apply principles of radiation protection to clinical practice

Program Goal 2: Students/graduates will effectively communicate in all interactions in the classroom and clinical settings

Student Learning Outcomes:
- Students will demonstrate the ability to communicate effectively with the patient, the patient's family, and all clinical personnel
- Students will exhibit competent verbal and written communication skills

Program Goal 3: Students/graduate will demonstrate critical thinking and problem solving skills

Student Learning Outcomes:
- Students will demonstrate appropriate critical thinking and problem solving skills in clinical situations
- Students will demonstrate appropriate critical thinking and problem solving skills in didactic situations

Program Goal 4: Students/graduates will demonstrate professional growth and a desire for life-long learning

Student Learning Outcomes:
- Students will demonstrate professionalism in all interactions within the clinical setting
- Students will apply their professional obligations upon graduation
- Graduates/alumni will continue their formal education

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.

Course Sequence and Prerequisites

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 prerequisites may be required for some 2000-level courses. These prerequisites may be satisfied by transfer credit or a previous associate or bachelor degree. Division Chairpersons may waive prerequisites for courses within their control. Professors have discretion to waive prerequisites for their own courses.

Course Sequence

RTT 1100	Introduction to Radiation Therapy and Medical Terminology	2.5
RTT 114C	RA-Clinical Education I	2.5
RTT 1110	Treatment Techniques	1.5
RTT 1170	Mathematics and Basic Physics Review in Radiation Therapy	1

RTT 1200	Introduction to Patient Care	2.5
RTT 124C	RA-Clinical Education II	2.5
RTT 1270	Principles of Mathematics and Physics	3
RTT 100P	RA-Clinical Practicum I	5.5
RTT 2100	Introductory Pathology and Radiobiology	3
RTT 214C	RA-Clinical Education III	2.5
RTT 2170	Radiation Physics I	3
RTT 2200	Radiation Oncology	3
RTT 224C	RA-Clinical Education IV	3.5
RTT 2270	Radiation Physics II	3
RTT 2290	Seminar Radiation Therapy	1.5
RTT 200P	RA-Clin Practicum II	2.5

Prerequisites

ANA 1010 prior to or concurrent with RTT 1100, RTT 1110, RTT 114C; ANA 1120 prior to or concurrent with RTT 1200, 124C.

Program of Study

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

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

Arts and Sciences Courses

ANA 1010	Anatomy & Physiology I with Lab	4
ANA 1120	Anatomy & Physiology II with Lab	4
ETH 1010	Healthcare Ethics	3
HUM 1010	Introduction to Humanities	3
HUM 2000	Humanities Elective	3
INT 2100	Integrative Seminar I	4
PSY 1010	Introductory Psychology	3
THE 2000	Theology Elective	3

Professional Courses

RTT 1100	Introduction to Radiation Therapy and Medical Terminology	2.5
RTT 114C	RA-Clinical Education I	2.5
RTT 1110	Treatment Techniques	1.5
RTT 1170	Mathematics and Basic Physics Review in Radiation Therapy	1
RTT 1200	Introduction to Patient Care	2.5
RTT 124C	RA-Clinical Education II	2.5
RTT 1270	Principles of Mathematics and Physics	3
RTT 100P	RA-Clinical Practicum I	5.5
RTT 2100	Introductory Pathology and Radiobiology	3
RTT 214C	RA-Clinical Education III	2.5

RTT 2170	Radiation Physics I	3
RTT 2200	Radiation Oncology	3
RTT 224C	RA-Clinical Education IV	3.5
RTT 2270	Radiation Physics II	3
RTT 2290	Seminar Radiation Therapy	1.5
RTT 200P	RA-Clin Practicum II	2.5

Total: 70 credits

Students are awarded the degree after meeting the program requirements below:
- Completion of a minimum of 43 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 minimum grade of 75 (C) for all Associate of Science in Radiation Therapy courses, except for Anatomy & Physiology I and II, which require a minimum grade of 77 (C+)
- A minimum grade of C in degree professional courses
- A minimum grade of D- in arts and sciences courses
    - A failing grade (F) in an arts and sciences course will not count toward a program requirement and the course must be retaken, or a chairperson-approved substitute course taken
- Completion of all program requirements within six years of enrollment at the College

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 Vice President of Enrollment Management and/or the Chairperson of the Division of Radiation Therapy to review current information on ARRT requirements.

Respiratory Care

Overview

The Respiratory Care program derives its mission from its sponsoring institution, Labouré College of Healthcare, a private, non-profit institution offering associate of science degrees, certificate programs, and bachelor of science degrees.

The mission of the Respiratory Care program is to educate students to become competent, entry-level respiratory therapists. The education provided both clinically and didactically will prepare students to delivery quality care in a variety of healthcare settings and incorporate an understanding and appreciation for the profession's diverse patient population.

The program strives to build upon sound principles in arts and sciences by preparing students to communicate effectively, develop critical thinking skills, and apply ethical standards and values to the practice of respiratory care.

The Associate of Science in Respiratory Care program (CoARC 200654) at Labouré College of Healthcare in Milton, Massachusetts holds Provisional Accreditation from the Commission on Accreditation for Respiratory Care (**www.coarc.com**).

This status signifies that a program with an Approval of Intent has demonstrated sufficient compliance with the Standards (through submission of an acceptable Provisional Accreditation Self-Study Report (PSSR) and any other documentation required by the CoARC, as well as satisfactory completion of an initial on-site visit) to be allowed to admit students. It is recognized as an accredited program by the National Board for Respiratory Care (NBRC), which provides enrolled students who complete the program with eligibility for the Respiratory Care Credentialing Examination(s). The program will remain on Provisional Accreditation until it achieves Continuing Accreditation.

Commission on Accreditation for Respiratory Care, 264 Precision Blvd, Telford, TN 37690.
Website: **http://coarc.com/**

Professional Practice

Treating and caring for respiratory 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 graduates to assume responsibilities as a Respiratory Therapist.

Curriculum

The Associate of Science in Respiratory Care degree program provides a broad academic background that prepares the student to play a critical role in the treatment and caring for patients with cardiopulmonary disorders. Working as part of the healthcare team, respiratory therapists assist in the evaluation, treatment, management, and rehabilitation of these disorders. Along with professional courses in the theory and application of respiratory care, courses in the sciences and humanities are included.

The program has many outstanding clinical affiliates. Students gain valuable experience in all of these facilities, and learn all aspects of conventional treatment, along with innovative techniques.

Learn more about the field of Respiratory Therapy at the American Association of Respiratory Care and the Massachusetts Society of Respiratory Care websites.

Progression in Professional Courses
- Students who receive a failing grade in any professional course will be dismissed from the Respiratory Care program
- Students who wish to return must meet with an academic advisor and receive an academic plan for readmission to the Associate of Science in Respiratory Care program
- Once the academic plan is complete, students are eligible to reapply to the program
- Students who wish to reapply must follow the reapplication and readmission policy

Program Outcomes

Program Goals
- To prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs)
- To prepare graduates to obtain the RRT (Registered Respiratory Therapist) credential
- To prepare graduates to obtain gainful employment as a Licensed Respiratory Care Practitioner (RCP)

Student Learning Outcomes

Upon completion of the program, graduates will be able to:
- Demonstrate professional behaviors consistent with the respiratory care code of ethics, ethical obligations, and professional conduct
- Demonstrate critical thinking and problem-solving skills, time management skills, interpersonal communication skills, and technical skills necessary to provide competent patient-centered respiratory care in multidisciplinary care settings for patients of all ages
- Demonstrate the knowledge and application of physical principles of gas and fluid dynamics
- Demonstrate knowledge and application of anatomy and physiology of the cardiac and pulmonary systems and the mechanisms of homeostatic control for acid/base balance ventilation, gas transport, and circulation for patients of all ages
- Demonstrate implementation, monitoring, troubleshooting, evaluation, and strategies for discontinuing select therapeutic modalities employed in respiratory therapy such as gas, humidity, bland and medicated aerosol therapies, passive hyperinflation, chest physiotherapy, postural drainage, airway clearance and management techniques, non-invasive and invasive ventilation strategies for patients of all ages
- Demonstrate knowledge and application of concepts and techniques of patient assessment through inspection, palpation, percussion, and auscultation. The student will demonstrate proficiency in the patient interview and physical examination, arterial blood gas sampling and analysis, basic pulmonary and sleep diagnostics, electrocardiography, imaging, and laboratory diagnostic testing for patients of all ages
- Demonstrate competency in the initiation and maintenance of artificial airways
- Demonstrate knowledge and application of the indications, contraindications, hazards, and routes of administration and correct dosages for all classes of respiratory drugs for patients of all ages
- Demonstrate knowledge and application of the etiology, clinical manifestations, diagnostic and therapeutic of diseases and conditions of cardiopulmonary patients of all ages
- Demonstrate basic competencies in the sub-acute care setting
- Identify the roles and responsibilities of respiratory therapists in alternate care sites (i.e., pulmonary and sleep diagnostics, rehabilitation, and home care settings)
- Demonstrate the ability to inspect, clean, test, and maintain respiratory therapy equipment to ensure equipment is functioning safely and efficiently

Curriculum Outcomes

The curriculum outcomes reflect the professional role of the graduate of the Respiratory Care program. Graduates of the Respiratory Care program will be able to accomplish the following:
- Contribute to patient-centered care in accordance with the ethical and legal framework of the Respiratory Care profession
- Collaborate as a member of the healthcare team
- Engage in evidence-based practice that integrates the latest research and expertise in Respiratory Care

- Use information technology to effectively communicate, support decision-making, and uphold management principles
- Apply quality-improvement and utilization review principles to ensure safe practice according to professional standards

Program Measurable Outcomes

The program's measurable outcomes reflect CoARC's expected minimum thresholds for the Respiratory Care program

- At least 60% of total number of graduates achieving the TMC high cut score (3-year average)
- The program retention rate will be at least 70%
- Graduate Survey - overall satisfaction, a rating of 3 or higher on a 5-point Likert scale for overall satisfaction
- Employer Survey - overall satisfaction, a rating of 3 or higher on a 5-point Likert scale for overall satisfaction

Course Sequence and Prerequisites

Course Sequence

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 prerequisites may be required for some 2000-level courses. These prerequisites may be satisfied by transfer credit or a previous associate or bachelor degree. Division Chairpersons may waive prerequisites for courses within their control. Professors have discretion to waive prerequisites for their own courses.

Semester I

RSC 1010	Respiratory Care Procedures I	4
RSC 1020	Clinical Applications I	1
RSC 2010	Pulmonary Pathology	3

Semester II

RSC 1030	Respiratory Care Procedures II	4
RSC 1040	Clinical Applications II	3

Semester III

RSC 2030	Respiratory Care Procedures III	4
RSC 2020	Clinical Applications III	3
RSC 2040	Advanced Clinical Applications I	3

Semester IV

RSC 2050	Respiratory Care Procedures IV	4
RSC 2060	Advanced Clinical Applications II	3
RSC 2070	Advanced Clinical Applications III	3

Prerequisites

ANA 1010, and ANA 1120 prior to RSC 1010, RSC 1020, and RSC 1030. All arts and sciences courses prior to or concurrent with RSC 2030 (if taking final arts and sciences courses concurrently with RSC 2030, they must be taken at Labouré).

Program of Study

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

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

Arts and Sciences Courses

ANA 1010	Anatomy & Physiology I with Lab	4
ANA 1120	Anatomy & Physiology II with Lab	4
ETH 1010	Healthcare Ethics	3
HUM 1010	Introduction to Humanities	3
HUM 2000	Humanities Elective	3
INT 2100	Integrative Seminar I	4
MIC 2201	Microbiology for Healthcare Professionals	4
PSY 1010	Introductory Psychology	3
PSY 2010	Human Growth & Behavior	3
THE 2000	Theology Elective	3

Professional Courses

RSC 1010	Respiratory Care Procedures I	4
RSC 1020	Clinical Applications I	1
RSC 1030	Respiratory Care Procedures II	4
RSC 1040	Clinical Applications II	3
RSC 2010	Pulmonary Pathology	3
RSC 2020	Clinical Applications III	3
RSC 2030	Respiratory Care Procedures III	4
RSC 2040	Advanced Clinical Applications I	3
RSC 2050	Respiratory Care Procedures IV	4
RSC 2060	Advanced Clinical Applications II	3
RSC 2070	Advanced Clinical Applications III	3

Total: 69 credits

Students are awarded the degree after meeting the program requirements below:
- Completion of a minimum of 32 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 minimum grade of 75 (C) for all Associate of Science in Respiratory Care courses, except for Anatomy & Physiology I and II, which require a minimum grade of 77 (C+)
- A minimum grade of C in degree professional courses
- A minimum grade of D- in arts and sciences courses

- A failing grade (F) in an arts and sciences course will not count toward a program requirement and the course must be retaken, or a chairperson-approved substitute course taken
- Completion of all program requirements within six years of enrollment at the College

Bachelor of Science Degrees

Healthcare Administration

Overview

To further the professional development of healthcare professionals with associate degrees, Labouré College of Healthcare offers a Bachelor of Science in Healthcare Administration that can be completed in a fully online format. Our healthcare administration curriculum provides students with rigorous, well-rounded training in management, leadership, information technology, quality assurance, ethics and policy. Courses establish the legal, financial, managerial, and industry foundation needed to begin a leadership role in healthcare. It also includes linkages to the specializations in our associate degree programs. The goal of the program is to graduate healthcare leaders who are able to collaborate with others to design and deliver innovative approaches to healthcare that integrate wellness into the ongoing operations of hospitals, clinics, and private practices.

The bachelor's degree program will accept students who have earned a minimum of an associate degree in a health-related program.

Program Outcomes

Students may expect to achieve the following outcomes upon completion of the program:
- Appreciation for Human Dignity, which is at the core of Labouré' s academic mission in Nursing and Health Sciences
- Opportunities to stack credits from various certificate concentrations in the Health Sciences programs to pursue the management and leadership possibilities afforded to those with credentials in healthcare administration
- Understanding of issues in modern healthcare from an evidence-based, cross-disciplinary, and inter-professional perspective
- Understanding of their strengths, weaknesses, and preferred styles as leaders
- In-depth awareness of best practices in the Health Sciences
- Awareness of the importance and power of strategic partnerships within their healthcare facilities and the broader community
- Competence in the use of effective communication skills with patients, colleagues, and the public
- Positive values in the form of norms for ethical and moral behavior, the compassionate and caring practice of medicine, and a sense of obligation to improve the comfort, health, and wellness of the public
- Cultural competency in the science and practice of medicine
- The skills of inquiry necessary to sustain a lifetime of learning

Program of Study Associate Degree Holders

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

All bachelor students must complete a minimum of 30 credits at the College. A minimum of 120 credits is needed to graduate with the Bachelor of Science in Healthcare Administration.

The following sequence of courses is reflective of the course of study for students who already hold an approved associate degree. Students without an associate degree will take additional courses to reach the 120 credits needed to graduate with the Bachelor of Science in Healthcare Administration. Please contact the Admissions Office for details.

Professional Courses

HSP 3010	Legal Considerations in Healthcare	3
HSP 3020	Economics and Finance in Healthcare	3
HSP 3030	Communications Informatics and Interprofessional Practice in Healthcare	3
HSP 4000	Healthcare Administration Electives	18
HSP 4020	Planning and Assessment in Health Professions	3
HSP 4040	Professional Development and Supervision in Healthcare	3
HSP 4050	Strategic Leadership and Management in Healthcare	3

Arts and Sciences Courses

MAT 3410	Essentials of Statistics	3
ETH 3000	Ethics Elective	3
ELEC 3000 - 4000	Humanities, Social Science, and Natural Science Electives	15
SES 4355	Senior Capstone	4

Total Credits: 120

Students are awarded the degree after meeting the requirements listed below:
- Completion of a minimum of 30 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 minimum grade of C in degree professional courses
- A minimum grade of D- in other degree requirements
    - A failing grade (F) in an arts and sciences course will not count toward a program requirement and the course must be retaken, or a chairperson-approved substitute course taken
- Completion of all program requirements within six years of enrollment at the College

Specialty Tracks within the Bachelor's in Healthcare Administration

The Bachelor of Science in Healthcare Administration offers students the opportunity to earn concentrations in specialty tracks. Concentrations and specialty tracks are a great way to use electives to explore an area of healthcare administration that interests you.

Labouré College of Healthcare offers three specialty tracks:
- Generalist
- Long-Term Care
- Practice Management

Long-Term Care

In the Long-Term Care Track, students will learn a variety of skills which help meet both the medical and non-medical needs of people with a chronic illness or disability who cannot care for themselves for long periods. The long-term care track focuses on individualized and coordinated services that promote independence, maximize patients' quality of life, and meet patients' needs over a period of time.

HSP 3050	The Senior Living Industry	3
HSP 3055	Management of Senior Living Facilities and Services	3
HSP 3060	Long-Term Care Management and Administration	3
HSP 3065	Long-Term Care Laws, Regulations, and Policies	3
HSP 4010	Transitions and Issues in Long-Term and Post-Acute Care	3
HSP 4015	Aging, Bereavement, Trauma, and Other Losses	3

Total: 18 credits

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

Students are required to take courses in the sequence in which they are offered. Students are awarded the specialty track designation after meeting the criteria below:
- Successful completion of the program as prescribed by the College
- A cumulative grade point average of 2.0 or higher
- A minimum grade of C (2.0) in all long-term care professional courses

Generalist

The Healthcare Administration Specialty Track Generalist pathway is not a stand-alone certificate. The program of study for this track is taken as HSP 4000 Healthcare Administration Electives toward completion of the Bachelor of Science in Healthcare Administration.

As globalization becomes the standard for all industries, healthcare administrators must be able to effectively manage the challenges in coping with the changes presenting within populations and access to and the quality of health care that cross geographic boundaries. This track brings an interdisciplinary approach towards improving the access to conditions related to global health inequities and the social determinants of health care.

SCI 4030	Epidemiology and Biostatistics	3
HSP 4025	Complementary Alternative Medicine	3
SCI 4100	Contemporary Issues in Nutrition	3
SCI 4095	Global Health	3
SSC 3095	Health Disparities in the United States	3
SSC 3320	Community and Behavioral Health	3

Total: 18 credits

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

Students are required to take courses in the sequence in which they are offered. Students are awarded the specialty track designation after meeting the criteria below:
- Successful completion of the program as prescribed by the College
- A cumulative grade point average of 2.0 or higher
- A minimum grade of C (2.0) in all generalist professional courses

Practice Management

The Healthcare Administration Specialty Track in Practice Management is not a stand-alone certificate. The program of study for this track is taken as HSP 4000 Healthcare Administration Electives toward completion of the Bachelor of Science in Healthcare Administration.

Students learn the skills of managing the day-to-day operations within a medical facility. Practice managers possess strong interpersonal skills to effectively communicate with physicians, health insurance representatives, and other healthcare professionals. Pathway outcomes include strengthening analytical, decision-making, and problem-solving skills to find creative solutions to solve various administrative problems that arise in healthcare.

Upon successful completion of the required Healthcare Administration and Practice Management Specialty Track professional courses, students will be eligible for post-graduate credentialing through examination opportunities.
- AAPC - Certified Physician Practice Manager (CPPM) through the American Academy of Professional Coders
- MGMA - Certified Medical Practice Executive (CMPE) through the Medical Group Management Association
- PAHCOM - Certified Medical Manager (CMM) through the Professional Association of Health Care Office Management

HSP 3110	Medical Practice Management and Patient Flow	3
HSP 3120	Patient Safety and Compliance in Healthcare	3
HSP 3130	Management of Healthcare Organizations	3
HSP 4060	Quality Analysis and Risk Management in Healthcare	3
HSP 4085	Human Resource Management for Healthcare Organizations	3
HSP 4090	Health Care Revenue Cycle Management	3

Total: 18 credits

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

Students are required to take courses in the sequence in which they are offered. Students are awarded the specialty track designation after meeting the criteria below:
- Successful completion of the program as prescribed by the College
- A cumulative grade point average of 2.0 or higher
- A minimum grade of C (2.0) in all practice management professional courses

Nursing (RN to BSN)

Overview

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 baccalaureate degree program in Nursing at Labouré College of Healthcare is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791. Website: http://www.ccneaccreditation.org

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 arts and sciences to make safe **patient-centered** clinical decisions.
- Use **systems-based practices** while exhibiting **leadership** skills in multiple health care settings.
- Implement patient-centered care using **evidence-based practices.**
- Effectively use **communication, informatics and technology** when **collaborating** with the health care team members to improve patient outcomes.
- Apply **quality improvement and safety** measures to improve patient outcomes.
- Integrate concepts of health, population health, and disease prevention across the lifespan.
- Engage in **professionalism** and **leadership** that influence health care policy, financial and regulatory environments.

Course Sequence and Prerequisites

RN licensure is a prerequisite for any professional nursing course. NUR 3110 is the first nursing course. While not a prerequisite for other 3000-level nursing courses, students are encouraged to begin their program with NUR 3110.

MAT 3410 is taken prior to NUR 3660. All 4000-level nursing courses must be taken prior to NUR 4336.

While all 3000-level courses are generally taken prior to 4000-level courses, students may take 3000-level and 4000-level courses concurrently, or may request permission from the Assistant Chairperson or Dean to take 4000-level courses prior to 3000-level courses if remaining 3000-level courses are not offered in a particular semester. NUR 3660 must be taken prior to NUR 4336.

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

Program of Study

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

Arts and Sciences Courses

ETH 3000	Ethics Elective	3
MAT 3410	Essentials of Statistics	3
NUR 3000 - 4000	Humanities, Social Science, and Natural Science Electives	12
SES 4355	Senior Capstone	4

Professional Courses

NUR 3110	Professional Nursing Perspectives	3
NUR 3226	Pathopharmacology	3
NUR 3330	Health Assessment	3
NUR 3445	Communications and Informatics in Healthcare	3
NUR 3660	Evidence-Based Nursing Practice	3
NUR 4226	Leadership and Management in Healthcare	3
NUR 4235	Population Focused Healthcare	3
NUR 4000	NUR Professional Course Elective	3
NUR 4336	Application of Evidence-Based Practice	3

Total: 49 credits

A minimum of 120 credits is needed to graduate with the Bachelor of Science in Nursing.

All RN-BSN students have to complete a minimum of 30 credits at the college.

Students are awarded the degree after meeting the requirements listed below:
- Completion of a minimum of 30 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 minimum grade of C in degree professional courses
- A minimum grade of D- in other degree requirements
    - A failing grade (F) in an arts and sciences course will not count toward a program requirement and the course must be retaken, or a dean or chairperson-approved substitute course taken
- Completion of all program requirements within six years of enrollment at the College

Certificates

EKG Certificate

Overview

EKG Technicians are healthcare professionals who administer noninvasive tests to assess the cardiovascular system of patients. The duties associated with EKG technicians include performing diagnostic tests on patients, blood pressure monitoring, patient preparation, appointment scheduling, and maintaining patient medical records.

This 7-credit certificate program prepares students for job placement in hospitals, physician offices, and more. Students study the anatomy and physiology of the heart, circulatory system, and conduction system in detail. The EKG, heart, circulation, and conduction must be covered with appropriate terminology and abbreviations with appropriate knowledge of equipment, proper lead placement, reading of EKG waves, arrhythmias and blocks, calculations, codes, and markings.

Students learn by a combination of academic and practical application with a required completion of 10 EKG tracings in a laboratory setting.

Students that complete the certificate program are eligible to sit for a national EKG certification exam.

Program of Study

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

EKG Courses

| HSC 1010 | Introduction to Health Science | 3 |
| EKG 1020 | Electrocardiography Basics | 4 |

HSC 1010 must be completed prior to EKG 1020.

Total Credits: 7

Students are awarded the certificate after meeting the criteria below:
- Successful completion of the certificate program as prescribed by the College
- A cumulative grade point average of 2.0 or higher
- A minimum grade of C (2.0) in each course within the EKG program
- Completion of all EKG program requirements within one year of enrollment at the College

Gerontology Certificate

Overview

The certificate in gerontology is a nine-credit course sequence that provides students with foundational concepts in aging and adult development and identify the many career opportunities in the field of gerontology. This contemporary curriculum begins by exploring healthy aging from bio-psycho-social perspectives and highlights the social determinant of health that affect an individual aging pathway. Students gain individual insight on their own aging and a vision of professional competencies needed to work with older adults. Exploring health disparities is critical to understanding risk factors that impact aging. Health equity goals will be introduced early in the program and explored in depth in the second course of the sequence. The final course addresses the continuum of care that older adults navigate, from community dwelling to end of life care decisions. Special emphasis will be placed in the final course on funding sources available to older adults, as they encounter the continuum of care and the health care professional's roles and responsibilities.

Program of Study

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

Gerontology Courses

GER 1010	Introduction to Aging and Gerontology	3
GER 1020	Health Disparities and Aging	3
GER 1030	Models of Healthcare	3

GER 1010 must be completed prior to GER 1020. GER 1020 must be completed prior to GER 1030.

Total Credits: 9

Students are awarded the certificate after meeting the criteria below:
- Successful completion of the certificate program as prescribed by the College
- A cumulative grade point average of 2.0 or higher
- A minimum grade of C (2.0) in each course within the Gerontology program
- Completion of all Gerontology program requirements within one year of enrollment at the College

Intraoperative Neuromonitoring (IONM) Certificate

Overview

The purpose of the IONM Certificate program is to provide high quality education for entry-level Neuromonitorists. This is a mostly online program, with 1 mandatory weekend boot camp scheduled across Friday, Saturday and Sunday, 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 must attend a minimum of two clinical days per week starting eight weeks into the program.

Students are strongly encouraged to attend clinical more than the two minimum clinical days per week to achieve all competencies and to log more cases toward board requirements. More clinical time may be required to meet competencies.

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

This CAAHEP-accredited program allows the completer to follow ABRET Pathway I towards certification (CNIM). The IONM student is able to document approximately 30% of the 100 cases required to sit for the CNIM.

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 one on-campus boot camp. The boot camp requires attendance for three all-day hybrid labs scheduled over one weekend (Friday, Saturday, Sunday) during 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. This CAAHEP-accredited program allows the completer to follow the American Board of Registration for END Technologists (ABRET) Pathway I towards Certification in Neurointraoperative Monitoring (CNIM). Pathway I requirements may be found at www.abret.org.

Program 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.

Program of Study

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

Semester I: Session I

IOM 1010	Introduction to Neurodiagnostic Technology (NDT) / Intraoperative Neuromonitoring (IONM)	2
IOM 1020	Introduction to Intraoperative Neuromonitoring (IONM)	2
IOM 1030	Introduction to Clinical Education	2
IOM 1032	Introduction to Clinical Education - Boot Camp	1

Semester I: Session II

IOM 1120	IONM Anatomy & Physiology	2
IOM 1130	Intraoperative Neuromonitoring II	2
IOM 1140	Clinical Education I	3

Semester II: Session I

IOM 2010	Intraoperative Neuromonitoring III / Modalities	2
IOM 2021	IONM Anatomy & Physiology II	2
IOM 2030	Clinical Practicum II	2

Semester II: Session II

IOM 2120	IONM IV / Advanced EEG and Related Procedures	2
IOM 2130	CNIM Prep	1
IOM 2140	Clinical Practicum III	2

Total: 25 credits

*Exemptions of IOM 1010 and IOM 1032 may be made for students working in the field of IONM. They must provide proof of employment by submitting a resume with administrative confirmation.

**Two 7-week clinical add-on courses are available to successful completers. These courses are designed for the entry level IONM technologist, pre-employment, to gain more clinical experience and to log more cases in preparation to take the CNIM boards.

Students are required to take courses in the sequence in which they are offered. Students are awarded the certificate after meeting the criteria below:
- Successful completion of the certificate program as prescribed by the College
- A cumulative grade point average of 2.0 or higher
- A minimum grade of C (2.0) in all IONM professional courses
- Completion of all IONM program requirements within two years of enrollment at the College

Neurodiagnostic Technology (NDT) Certificate

Overview

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 must complete a minimum of 672 hours of clinical experience.

Students are strongly encouraged to attend clinical more than the two minimum clinical days per week to achieve all competencies and to log more cases toward board requirements. More clinical time may be required to meet competencies.

Students in this program must be technologically competent in the use of computers, self-motivated, independent, and possess a strong desire to work in this field. The program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and, as such, graduates are eligible to apply for examination by ABRET Neurodiagnostic Credentialing and Accreditation to earn the designation of R. EEG T.

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

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.

Program Outcomes

Completers of the Neurodiagnostic Technology online 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.

Program of Study

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

Semester I

EOL 1010	Neurodiagnostic Technology I	3
EOL 1340	Aspects of Neuroanatomy & Neurophysiology	3
EOL 1020	Clinical Education	3

Semester II

EOL 1120	Neurodiagnostic Technology II	3
EOL 2010	Neurological Diseases and Disorders	3
EOL 1130	Clinical Practicum I	3

Semester III

EOL 213R	Record Review	4
EOL 213C	Clinical Practicum	3
EOL 2130	Related NDT Procedures	3
EOL 2401	EEG Review	1

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. Students are awarded the certificate after meeting the criteria below:
- Successful completion of the certificate program as prescribed by the College
- A cumulative grade point average of 2.0 or higher
- A minimum grade of C (2.0) in all NDT professional courses
- Completion of all NDT program requirements within two years of enrollment at the College

Program of Study: Part Time Pathway

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

Semester I

EOL 1010	Neurodiagnostic Technology I	3
EOL 1021	Clinical Education I	1.5

Semester II

EOL 1340	Aspects of Neuroanatomy & Neurophysiology	3
EOL 1022	Clinical Education II	1.5

Semester III

EOL 1120	Neurodiagnostic Technology II	3
EOL 1131	Clinical Education III	1.5

Semester IV

EOL 2010	Neurological Diseases and Disorders	3
EOL 1132	Clinical Education IV	1.5

Semester V

EOL 2130	Related NDT Procedures	3
EOL 214C	Clinical Education V	1.5

Semester VI

EOL 213R	Record Review	4
EOL 215C	Clinical Education VI	1.5
EOL 2401	EEG Review	1

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. Students are awarded the certificate after meeting the criteria below:
- Successful completion of the certificate program as prescribed by the College
- A cumulative grade point average of 2.0 or higher
- A minimum grade of C (2.0) in all NDT professional courses
- Completion of all NDT program requirements within two years of enrollment at the College

Phlebotomy Certificate

Overview

Phlebotomists are professional clinical team members within the healthcare system whose primary responsibility is to procure blood and other specimens for diagnostic testing.

This seven-credit certificate program prepares students for job placement in hospitals, physician offices, and more. Students are introduced to the clinical laboratory and phlebotomy with the exploration of how these areas contribute to the health care system including; history of phlebotomy, hospital organization, legal and ethical concerns in healthcare, regulatory agencies and quality assurance, safety, infection control and phlebotomy basics. Students learn by a combination of academic and practical applications and culminate their experience with a clinical practicum at a clinical affiliate.

Upon successful completion of the certificate course of study, students are eligible to sit for the American Society of Clinical Pathology Phlebotomy Technician Certification Examination.

Program of Study

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

Phlebotomy Courses

PHL 1010	Clinical Laboratory Basics	3
PHL 1025	Principles and Methods of Phlebotomy	4

PHL 1010 must be completed prior to PHL 1025.

Total Credits: 7

Students are awarded the certificate after meeting the criteria below:
- Successful completion of the certificate program as prescribed by the College
- A cumulative grade point average of 2.0 or higher
- A minimum grade of C (2.0) in each course within the Phlebotomy program
- Completion of all Phlebotomy program requirements within one year of enrollment at the College

Course Descriptions

Arts and Sciences

ELEC 3000 – 4000 – Humanities, Social Science, and Natural Science Electives (15)

These 15 credits must be in the areas of Humanities, Social Science or Natural Science courses. Students can complete these electives through transfer credit, taking them at Labouré College of Healthcare, or a combination of both.

For students taking these courses at Labouré College of Healthcare, they may select some of the following:
- HUM 3000: Humanities electives including HUM 3010 or THE 3010
- SSC 3000: Social Science electives including SSC 3310, SSC 3020, SSC 4010, SSC 3320, or SSC 3095
- SCI 4000: Natural Science electives including SCI 4010, SCI 4020, SCI 4095, SCI 4030, or SCI 4100

ANA - Arts and Sciences

ANA 1010 - Anatomy & Physiology I with Lab (4)

This course examines gross and microscopic anatomy, function, and inter-relationships of the body systems. Laboratory sessions emphasize basic physiologic principles, 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 with Lab (4)

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.

BIO - Arts and Sciences

BIO 1010 - Human Biology (4)

This is a fully online Human Biology course with a laboratory component. The objective of this course is to learn the fundamental concepts of human biology, including the normal anatomy of the human body systems, through the lens of current issues. Students will explore principles in chemistry and cell biology, structure and function, and genetics. In order to be successful in this course, students must think critically when constructing homework assignments and answering quiz questions, problem solve when writing about case studies and communicate effectively when discussing topics with peers.

CHE - Arts and Sciences

CHE 1050 - General Chemistry I (3)

This course introduces chemistry on a qualitative level. The major topics covered include measurement, energy, chemical terminology, classification of matter, atomic models, the Periodic Table, sources and types of chemical bonds, chemical reactions, acids and bases, phases of matter and the properties of common gases.

ENG - Arts and Sciences

ENG 2050 - World Literature (3)

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.

ENG 2060 - American Literature (3)

American Literature introduces selected literature by American writers. Students consider this literature as a part of a multi-modal conversation with America's diverse and evolving cultures. Through regular reading and writing, students grow in confidence, coming to read with understanding, analyze with skill, and apply situations and lessons from literature to their own worlds. Learners also engage and reinforce critical thinking skills. By the end of the course, students should be able to identify conflict in short stories and drama; compare and contract works of literature; and produce sound written commentaries on assigned literature using evidence-based textual methodologies.

ETH - Arts and Sciences

ETH 1010 - Healthcare Ethics (3)

This course provides a critical academic exploration of healthcare ethics and seeks to foster a community of learners engaged in the pursuit of ethical knowledge. This pursuit embraces diversity and cross-cultural competency as it tries to envision a just society committed to the common good. As such this course seeks to answer the question, "What is the good life and human flourishing in relation to healthcare ethics?" The course proceeds in two parts: 1) introducing students to the normative ethical theories of consequentialism, deontology, virtue, human rights, theories of justice, and Catholic social ethics; and 2) applying these theories to the ethical domain of the health care professional. Special attention will be paid to the question of how advances of biotechnology and medicine benefit the most vulnerable members of society. Furthermore, this course aims to develop the critical thinking skills of students and help form them into ethical leaders within the healthcare professions.

ETH 3000 - Ethics Elective (3)

The Ethics Elective is satisfied by transfer credit or taken at Labouré College of Healthcare.

Students who do not receive transfer credit for this course and must satisfy the Ethics Elective with a Labouré course may do so by choosing the following course:

- ETH 3210

ETH 3210 - Ethical Domains & Dilemmas (3)

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.

HUM - Arts and Sciences

HUM 1010 - Introduction to Humanities (3)

HUM 1010 is an introductory writing course that teaches students to compose college-level essays in response to readings in the Arts and Humanities, with an emphasis on conventions of standard English. This course explores knowledge of language, using language and vocabulary to express ideas in writing. By completing frequent writing assignments, students learn to craft written products that are clear, critically thoughtful, organized, coherent, and persuasive.

HUM 2000 - Humanities Elective (3)

The Humanities Elective is satisfied by transfer credit or taken at Labouré College of Healthcare.

Students who do not receive transfer credit for this course and must satisfy the Humanities Elective with a Labouré course may do so by choosing one of the following courses:
- ENG 2050 World Literature
- ENG 2060 American Literature

HUM 3000 - Humanities Elective (3)

The Humanities elective is satisfied by transfer credit, or taken at Labouré College of Healthcare.

Students who do not receive transfer credit for this course and must satisfy the Humanities Elective with a Labouré course may do so by choosing one or more of the following courses:
- HUM 3010 Critical Analysis
- THE 3010 Religion, Medicine, and Ethics

HUM 3010 - Critical Analysis (3)

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.

Prerequisite: Sequencing: As the concepts and skills covered in this course are applicable to all disciplines, this course should be taken at the beginning of a student's course of study. .

INT - Arts and Sciences

INT 2100 - Integrative Seminar I (4)

Integrative Seminar I is a multidisciplinary course that brings together insights from various modes of analysis (historical, social, economic, ethical, theological and aesthetical) to examine a specific topic. This integrated approach acknowledges that human beings and human knowledge are holistic; that is, that the intellectual, physical, emotional, psychological, social, and spiritual dimensions of humanity are all intimately connected. Therefore, any effort to analyze complex human behavior requires an integrative approach. Sample topics include History of the Civil Rights Movement and Physical, Psychological, and Spiritual Dimensions of Health and Wellness.

Prerequisite: HUM 1010 or equivalent course transfer or permission of Division Chair.

MAT - Arts and Sciences

MAT 1000 - Math Elective (3)

The Math Elective is satisfied by transfer credit or taken at Labouré College of Healthcare.

Students who do not receive transfer credit for this course and must satisfy the Math Elective requirement at Labouré may do so by taking MAT 1020.

MAT 1020 - Mathematics for Health Sciences (3)

This course covers the quantitative skills necessary for success in the health professions. Students in this course will become proficient in solving algebraic equations and word problems, graphing two variables, and converting measurements using dimensional analysis.

MAT 3410 - Essentials of Statistics (3)

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.

MIC - Arts and Sciences

MIC 2201 - Microbiology for Healthcare Professionals (4)

Microbiology for Healthcare Professionals is oriented to the clinical needs of the healthcare professional. It provides students with an introduction to the microbe with an emphasis on the nature and behavior of microorganisms, the interrelationships between microbes and the human host in disease and health, and the principles of prevention and control of the infectious disease. Specific types of microbial infections of the respiratory, digestive, genitourinary, integumentary, nervous, cardiovascular, lymphatic, and sensory systems as well as the blood and wounds will be covered. Pathogenic review will include viruses, bacteria, prions, fungi, protozoa, and helminths as well as vectors. Also, special topics of antibiotic resistance, immunizations, wound infections, and bioterrorism will be included in content coverage.

PSY - Arts and Sciences

PSY 1010 - Introductory Psychology (3)

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.

PSY 2010 - Human Growth & Behavior (3)

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.

SCI - Arts and Sciences

SCI 1000 - Natural Science Elective (2 courses; 8 credits) (8)

The Natural Science Requirement can be satisfied by transfer credit or taken at Labouré College of Healthcare. These 8 credits represent 2 courses and may be courses such as Biology, Anatomy & Physiology I and/or II, or other natural science courses from an area of specialization.

Students who do not receive transfer credit for this requirement must satisfy the Natural Science Requirement with Labouré courses and may do so by completing two of the following courses:
- ANA 1010 Anatomy and Physiology I with Lab
- ANA 1120 Anatomy and Physiology II with Lab
- BIO 1010 Human Biology
- MIC 2201 Microbiology for Healthcare Professionals
- SCI 2055 Introduction to Global Health
- SCI 2065 Introduction to Epidemiology
- SCI 2070 Applied Nutrition for Health

SCI 2055 - Introduction to Global Health (3)

This course examines global health and reviews the health status of populations across the world. Topics that are covered include communicable and non-communicable disease burden, health security, health inequalities, and how climate change and nutrition status affect health outcomes. Students will critically examine the current literature on global health and will be challenged to use evidence-based research to develop practical ideas to improve global health outcomes.

SCI 2065 - Introduction to Epidemiology (3)

The purpose of this course is to introduce the history and development of epidemiology in relation to public health and disease. Communicable, epidemic, and endemic as well as social diseases will be discussed.

SCI 2070 - Applied Nutrition for Health (4)

This course will introduce the fundamentals of human nutrition including a broad overview of carbohydrates, lipids, proteins, vitamins, and minerals. Analysis and application of fundamental concepts of the science of nutrition will be applied through laboratory experience collecting and interpreting dietary intake, anthropometric measures, and clinical values.

SCI 4000 - Natural Science Elective (3)

The Natural Science Elective is satisfied by transfer credit or taken at Labouré College of Healthcare.

Students who do not receive transfer credit for this course and must satisfy the Natural Science Elective with a Labouré course may do so by choosing one or more of the following courses:
- SCI 4010
- SCI 4020
- SCI 4030
- SCI 4095
- SCI 4100

4010 4010 - Scientific Revolutions (3)

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.

SCI 4020 - Biology of Cancer (3)

This course explores the etiology, diagnosis, and treatment of cancer and its effects on individuals and society. In particular, it provides students with a basic understanding of the nature of cancer and the genetic, molecular and cellular mechanisms that lead to cancer. It also includes a survey of the fundamental principles behind cancer diagnosis, prevention, and therapeutic intervention, including risk factors for the major forms of cancers and how they vary according to gender, ethnicity, culture, and socioeconomic status. While based primarily on content from the life sciences, SCI 4020 incorporates insights from the fields of Sociology, Psychology, History and Economics.

SCI 4030 - Epidemiology and Biostatistics (3)

The ability to understand the conceptual and practical aspects of biostatistics and epidemiology in health care is critical to understanding research and analyzing population data about disease. This survey course will improve the ability of the student to understand and apply these concepts.

SCI 4040 - Medical Revolutions (3)

This course highlights several of the paradigm shifting that have taken place in history in the field of medicine. Explored will be the dominant beliefs that existed at the time of discovery, the nature of the discovery, sometimes accidental, the receptiveness of the medical community, and ultimately, the change that ensued after the discovery. Students will critically evaluate historical patterns to uncover the nature of scientific discovery in the field of medicine.

SCI 4095 - Global Health (3)

This course examines global health from an interdisciplinary perspective, critically examining the role that political, social, economic, and environmental factors contribute to global health outcomes. Topics such as health security, health inequalities, climate change, and nutrition, as well as communicable and non-communicable disease burden, will be examined. The course will review the literature on underlying factors that contribute to the disparities seen in health status among different populations and will be challenged to use evidence-based research to develop practical ideas to improve global health outcomes.

SCI 4100 - Contemporary Issues in Nutrition (3)

The course will examine a variety of general concepts and contemporary discussions in the area of nutrition as it applies to personal health through analysis, discussion, and evaluation of physiological, economic, environmental, and cultural factors as they apply to nutrition choices for individuals, groups, and families. Many of the concepts learned in this course can be applied to the patient counseling and advisement health care providers are asked to perform.

SES - Arts and Sciences

SES 4355 - Senior Capstone (4)

The Senior Capstone demands reflection, insight, and synthesis. This is a transdisciplinary course taught by both an Arts and Sciences professor and a Health Profession 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 of Healthcare. 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.

Prerequisite: All 4000-level arts and sciences courses. When taken in the BSN program, all 3000-level nursing courses, and all 4000-level courses except for NUR 4336 which can be taken concurrently. .

SSC - Arts and Sciences

SSC 2020 - Communication and Interpersonal Skills for Healthcare Professionals (3)

This course introduces students to the foundations of human communication; some topics covered include listening well, speaking productively, the importance and use of body language, managing conflict, and effectively communicating across cultures. Course material is taught with practice in mind, integrating lecture, discussion, and activities to help students develop the skills necessary to assist patients and their families with understanding health-related concerns and ultimately supporting them in making informed healthcare decisions.

SSC 3000 - Social Science Elective (3)

The Social Science Elective is satisfied by transfer credit or taken at Labouré College of Healthcare.

Students who do not receive transfer credit for this course and must satisfy the Social Science Elective with a Labouré course may do so by choosing one or more of the following courses:
- SSC 3020 Psychological, Social, and Physiological Effects of Trauma
- SSC 3310 Intercultural Communications
- SSC 3320 Community and Behavioral Health
- SSC 3095 Health Disparities in the United States
- SSC 4010 Agents of Social Change

SSC 3020 - Psychological, Social, and Physiological Effects of Trauma (3)

Trauma is a ubiquitous experience that can take many forms – acute, persistent, physical, psychological, collective, and/or individual to name a few. While the experience of trauma may be universal, each person's response to trauma is unique. The manner in which one responds to trauma also has profound implications for physical and mental health. It is, therefore, critical that healthcare providers have a thorough understanding of the effects of trauma and trauma-informed care. This course provides with a thorough grounding in the psychological, social and physiological effects of trauma and how to care for individuals with trauma-related illnesses. The effects of trauma and trauma-informed care will be examined from the perspective of the patient as well as the healthcare professional. Students will learn healthy professional and personal responses to their own trauma and how this impacts their patients. This focus will increase awareness, provide understanding and assist students in developing a personal skill set supportive to all aspects of trauma response.

SSC 3095 - Health Disparities in the United States (3)

This course examines the disparities in health status and health care in the United States. The course will review sociological, epidemiological, demographic, and racial and ethnic factors that contribute to the disparities seen in health status among different populations. Students will critically examine the current research on health disparities and will be challenged to use theoretical frameworks used in this course to develop practical ideas to reduce health disparities in their community.

SSC 3310 - Intercultural Communications (3)

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.

SSC 3320 - Community and Behavioral Health (3)

Community and behavioral health build on a biopsychosocial model of health and wellbeing. With a focus on the sociological psychological factors associated with physical, mental, and social health, this course develops the knowledge and skills needed to work with communities to improve the health status of diverse communities. Major topics will include health promotion and disease prevention.

SSC 4010 - Agents of Social Change (3)

This course is a topical seminar that allows students to integrate and apply what they have learned in discipline specific and multidisciplinary courses in the liberal arts and sciences. Agents of Social Change will take an intersectional approach to social change and social movements. Together, we will utilize critical, cultural, social, and historical perspectives on specific social change movements throughout history.

THE - Arts and Sciences

THE 2000 - Theology Elective (3)

The Theology Elective is satisfied by transfer credit or taken at Labouré College of Healthcare.

Students who do not receive transfer credit for this course and must satisfy the Theology Elective with a Labouré course may do so by choosing one of the following courses:
- THE 2050 Religions of the World
- THE 2070 Christianity
- THE 2090 Dying in the Human Life Cycle

THE 2050 - Religions of the World (3)

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)

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)

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.

THE 3010 - Religion, Medicine, and Ethics (3)

This course offers an interdisciplinary analysis of the intersections of Religion, Medicine, and Ethics. In particular, it will offer an alternative to the Western trend to bifurcate spiritual care from physical care. As Max Weber pointed out a century ago, modern society treats the human being as a substance to be manipulated and controlled. The current technocratic paradigm views healthcare as merely the application of the latest scientific knowledge and technique without concern for the spiritual nature of the human being. In juxtaposition to this current trend, this course will explore how illness, health and healing are religious experiences requiring analysis through a theological-ethical paradigm. We will demonstrate the need for a complementary understanding of the roles of medicine and religion in order to incorporate holistic care into more clinical settings. Specifically, this course will highlight the importance of integrating a holistic approach to health and wellbeing that addresses the physical, spiritual, social and emotional dimensions of the patient. Lastly, this course will examine how health and wellbeing were constitutive elements of the Christian faith and the need to recover religious practices aimed at restoring holistic wellbeing.

Developmental Courses

Courses labeled DSN will no longer be offered after Fall 2023.

DSN 0025 - NUR 1025 Remediation Workshop (1)

NUR 1025 Remediation Workshop is a course designed for students who did not successfully complete NUR 1025. The goal of this workshop is for students to review the concepts taught in NUR 10255 and develop study strategies and habits to be successful. The class will be interactive and highlight important concepts taught in NUR 1025. This is a one-credit pass-fail course. *This course will no longer be offered after Fall 2023.*

DSN 0100 - Academic Skills for NUR 1015 (1)

This is a one-credit pass-fail course designed for students who have not attained clinical eligibility (i.e., earned an F in the clinical portion of the course) or not achieved a passing grade in NUR 1015. The course focuses on test-taking, critical thinking, and applied math skills. Students develop and apply these skills in answering nursing examination questions and in developing a plan of action for resuming nursing studies. It is offered after a nursing student fails NUR 1015.

This course will no longer be offered after Fall 2023.

DSN 1010 - Developmental Skills for Nursing (2)

Continuing students who do not successfully pass NUR 1015 will be required to take DSN 1010 to review areas of concern and to improve success when retaking NUR 1015. This course will be taken prior to repeating NUR 1015. 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. This course is offered either fully online or in a hybrid format.

This course will no longer be offered after Fall 2023.

DSN 1015 - Developmental Skills for Nurses (1)

Students who take the TEAS exam as placement may be required to enter the DSN program. This pass/fail course serves to provide students with further preparation in several areas critical to success in college and as a nursing student. In this course, students will review general student success topics such as time and stress management, study skills, reading skills and comprehension, and creating concept maps. Students will also be introduced to test-taking strategies and other exercises to further strengthen critical thinking skills. Students develop and apply the skills and strategies from this course through assignments utilizing time and stress management skills, reflection papers, completion of critical thinking exercises, and the development of a plan of action for success in one's first professional nursing course.

This course will no longer be offered after Fall 2023.

DSN 1040 - Directed Studies in Nursing - Medication Calculations (1)

This hybrid course is designed to provide the nursing student with the skills necessary to comprehend and complete necessary medication math calculations within the nursing curriculum.

*Hours: 1*5 hours over 7 weeks

Classroom: Two 3.5-hour classes face to face (either remote or in-person; COVID dependent); 8 hours ONLINE asynchronous content

Prerequisite: Prerequisite course is any NUR level course, with referral for remediation.

This course will no longer be offered after Fall 2023.

NCL 0102 - Transition to Concept-Based Learning Curriculum (2)

This course is designed to introduce concepts within the three domains of Health, Illness, Nursing, and Healthcare as the LPN transitions to the ADN role, or as nursing student transitions from another nursing program. Emphasis is placed on the concepts within each domain with application through selected exemplars. Focus is on fundamentals, clients in childbearing/child rearing, and pediatric concepts and will introduce Nurse of the Future Nursing Core Competencies.

NCL 1000 - Nursing Learning Strategies (2)

This course is a 2-credit hybrid course designed to assist students in developing learning strategies and test taking strategies necessary to attain success in the nursing program. Learning strategies will be presented in context for easy transferability and application of nursing knowledge to "NCLEX-style" test questions for practice. The course content is based on the most current NCLEX-RN Test Plan and the nursing program's concepts.

Healthcare Administration Courses

HSP 3010 - Legal Considerations in Healthcare (3)

This course explores legal theories, trends, practices, and issues in healthcare. The course will emphasize communication, documentation. and conflict resolution as well as how the law affects healthcare assessment and practice.

HSP 3020 - Economics and Finance in Healthcare (3)

This course explores economic and financial theories, trends, and issues as they affect contemporary professional healthcare practice. The course is designed to provide the student with the knowledge and skills to understand how economic and financial systems apply to health assessment. It will provide an overview of the health system in the United States as well as a comparison to other systems such as Canada, United Kingdom and Europe. It will cover basic and applied principles of finance to the healthcare industry including insurance reimbursement, government programs, private pay, employer, employee, and individual burden. Students will also learn how to develop and manage a budget including forecasting and reporting.

HSP 3030 - Communications Informatics and Interprofessional Practice in Healthcare (3)

Interdisciplinary communication within the present-day healthcare arena encompasses many forms. The professional healthcare provider and administrator 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 healthcare workers will be explored. The importance of collaboration on an interdisciplinary team providing care will be explored including how the perspectives and methods of specific healthcare professionals, that is, inter-professional practice, assure effective and holistic caregiving.

HSP 3040 - Evidence-Based Practice (3)

This course provides an understanding of the research process and its application to practice. Explored in the course are components of both quantitative and qualitative research techniques and ethical conduct required of researchers.

HSP 3050 - The Senior Living Industry (3)

The Introduction to Senior Living course is designed to provide the student with an understanding of the continuum of senior care services available in this sector of the healthcare industry from Homecare and innovative Residential Care to types of Assisted Living Facilities and associated Specialty Units to traditional Skilled Nursing Facilities and Hospice. The student will become familiar with issues related to the integration and coordination of continuum services, the regulatory and legal environment, Public Health issues and in particular their impact on the social-emotional well-being of seniors in facilities and their families.

HSP 3055 - Management of Senior Living Facilities and Services (3)

Management of Senior Facilities and Services course is designed to provide the student with an understanding of what it takes to run an Assisted Living Facility. The student will learn about Independent and Assisted Living Facility Business and Operational Processes, Credentialing and Liability, Marketing, Dietary Services, Nutritional Services, Wellness Care Coordination, Therapeutic Arts, Specialty Units, Building Maintenance, and Housekeeping and Administration. The course will weave in a discussion on Dementia and how it affects the patient and the family members as they navigate toward safe placement in an Assisted Living Specialty Unit.

HSP 3060 - Long-Term Care Management and Administration (3)

Students will focus on the management and administration of services which meet the medical and non-medical needs of people with a chronic illness or disability who cannot care for themselves for long periods.

HSP 3065 - Long-Term Care Laws, Regulations, and Policies (3)

This course highlights the major legislative and policy changes over the past few decades that regulate long-term care services and facilities. It focuses on the standards that are set by agencies including monitoring the quality of care and establishing rules for licensing staff. It is important for long-term care providers and administrators to understand what standards are monitored and how a particular facility or agency measures up to the requirements.

HSP 3110 - Medical Practice Management and Patient Flow (3)

This course explores the practice management processes of a physician practice including types of health care providers, patient visit process, leadership, effective communications, office triage, and scheduling. Topics covered will include the application of operations management, queuing theory, the HITECH Act, meaningful use, and simulation to analyze and manage patient flow in health care organizations.

HSP 3120 - Patient Safety and Compliance in Healthcare (3)

Leadership plays a key role in adopting practices to promote patient safety and leaders should have the skills necessary to be effective in the implementation of these practices. This course will focus on patient safety through a study of safety-oriented leadership, organizational culture, human factors, decision making science, communication, and a systems approach to health care delivery. Current best practice models and the latest professional literature emphasizing patient safety will be featured.

HSP 3130 - Management of Healthcare Organizations (3)

This course explores management principles and practice within healthcare organizations. Topics include basic principles related to motivating employees, performance management, and communication. Practical application will include critiquing current managerial practices in a variety of healthcare organizations.

HSP 4000 - Healthcare Administration Electives (18)

The Professional Course Electives can be satisfied by transfer credit, or taken at Labouré College of Healthcare. These credits are any professional courses in healthcare administration not listed in the professional core curriculum, and may include:
- HSP 3050 The Senior Living Industry
- HSP 3055 Management of Senior Living Facilities and Services
- HSP 3060 Long-Term Care Management and Administration
- HSP 3065 Long-Term Care Laws, Regulations, and Policies
- HSP 3110 Medical Practice Management and Patient Flow
- HSP 3120 Patient Safety and Compliance in Healthcare
- HSP 3130 Management of Healthcare Organizations
- HSP 4010 Transitions and Issues in Long-Term and Post-Acute Care
- HSP 4015 Aging, Bereavement, Trauma, and Other Losses
- HSP 4020 Planning and Assessment in Health Professions
- HSP 4040 Professional Development and Supervision in Healthcare
- HSP 4050 Strategic Leadership and Management in Healthcare

- HSP 4060 Quality Analysis and Risk Management in Healthcare
- HSP 4090 Health Care Revenue Cycle Management

HSP 4010 - Transitions and Issues in Long-Term and Post-Acute Care (3)

Recurring quality issues in long-term and post-acute care nursing homes and residential care facilities are often highlighted in the press and government research studies. This course will focus on the key issues related to long-term services and supports and how to ensure the use of quality measures.

HSP 4015 - Aging, Bereavement, Trauma, and Other Losses (3)

Long-term care staff need to understand the aging, bereavement, trauma, and grief processes in order to recognize when guided interventions are needed. This course will help students develop strategies specific to supporting long-term care residents and introduce students to the critical skills necessary to work with grieving individuals, groups, caregivers and families.

HSP 4020 - Planning and Assessment in Health Professions (3)

The course is designed to provide the 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.

HSP 4025 - Complementary Alternative Medicine (3)

This course examines and analyzes alternative and integrative medicines and their impact on the healthcare industry. The approach to the subject is to present selected alternative and integrative medicine fields in an informative, non-judgmental format. Example topics include acupuncture, chiropractic, herbal medicine, homeopathy, massage, and naturopathic medicine.

HSP 4040 - Professional Development and Supervision in Healthcare (3)

Professional Development and Supervision in Healthcare is a bridge course for students. Core concepts of professional practice are explored and analyzed within the framework of selected theories, trends, and issues of contemporary professional healthcare practice. The course explores the challenges of entrepreneurial leadership, developing one's own talent and the talent of others and building teams. Effective leaders must know themselves to develop talent within their team and to lead others through example and influence. Attention is given to leading up, down, and across teams and the organization. Topics include behavior of effective (and ineffective) leaders; management for the first-time manager; recruitment, training, development, retention and release; setting goals and objectives; developing reporting tools, reports, processes and structures; and communicating progress, results, issues and concerns.

HSP 4050 - Strategic Leadership and Management in Healthcare (3)

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.

HSP 4060 - Quality Analysis and Risk Management in Healthcare (3)

The goal of risk management is to improve the quality of patient care. This course focuses on how to optimize patient outcomes and emphasizes the prevention of patient care problems including quality initiatives that will ensure long-term and post-acute care improvements.

HSP 4085 - Human Resource Management for Healthcare Organizations (3)

This course examines how to manage human resources effectively in the dynamic legal, social, and economic environment currently constraining health care organizations. Taught from the perspective of strategic management and in the context of the legal environment for healthcare organizations, topics will address managerial theory and application, including management styles, personnel records and management, hiring and termination process, compensation and benefits laws, labor laws, employee performance evaluation, and provider credentialing.

HSP 4090 - Health Care Revenue Cycle Management (3)

The Healthcare Revenue Cycle includes the set of all administrative and clinical functions that contribute to the capture, management, and collection of patient service revenue. This course will examine financial management processes of a physician practice including revenue and expenses cycles. Topics covered will include revenue cycle management and analysis of reports, accounts receivable, collections, denials management, and bad debt management.

Health Science Courses

EKG 1020 - Electrocardiography Basics (4)

This course explores the principles of electrocardiography (EKG) and the advanced topics necessary to become certified and employed as an EKG technician in the medical setting. Anatomy and function of the circulatory system are reviewed and includes basic function and structure with the conduction system and associated terminology and abbreviations. Topics also covered include equipment and supplies needed for electrocardiography, the electrocardiography procedure, reading and interpretation of an EKG, stress testing, Holter monitor procedure, cardiac abnormalities, circulatory abnormalities.

Laboratory component required with minimum of 10 performed EKGs.

GER 1010 - Introduction to Aging and Gerontology (3)

A foundational course that provides an introduction to aging and the aging process. The course introduces the interdisciplinary field of gerontology from bio-psycho-social-spiritual, ecological perspectives. The demographics of an aging population and its implications societal and policy impacts will be explored. Students will build upon the knowledge, skills and attitudes needed, both personally and professionally, to prepare for contemporary and emerging careers in the field.

GER 1020 - Health Disparities and Aging (3)

A contemporary focus on social determinants of health (SDOH), including poverty, race, class and gender, will be explored from an interdisciplinary perspective, along with its specific effects on older adults and the aging trajectory. Within a historical context, students will explore minority, disadvantaged and vulnerable older adult populations' health disparities and health equity strategies. Students will analyze potential health equity strategies for use in health science professions, and apply this knowledge to a specific health disparity in a specified population.

GER 1030 - Models of Healthcare (3)

Older Adult Care across the Continuum: This course focuses on the continuum of healthcare delivery in the United States for older adults from aging in place to hospice care services. Financing for healthcare and health professional workforce needs will be explored. Knowledge of future trends in gerontology and healthcare for older adults informs the student when considering employment and continuing education opportunities in this field. This course will serve as the capstone for the gerontology certificate program.

HSC 1010 - Introduction to Health Science (3)

This course introduces the student to proficiencies needed by healthcare professionals. Topics included are necessities in all healthcare professions and include historic and current healthcare systems, professional qualities of a healthcare professional, diversity in healthcare, infection control, safety, medical terminology, anatomy basics, nutrition, vital signs, first aid, and health career exploration.

HSC 1020 - Medical Terminology (3)

Through the study of medical language, students will build an effective vocabulary designed for those working in a multidisciplinary health care environment. Students will gain an understanding of basic word elements, protocols for formulating and interpreting medical terms and abbreviations, and the proper spelling and pronunciation of medical words. Students learn to utilize medical terminology as it applies to the various systems of the human body, pathologies, common diagnostic tests, clinical procedures, and medical reports.

HSC 2000 - Health Science Electives

Health Science elective and specialty credits can be satisfied by transfer credit, or through taking courses at Labouré College of Healthcare.

Students with current healthcare certifications may earn equivalency credits from their prior certification program, receive transfer credit for prior college coursework in the health sciences, or choose from a selection of electives and tracks at Labouré. Students who need to take these credits at Labouré College of Healthcare will choose from a selection of elective options outlined below and/or career specialty track options outlined in HSC 2001.

- BIO 1010 Human Biology
- HSC 2045 Introduction to Healthcare Payment Systems
- HSC 2050 Contemporary Issues in Healthcare
- HSC 2075 Introduction to Complementary Alternative Medicine
- HSC 2080 Bioterrorism Preparedness in Healthcare
- MIC 2201 Microbiology for Healthcare Professionals
- SCI 2055 Introduction to Global Health
- SCI 2065 Introduction to Epidemiology
- SCI 2070 applied Nutrition for Health

- NUR 1015 - transfer availability only (4 credits)

Additional coursework (subject to approval of the Program Director or Dean) may include:
- NUR 1015 (4), NUR 1025 transfer availability only
- ANA 1120 Anatomy & Physiology II (4) if student takes BIO 1010 Human Biology as their natural science requirement
- Neurodiagnostic Technology (NDT) professional courses
- Intraoperative Neuromonitoring (IONM) professional courses
- Specialty track courses taken outside of specialty track requirements

HSC 2001 - Health Science Specialty Track (7 - 9)

Health Science specialty track credits can be satisfied by transfer credit, or through taking courses at Labouré College of Healthcare.

Students with current healthcare certifications may earn equivalency credits from their prior certification program, or choose from a selection of tracks at Labouré. Students who need to take these credits at Labouré College of Healthcare will choose from a selection of elective options and/or career specialty track options outlined here.

Specialty Track Options:

EKG Technician Track - 7 credits

EKG stands for electrocardiogram. EKGs are recordings of electrical signals sent out by the heart. EKG technicians are healthcare professionals who administer non-invasive tests to assess the cardiovascular system of patients. The duties associated with EKG technicians include performing diagnostic tests on patients, blood pressure monitoring, patient preparation, appointment scheduling, and maintaining patient medical records.

This track prepares students for job placement in hospitals, physician offices, and more. Students study the anatomy and physiology of the heart, circulatory system, and conduction system in detail. The EKG, heart, circulation, and conduction must be covered with appropriate terminology and abbreviations with appropriate knowledge of equipment, proper lead placement, reading of EKG waves, arrhythmias and blocks, calculations, codes, and markings. Students learn by a combination of academic and practical application with a required completion of 10 EKG tracings in a laboratory setting.

Upon successful completion of the EKG technician course of study, students are eligible to sit for a national EKG certification exam.

Courses included in the EKG track are: HSC 1010 and EKG 1020

Generalist Track - 9 credits

This track examines the study of diseases in relation to public health and disease, critical challenges and opportunities in the care of diverse populations of patients, families, and communities, and the health status of populations across the world. The generalist pathway bridges science and healthcare towards entering the workforce prepared to contribute to many aspects of the healthcare systems. *Please note: this is not a stand-alone certificate. You must complete the required courses within the associate of health science curriculum in addition to the following specialty track courses to complete the generalist pathway.*

Courses included in the Generalist track are: SCI 2055, HSC 2050, and SCI 2065

Gerontology Track - 9 credits

This track provides students with foundational concepts in aging and adult development and identify the many career opportunities in the field of gerontology. This contemporary curriculum begins by exploring healthy aging from bio-psycho-social perspectives and highlights the social determinant of health that affect an individual aging pathway. Students gain individual insight on their own aging and a vision of professional competencies needed to work with older adults. Exploring health disparities is critical to understanding risk factors that impact aging and a health equity goals will be introduced early in the program and explored in depth in the second course of the sequence. This track will also address the continuum of care that older adults navigate, from community dwelling to end of life care decisions. Special emphasis will be placed at the end of the track on funding sources available to older adults, as they encounter the continuum of care and the health care professional's roles and responsibilities.

Courses included in the Gerontology track are: GER 1010, GER 1020, and GER 1030

Medical Administrative Assistant Track - 9 credits

This track provides students with requisite knowledge and skills to perform in an area of administration. Medical administrative assistants play an important role in the patient's experience and are critical to medical offices and health care facilities. In addition to the required Health Science professional courses, this track rounds out the domains of eligibility to take the exam to become a Certified Medical Administrative Assistant.

Please note: this is not a stand-alone certificate. You must complete the required courses within the associate of health science curriculum in addition to the following courses to be eligible to take the certification examination.

Additional courses required in the Medical Administrative Assistant track are: HSC 2040, HSC 2045, and HSC 2060

Phlebotomy Track - 7 credits

Phlebotomists are professional clinical team members within the healthcare system whose primary responsibility is to procure blood and other specimens for diagnostic testing.

This track prepares students for job placement in hospitals, physician offices, and more. Students are introduced to the clinical laboratory and phlebotomy with the exploration of how these areas contribute to the healthcare system, including: history of phlebotomy, hospital organization, legal and ethical concerns in healthcare, regulatory agencies and quality assurance, safety, infection control, and phlebotomy basics. Students learn by a combination of academic and practical applications and culminate their experience with a clinical practicum at a clinical affiliate.

Upon successful completion of the phlebotomy course of study, students are eligible to sit for the American Society of Clinical Pathology Phlebotomy Technician Certification Exam.

Courses included in the Phlebotomy track are: PHL 1010 and PHL 1025

HSC 2010 - Fundamentals of Healthcare Delivery (3)

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. We will be looking at the basic concepts of health, healthcare, and evidence-based practice as well as the personal qualities and dispositions of effective healthcare professionals and the range of healthcare services from conventional to alternative.

HSC 2020 - Survey of Public Health Practices (3)

This primer in public health practice will provide students with an overview of the history, concepts, methods, and contemporary issues in the field of public health. We will explore the evolution of public health as a discipline and a profession, using an approach of why, where, how, and what as it relates to public health practice. Using government documents and contemporary literature, students will gain an appreciation of the knowledge, skills, and attitudes required for public health practitioners and agencies to engage communities in health promotion and disease prevention. We will examine the relationship between individual behavior and public health, and discuss why the work of public health professionals is often ignored until there is a health-related crisis.

HSC 2030 - Holistic Health and Wellness (3)

The Holistic Health and Wellness course is designed to promote positive health attitudes and to provide current information in the areas of individual, family, and community health. The course provides students with an introduction to evidence-based health and wellness resources. These resources will be used to understand practices, including disease prevention, nutrition, exercise, mindfulness, and stress management, that lead to positive health outcomes. The relationship between lifestyle and health will be explored, along with strategies to make positive changes. Additionally, the influence of gender, culture, and race on health will be investigated on the personal and global level.

HSC 2040 - Introduction to Medical Practice Management (3)

This course examines the practice management processes of physician practice. An an introduction to a career working administratively in healthcare, weekly class modules involve relevant concepts of verbal and written communication, the patient visit process, leadership, office triage, and scheduling. Course delivery methods utilize open educational resources (assigned readings), critical thinking exercises, discussion boards, case studies, and evidence-based practice.

HSC 2045 - Introduction to Healthcare Payment Systems (3)

This course is designed as an introduction to health care plans that are underwritten by the federal government as well as selected private HMOs. Topics will include Medicare, Medicaid, Public Health, Indian Health Service, Veteran's Administration, Military Health Systems, and Managed Care. An understanding of the social, political, and professional forces that shape the health care delivery system will be discussed.

HSC 2050 - Contemporary Issues in Healthcare (3)

This course examines critical challenges and opportunities in the care of diverse populations of patients, families, and communities in contemporary society. As an introduction to a career working in healthcare, weekly class modules involve relevant concepts of verbal and written communication, culture, ethics, evidence-based practice, informatics/technology, interprofessional collaboration, and social determinants of health. Course delivery methods utilize open educational resources (assigned readings), literature reviews, discussion boards, case studies, and scholarly article appraisals.

HSC 2060 - Patient Safety and Compliance (3)

This course will provide the framework for developing a patient safety program. Specific topics will include: the link between patient safety and legal and regulatory compliance and managing patient safety compliance through accountability-based credentialing for health care professionals. The student will be expected to complete a case study on the implementation of a patient safety initiative in a health care setting of their choice.

HSC 2075 - Introduction to Complementary Alternative Medicine (3)

This course explores the variety of options of alternative and integrative medicines as they complement the existing medical system. This course will look at the theories, clinical research, politics, and controversies surrounding the use of various alternative healing modalities. It will provide the student with information to evaluate the use of complementary therapies for healing and health maintenance.

HSC 2080 - Bioterrorism Preparedness in Healthcare (3)

This course uses a systems perspective to provide health professionals with the basic knowledge and an understanding of the prevention and response to the intentional release of harmful biologic agents. Responses protocols for addressing the characteristics of an attack, treatment, and response through risk assessments will be explored. The student will be expected to present a final project through the development of a disaster protocol plan for a medical health care facility.

PHL 1010 - Clinical Laboratory Basics (3)

This course introduces the basic clinical laboratory principles and skills as practiced in healthcare laboratories and how these areas contribute to health care in various settings. Emphasizing legal and ethical concerns in healthcare, regulatory agencies and quality assurance, medical terminology, anatomy of the cardiovascular system with the formation of blood and lymphatic system. Safety, infection control, and the fundamental skills required to procure and prepare blood specimens for testing will also be explored.

PHL 1025 - Principles and Methods of Phlebotomy (4)

This course explores the principles of phlebotomy and the advanced topics necessary to become certified and employed as a phlebotomist in the medical setting. Topics covered include anatomy and physiology of the circulatory system, equipment and supplies needed for venipuncture, the venipuncture procedure, pre-analytical errors, specimen processing, and capillary blood sample collection. This course also includes EKG testing, non-blood specimens, point of care testing (POC), and arterial puncture. Students Complete 45 hours lecture/lab during the first 4 weeks of the semester and 120 hours of phlebotomy experience [clinical practicum] at a clinical affiliate agency during the last 3 weeks of the semester. Clinical settings can include physician offices, reference laboratories, STAT laboratories, hospitals, or other medical facilities.

IONM Intraoperative Neuromonitoring Courses

All IOM courses except Clinical Education and Practicum are delivered online, utilizing Brightspace, 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)

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. HIPAA regulations, emergency preparedness, and medical terminology are explained. Theory to complement the course "Introduction to Clinical/Lab" is incorporated, including communication, medical history taking, basic brain and spinal cord anatomy related to the 10-20 systems, and musculoskeletal anatomy. Somatosensory, motor, and auditory pathways will be taught.

Students with IONM field experience may be exempt.

IOM 1020 - Introduction to Intraoperative Neuromonitoring (IONM) (2)

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. Basic and important concepts regarding neurophysiological signals (pathways, generators, waveforms) will be reviewed. IONM instrumentation, system components, digital concepts, electrical safety and basic electronics are introduced that will be applied in the lab and clinical to enhance to skill building.

IOM 1030 - Introduction to Clinical Education (2)

This web-based course stresses patient preparation, safety, and basic recording techniques. Concepts presented promote critical thinking and assists students in the application of theory and fundamental IONM skills. The course is accompanied by a lab experience 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 1032 - Introduction to Clinical Education - Boot Camp (1)

Students attend four all-day Boot Camps in the college's on-campus IONM simulation laboratory. Students will actively participate in competency stations designed to simulate skills such as patient preparation, safety, and basic recording. The simulation experience emphasizes critical thinking and the application of theory and fundamental skills. The Boot Camp experience is taken in conjunction with the web-based course, IOM 1030 and is designed to assist the learner in the attainment of theoretical knowledge and apply it to clinical skills.

IOM 1120 - IONM Anatomy & Physiology (2)

Exploration of the anatomy and physiology of the nervous and muscular systems with a focus on Intraoperative Neurophysiological Monitoring techniques and procedures. Using immersive 3D anatomy software, the student will explore and visualize components of the nervous, skeletal, muscular, and vascular systems of the human body. Using this knowledge of human anatomy, the course will also discuss the physiology of how to properly monitor these structures during surgical procedures that may put them at risk.

IOM 1130 - Intraoperative Neuromonitoring II (2)

This course builds upon fundamental concepts acquired in IONM 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)

The simulation lab portion of this course builds upon patient preparation, safety, and recording techniques from the Intro IONM Lab course. Clinical experience begins two days 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)

This course builds upon foundational concepts acquired in IONM II. A focus on the National Professional Competencies, Professional 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 2021 - IONM Anatomy & Physiology II (2)

This course covers basic neuroanatomy as a foundation for understanding the neurophysiological monitoring techniques applied in various complex neurosurgical procedures such as brain, brainstem, and spinal cord tumor resections, neurovascular procedures, and microvascular decompressions.

IOM 2030 - Clinical Practicum II (2)

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 Brightspace web-based courseware designed to assist the learner and to document skills and competencies.

IOM 2120 - IONM IV / Advanced EEG and Related Procedures (2)

This course builds upon fundamental concepts acquired in IONM 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)

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.

IOM 2140 - Clinical Practicum III (2)

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 Brightspace web-based courseware designed to assist the learner and to document skills and competencies.

IOM 2200 - Clinical Add-On I ** (0)

This 7-week clinical add-on course is available to successful completers. This course is designed for the entry level IONM technologist, pre-employment, to gain more clinical experience and to log more cases in preparation to take the CNIM boards.

IOM 2201 - Clinical Add-On II ** (0)

This 7-week clinical add-on course is available to successful completers. This course is designed for the entry level IONM technologist, pre-employment, to gain more clinical experience and to log more cases in preparation to take the CNIM boards.

NDT Neurodiagnostic Technology Courses

All EOL courses except for Clinical Education and Clinical Practicum are delivered online, utilizing Brightspace, 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 Neurodiagnostic Technology Certificate program.

EOL 1010 - Neurodiagnostic Technology I (3)

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 evidenced-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)

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 1021 - Clinical Education I (1.5)

Course description will be updated for Spring 2024. This course is not being offered for Fall 2023.

EOL 1022 - Clinical Education II (1.5)

Course description will be updated for Spring 2024. This course is not being offered for Fall 2023.

EOL 1120 - Neurodiagnostic Technology II (3)

This course builds upon fundamental concepts acquired in NDT I. A focus on the National Professional Competencies, Professional 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)

Clinical experience takes place in one of several health care facilities. Emphasis is on preparation of patients, and accurately recording an EEG under supervision. Clinical experience will promote and assist students in critical thinking and in the application of newly attained theory.

EOL 1131 - Clinical Education III (1.5)

Course description will be updated for Spring 2024. This course is not being offered for Fall 2023.

EOL 1132 - Clinical Education IV (1.5)

Course description will be updated for Spring 2024. This course is not being offered for Fall 2023.

EOL 1340 - Aspects of Neuroanatomy & Neurophysiology (3)

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.

EOL 2010 - Neurological Diseases and Disorders (3)

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.

EOL 2130 - Related NDT Procedures (3)

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 213C - Clinical Practicum (3)

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. Clinical experience will 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, may be included.

EOL 213R - Record Review (4)

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. 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. Contemporary issues and trends impacting the profession are discussed. Emphasis is on utilizing the highest professional standards and evidence-based practice to bring together all aspects of patient care/ treatment and to correlate the clinical state of the patient with electrographic findings. A research paper is a required assignment.

EOL 214C - Clinical Education V (1.5)

Course description will be updated for Spring 2024. This course is not being offered for Fall 2023.

EOL 213R - Record Review (4)

Course description will be updated for Spring 2024. This course is not being offered for Fall 2023.

EOL 215C - Clinical Education VI (1.5)

Course description will be updated for Spring 2024. This course is not being offered for Fall 2023.

EOL 2401 - EEG Review (1)

This review course prepares the student to take the ABRET Registry Examination in Neurodiagnostic Technology to earn the distinction of EEGT. Practice exams and concepts review will be the core of this course.

Nursing Courses

NUR 1015 - Fundamental Health Concepts (9)

This course is designed to provide the foundation of contemporary nursing practice for the entering student. The Nurse of the Future Nursing Core Competencies (NOFNCC) serve as a framework and guiding principle for the design of competencies-based education and practice. Concepts basic to nursing practice and exemplars within the professional nursing role are introduced. The concepts are organized according to the domains of Health and Illness, Nursing, and Healthcare. Selected exemplars are used to support an understanding of the concepts. The following concepts are introduced: patient-centered care, professionalism, teamwork and collaboration, communication, informatics and technology, evidence-based practice, safety, quality improvement, leadership, system-based practice, and clinical judgment. Some concepts will define nursing care across the life span. Nutrition and principles of basic pharmacology are integrated. Opportunities are provided for students to learn, practice, and achieve basic-level competencies using concept-based skills in lab, simulation, and clinical setting. Includes 12 hours of clinical/skills laboratory and 5 hours of theory each week.

NUR 1035 - Health and Illness Concepts of the Adult (11)

NUR 1035 builds upon the Nurse of the Future Nursing Core Competencies (NOFNCC) and concepts related to the domains of Health and Illness, Nursing and Healthcare previously introduced throughout your Practical Nursing program. Selected concepts with exemplars focus on the care of the adult. Health and Illness concepts are expanded to further develop clinical judgment when caring for the adult. Nutrition and principles of pharmacology are integrated. Concepts related to the role transition and scope of practice from LPN to the RN will be addressed. Opportunities are provided for students to learn, practice, and achieve competencies using concept-based skills in lab, simulation, and the clinical setting. The equivalent of 1.0 credit (15 hours) Pharmacological connections are included as an online component of this course. Includes 12 hours of clinical/skills laboratory, 6 hours classroom theory, and 1 hour online theory each week.

Prerequisite: ANA 1010, ANA 1120, MIC 2201, and successful completion of Fundamental HESI and Maternity/Pediatric HESI.

NUR 2000 - Family Centered Nursing (8)

This is an Exemption by Exam course which is only offered to LPN students in order to determine if the student's accumulated knowledge is sufficient to be exempted from specific courses in the ASN Program. A passing score of 850 on the exam is needed for a NUR2000 course exemption. Nursing 2000 course content introduces the learner to the nursing care of the childbearing woman, family, and the neonate through adolescence, and includes nutrition and pharmacology as components within this course. Credits for this course are only offered to LPN after successful completion of the Pediatric / Maternity HESI examination**.**

NUR 2005 - Health and Illness Concepts of the Adult and Childbearing Family (9.5)

NUR 2005 continues to build upon the Nurse of the Future Nursing Core Competencies (NOFNCC) and concepts with more complex exemplars related to the domains of Health and Illness, Nursing and Healthcare previously introduced. Selected concepts with exemplars focus on the care of the adult and childbearing family. Health and Illness concepts are expanded to further apply clinical judgment when caring for the adult and childbearing family. Concepts will illustrate nursing care across the life span. Nutrition and principles of pharmacology are integrated. Opportunities are provided for students to learn, practice, and achieve competencies using concept-based skills in lab, simulation, and the clinical setting. The equivalent of 0.5 credit (7.5 hours) Pharmacological connections are included as an online component of this course. Includes 12 hours of clinical/skills laboratory, 5 hours classroom theory, and .5 hours online theory each week.

NUR 2020 - Nursing III (10)

Concepts based on the 3 domains of health & illness, nursing and healthcare, and Massachusetts Nurse of the Future Nursing Core Competencies (NOFNCC) continue as the theoretical and conceptual framework. This course will build upon previously acquired nursing knowledge, skills, and abilities, in order to integrate concepts of leadership and manager of care for multiple clients with complex health care needs. Psychiatric/mental health topics will focus on more complex psychiatric disorders and further development of therapeutic relationships with the client and family. Components of pharmacology and nutrition continue to be integrated in this course. Clinical learning experiences will take place in select acute care settings where students will perform the task of Team Leader to demonstrate the leadership and manager of care principles. This experience will include prioritizing care, delegation, and conflict resolution. In this course the learner will be encouraged to utilize more independent critical thinking and decision making skills in order to formulate nursing judgments in preparation for professional clinical practice. Contemporary issues and trends impacting the nursing profession will also be addressed. Includes 15 hours of clinical/skills laboratory and 5 hours of theory each week. *All arts and sciences courses have to be completed prior to or concurrent with NUR 2020*

Prerequisite: All arts and sciences courses must be completed prior to or concurrent with NUR 2020. .

NUR 2025 - Advanced Health and Illness Concepts (9)

NUR 2025 focuses on the analysis and synthesis of complex concepts and exemplars associated with the domains of Health and Illness, Nursing and Healthcare acquired in previous nursing courses. A more in-depth understanding of nursing and healthcare concepts and exemplars focus on professionalism, teamwork and collaboration, communication, informatics and technology, evidence-based practice, safety, quality improvement, leadership, system-based practice, and clinical judgment. Nutrition and more advanced principles of pharmacology are integrated. Opportunities are provided in simulation and the clinical setting, for students to achieve competency of more complex concept based skills. Includes 12 hours of clinical/skills laboratory, and 5 hours classroom theory.

Prerequisite: NUR 2000 (LPN to RN students) or NUR 2005. All arts and sciences courses must be completed prior to or concurrent with NUR 2025. If taking arts and sciences concurrently with NUR 2025, these courses must be taken at Labouré.

NUR 3000 - 4000 - Humanities, Social Science, and Natural Science Electives (12)

Elective requirements for the RN-to-BSN program are 12 credits of Humanities, Social Science or Natural Science courses. These could be any four 3-credit courses in the Humanities, Social Science, or Natural Science fields. Students can complete these electives through transfer credit, taking them at Labouré College of Healthcare, or a combination of both.

For students taking these courses at Labouré, they may select some of the following:
- HUM 3000 Humanities electives including HUM 3010: Critical Analysis or THE 3010: Religion, Medicine, and Ethics
- SSC 3000 Social Science electives including SSC 3310: Intercultural Communications, SSC 3020: Psychological, Social, and Physiological Effects of Trauma, SSC 3095: Health Disparities in the United States, SSC 3320: Community and Behavioral Health, or SSC 4010: Agents of Social Change
- SCI 4000 Natural Science electives including SCI 4010: Scientific Revolutions, SCI 4020: Biology of Cancer, SCI 4030: Epidemiology and Biostatistics, SCI 4095: Global Health, or SCI 4100: Contemporary Issues in Nutrition

NUR 3110 - Professional Nursing Perspectives (3)

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.

NUR 3226 - Pathopharmacology (3)

This course more fully explores the pathophysiology of selected human diseases across the lifespan based on global, national, and local health data. Clinical reasoning and judgment will be promoted through examination of correlation of disease, symptomology, and pharmacology therapy and cost-effective quality care. Concepts of pharmacology and evidence-based drug therapy are integrated.

NUR 3330 - Health Assessment (3)

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 health care needs of diverse and vulnerable populations.

NUR 3445 - Communications and Informatics in Healthcare (3)

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.

NUR 3660 - Evidence-Based Nursing Practice (3)

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.

NUR 4000 - NUR Professional Course Elective (3)

This professional course elective can be satisfied by taking one of the following two courses at Labouré College of Healthcare:
   • NUR 4337 Opioid Disuse Syndrome and the Epidemic
   • NUR 4338 Topics in Nursing

NUR 4226 - Leadership and Management in Healthcare (3)

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.

NUR 4235 - Population Focused Healthcare (3)

This course explores the concepts of community health, epidemiology, and data determinates of health when providing interdisciplinary population focused care. The tenets of creating a culture of health will be explored, including the Robert Wood Foundation principles of creating a Culture of Health connecting health and social, economic, physical, and environmental factors. This course will provide a foundation of further graduate education in population health.

NUR 4336 - Application of Evidence-Based Practice (3)

This course and mentorship experience offers the student the opportunity to identify a substantive research problem related to improving patient outcomes in healthcare, 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 current healthcare research problem. 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. Mentorship project: Students need to complete a total of 45 mentorship hours.

Prerequisite: All 3000-4000 level nursing courses.

NUR 4337 - Opioid Disuse Syndrome and the Epidemic (3)

This course will explore healthcare organizational structures and medical and non-medical and alternative treatments and health prevention strategies for opioid misuse within the United States with a focus on quality and safety of healthcare provision across the lifespan. This course will provide an overview of the opioid crisis within a changing healthcare environment. Barriers affecting systems issues, clinicians, patients/families and health insurance coverage. Emphasis will be placed on current ethical and legal issues that affect nurses, physicians, pharmacists, social workers, physical therapists, addiction counselors, and recovery coaches in varied practice settings. The science of addiction treatment, exposure, use/misuse of opioid management and the integration of nursing principles are explored within the context of clinical microsystems.

NUR 4338 - Topics in Nursing (3)

This course will explore topics not always discussed in Associate degree nursing courses. Topics may include exploring phenomena in nursing as death doula - hospice nurses and their patient's end of life vision, the historical perspective of nurses as witches, unusual nursing careers (flight nurse, Disney nurse, transgender youth nurse, yacht nurse), image of nursing in relation to folklore and oppressed group behavior, healing modalities (such as pet, art, music therapy), and exploring current healthcare topics.

Radiation Therapy Courses

RTT 1100 - Introduction to Radiation Therapy and Medical Terminology (2.5)

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.

Prerequisite: ANA 1010 prior to or concurrent with course.

RTT 114C - RA-Clinical Education I (2.5)

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.

Prerequisite: ANA 1010 prior to or concurrent with course.

RTT 1110 - Treatment Techniques (1.5)

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.

Prerequisite: ANA 1010 prior to or concurrent with course.

RTT 1170 - Mathematics and Basic Physics Review in Radiation Therapy (1)

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 dual nature of the photon.

Prerequisite: ANA 1010 prior to or concurrent with course.

RTT 1200 - Introduction to Patient Care (2.5)

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.

Prerequisite: ANA 1120 prior to or concurrent with course.

RTT 124C - RA-Clinical Education II (2.5)

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.

Prerequisite: ANA 1120 prior to or concurrent with course.

RTT 1270 - Principles of Mathematics and Physics (3)

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.

Prerequisite: ANA 1120 prior to or concurrent with course.

RTT 100P - RA-Clinical Practicum I (5.5)

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.

RTT 200P - RA-Clin Practicum II (2.5)

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.

RTT 2100 - Introductory Pathology and Radiobiology (3)

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.

RTT 214C - RA-Clinical Education III (2.5)

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.

RTT 2170 - Radiation Physics I (3)

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.

RTT 2200 - Radiation Oncology (3)

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.

RTT 224C - RA-Clinical Education IV (3.5)

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.

RTT 2270 - Radiation Physics II (3)

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 inhomogeneities 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.

RTT 2290 - Seminar Radiation Therapy (1.5)

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.

Respiratory Care Courses

RSC 1010 - Respiratory Care Procedures I (4)

This course will explore the usage and purpose of supportive treatments for patients with pulmonary diseases and disorders using the American Association of Respiratory Care (AARC) clinical practice guidelines and protocols. The fundamentals of respiratory care covered will include but are not limited to: history, the profession of respiratory care, patient assessment, qualify, patient safety, and communication, ethical and legal implications, principles of infection control and prevention, storage and delivery of medical gases, medical gas therapy, regulation of breathing, patient bedside assessment, ventilation, gas exchange, solution body fluids, electrolytes, acid/base balance, interpreting clinical lab data, monitoring gas exchange, airway pharmacology, aerosol drug therapy, humidity therapy, and e-medicine.

RSC 1020 - Clinical Applications I (1)

This course provides introductory knowledge of the clinical setting and delivery of respiratory care with an emphasis on the scope of therapeutic modalities delivered to the patients. Included are patient assessment, medication devices, oxygen therapy, aerosol therapy, humidification therapy, cardiopulmonary resuscitation, and related life-saving maneuvers.

Prerequisite: RSC 1010 prior to or concurrent with course.

RSC 1030 - Respiratory Care Procedures II (4)

This course is the continuation of essential procedures which respiratory therapists perform in the clinical setting including but not limited to: airway management including the use of various artificial airways, pulmonary function testing, bedside pulmonary mechanics, arterial blood gas interpretation, bronchial hygiene, lung inflation techniques, chest physiotherapy, and NIPPV.

RSC 1040 - Clinical Applications II (3)

Continuation of Clinical Applications I, increasing knowledge of the clinical setting and delivery of respiratory care, with an increase in the emphasis on the scope of therapy delivered. Included here are oxygen therapy, medication delivery, bronchial hygiene, airway management, artificial airways, CXRs, electrocardiograms, bronchial hygiene, lung inflation techniques, chest physiotherapy, and NIPPV.

RSC 2010 - Pulmonary Pathology (3)

This course is a comprehensive study of the etiology, diagnosis, pathogens, pathophysiology, treatment, and prognosis of various types of pulmonary pathologies. Prerequisite: admission to the Respiratory Care program.

Prerequisite: RSC 1010 prior to or concurrent with course.

RSC 2020 - Clinical Applications III (3)

Continuation of Clinical Applications II with increasing knowledge of the clinical setting and delivery of respiratory care with an emphasis on mechanical ventilation, cardiopulmonary resuscitation, life-saving maneuvers, and airway management including the use of various airways.

RSC 2030 - Respiratory Care Procedures III (4)

This course will teach the basics and parameters or continuous mechanical ventilation, including special procedures. Students will learn acid-base physiology as it applies to ventilator changes, infection prevention, monitoring cardiopulmonary hemodynamics, ventilation monitoring in ICU settings, discontinuation of ventilator support, pharmacology for sedatives, analgesics, and paralytics.

RSC 2040 - Advanced Clinical Applications I (3)

This course is a continuation of the practical application of theories previously presented with emphasis on the care and management of the critically ill and long-term management of mechanically ventilated patients.

RSC 2050 - Respiratory Care Procedures IV (4)

This course will build the student's understanding of mechanical ventilation, advanced cardiac life support, cardiopulmonary hemodynamics, and special response teams. Pediatrics and neonatology, pulmonary rehabilitation, long-term care, home care, and NBRC board examinations review will also be included in this course.

RSC 2060 - Advanced Clinical Applications II (3)

This course is a continuation of the practical applications of theories previously presented with emphasis on the care and management of the critically ill and long-term management of mechanically ventilated patients with an introduction to pediatrics.

RSC 2070 - Advanced Clinical Applications III (3)

This course will apply concepts studied in relation to pediatrics and neonates, and will focus on the intensive care and management of this patient population.

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Clinical Adjunct Faculty, Nursing
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M.S.N., University of Massachusetts Dartmouth

*Barbara Williams, MSN, RN
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M.P.H., M.H.I., Liberty University
M.H.A., Capella University
D.O., New York College of Osteopathic Medicine

*David Zimmerman, BS, CNIM
Adjunct Faculty, Intraoperative Neuromonitoring
B.S., Brandeis University

*Denotes adjunct

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Intraoperative Neuromonitoring
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Neurological Surgery PC

Jessica Barley, PhD, CNIM
Medical University of South Carolina

Kate Corbett, REEGT
Retired

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Vern Gugino, MD, PhD
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Faisal Jahangiri, MD, CNIM, DABNM, FASNM
Khyber Medical College, University of Peshawar

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New England Neuromonitoring

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Jacquelyn Polito, MHA, REEGT, RPSGT, RST
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Reiner See, MD
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Sebastian Templet, Student Representative
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Aaron Trip REEGT, CNIM
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Christopher Walsh
Labouré College of Healthcare IONM Program Graduate

David Zimmerman, BS, CNIM
Neurological Surgery, PC

Division of Nursing

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Kathy Baker, MS, RN
Laboure Adjunct Faculty (2021)

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Steward Saint Elizabeth's Medical Center

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Chief Nursing Officer
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Laboure College Alum, 2003
Nurse Practitioner
BI Plymouth Hospital

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Laboure Alum. 2009
Substance Use Consultant
Board of Registration in Nursing

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Nurse Educator
Beth Israel Deaconess Hospital Milton, MA

Anne Adams Thompson, MAT, Community Member

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Physicians' Ambulatory Services

Jane Churchill, REEGT
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Stratus Neurology

Deborah DeCristoforo
Senior Sales Executive, Compumedics USA

Paul Dionne, REEGT
Brigham & Women's Hospital

Jean Farley, REEGT
Labouré College of Healthcare

Patricia Funder, MS
Business Owner, LaserLight Skin Clinic

Susan T. Herman, MD
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Walter Kuropatkin, RPSGT
Clinical Supervisor, PSG

Faye McNall, M.Ed, REEGT
ASET Director of Education, Retired

Adam Nygren-Larson, Student Representative
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Mary Russo, REEGT
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Radiation Therapy

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Radiation Oncologist
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Clark Cancer Center – Falmouth Hospital Campus

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Labouré College of Healthcare

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Chief Radiation Therapist
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Susan Sheppard, RT(T)
Senior Therapist
VA Medical Center

John Willins, PhD
Physicist

Appendices

This section includes changes made to the Catalog and Student Handbook after it's original publication date.

Downloads

Documents available as downloads for 2023 - 2024:

Catalog and Student Handbook 2023 - 2024 (PDF)

Students Rights and Responsibilities Handbook 2023 - 2024 (PDF)

Access and Accommodations Handbook 2023 - 2024 (PDF)