2009-2010
Catalog

Trinity College: Preparing Premier Healthcare Professionals
Welcome to Trinity College of Nursing and Health Sciences. We are a small College with a rich history and a strong tradition of offering programs in nursing and the health sciences. We offer a variety of nationally accredited programs of study that include: nursing, emergency medical services, radiography technology, respiratory care, pharmacy and surgical technology.

Our College is affiliated with Trinity Medical Center, which is recognized for excellence in delivery of care. This year, Trinity Medical Center achieved Magnet recognition by the American Nurses Association Credentialing Center; a distinction bestowed on hospitals whose people, processes and culture combine to set the highest standards for the nursing profession.

As a small College, we can provide personal attention in a caring atmosphere that promotes creativity and fosters high levels of student learning and personal growth. Our faculty, students, and staff work together, creating an atmosphere of trust and engagement. Our faculty are exceptional educators who are experts in their disciplines. Our graduates are leaders in their fields.

As you browse our catalog, please feel free to contact our faculty and staff to learn more about the College. Thank you for considering Trinity College.

Lori Rodrigues-Fisher, Ed.D.
Chancellor
Trinity College of Nursing & Health Sciences  
2122 25th Avenue Rock Island, IL 61201  
2009-2010 Academic Year Calendar

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Dates of Summer Sessions for individual programs can be obtained from the Office of Student Services.

O All College orientation days  
S First contact day of semester  
M Semester Mid-Date  
F Final Examinations  
H Holiday (College closed, no classes)  
B Break (College open, no classes)  
C Commencement
COLLEGE INFORMATION & POLICIES

Governance
Trinity College operates at 2122 25th Avenue, Rock Island IL 61201, which is the primary educational campus. In addition to Trinity’s three major campuses, clinical education is offered throughout the Quad Cities. The College operates under the guidelines of the Higher Learning Commission of the North Central Association of Colleges and Schools, and adheres to Federal and State Civil Rights Laws, including Affirmative Action and Equal Opportunity. The responsibility for governance, administration, and operation of the College is vested in the appointed Governing Board of Trinity College. The Board delegates responsibility to the administration, faculty, and staff for the practices and procedures that accomplish the mission of the College.

My Pulse

My Pulse, Trinity College of Nursing and Health Sciences’ Internet portal system, provides a convenient method for students to obtain information via the Web. My Pulse is the way important College information and services will be provided to the student body.

My Pulse will allow students to access the following:

• Calendar – includes a day planner for student use
• Course Offering – lists the date and times of classes
• Financial Aid – lists all financial aid awards that are available to that student
• Billing – details account ledger of all transactions
• My Grades – lists grades that have been entered for a given term and GPA
• Student Directory – a listing of students in the college directory
• Personal Information – location for students to update address information
• Receive College and personal announcements about events, dates, and activities

E-mail
All Trinity College students receive a college e-mail address upon acceptance to the institution. Faculty and staff will contact students using this address. Students can access their e-mail account from the home page of the College Web site, www.trinitycollegeqc.edu.

Affirmative Action
Trinity College is committed to a policy that admits students capable of meeting the educational obligations without regard to race, religion, color, sex, sexual orientation, marital status, national origin or ancestry, age, physical or mental disability unrelated to ability, unfavorable discharge from military service, or status as a disabled veteran or Vietnam-era veteran. The College does not discriminate on any of these bases in the recruitment and admission of students, the recruitment and employment of faculty and staff, or the operation of its educational programs as specified by Federal laws and regulations. The coordinator for compliance is the Director of Student Services, 309-779-7700.

This Catalog is effective July 1, 2008 to June 30, 2009.

This catalog is for informational purposes only and does not constitute a contract. Trinity College has made every reasonable effort to determine that everything stated in this catalog is accurate at the time of printing. However, the College reserves the right to change, modify, or alter without notice the tuition and all fees, charges, expenses, and costs of any kind. The College further reserves the right to add or delete without notice any course offering or information contained in this catalog, including the rules controlling admission to, instruction in and graduation from the College or its various divisions. Such changes become effective whenever the College deems necessary and apply not only to prospective students but also to those currently enrolled.
Freedom of Information Act

Trinity College has established a “Freedom of Information Act” policy on campus, which provides the public with the opportunity to request information on many facets of College activities.

Freedom of Inquiry

Trinity College supports a scholarly environment facilitating open inquiry for all its constituents. Freedom of Inquiry is fostered by mutual respect, opportunities to share individual viewpoints as long as they are not in conflict with the College mission, and encouragement of awareness and importance of diverse views.

Student Right to Know

Graduation and Transfer rates—For information regarding completion rates, contact the College Registrar at 309-779-7700.

Campus Security Act—For information contact the College Safety Officer, 309-779-7700. (This information is published in compliance with Public Law 101-542.)
APPROVALS AND ACCREDITATION

The Higher Learning Commission – College of Nursing and Health Sciences
A Member of the North Central Association of Colleges and Schools
30 North LaSalle Street, Suite 2400
Chicago, Illinois 60602-2504
312/263-0456 or 800/621-7440
www.ncahigherlearningcommission.org

Illinois Board of Higher Education – College of Nursing and Health Sciences
431 East Adams, Second Floor
Springfield, Illinois 62701-1418
www.ibhe.state.il.us

National League for Nursing Accreditation Commission – Associate of Science in Nursing Program
61 Broadway, 33rd Floor
New York, New York 10006
800/669-1656 Ext. 153
www.nlnac.org

Commission on Collegiate Nursing Education - Bachelor of Science in Nursing Program
One Dupont Circle, NW, Suite 530
Washington, DC 20036-1120
http://www.aacn.nche.edu/

Illinois Department of Financial and Professional Regulation – Nursing Programs
320 West Washington Street, Third Floor
Springfield, Illinois 62786
www.idfpr.com

Commission on Accreditation of Allied Health Education Programs (CAAHEP) – Emergency Medical Services and Surgical Technology Programs
1361 Park Street
Clearwater, Florida 33756
727/210-2350
www.caahep.org

Committee on Accreditation of Educational Programs for the EMS Professions – Emergency Medical Services Program
4101 W. Green Oaks Blvd.
Suite 305-599
Arlington, Texas 76016
817/330-0080 ext 111
Fax 817/330-0089

Illinois Department of Public Health – Emergency Medical Services Program
EMS and Highway Safety
535 West Jefferson Springfield,
Illinois 62761
www.idph.state.il.us/about/ohcr.htm

Joint Review Committee on Education in Radiologic Technology – Radiography Program
20 North Wacker Drive, Suite 2850
Chicago, Illinois 60606-3182
www.jrcert.org
The Respiratory Care Program, Trinity College of Nursing & Health Sciences holds a Letter of Review from the Committee on Accreditation for Respiratory Care (www.coarc.com)

Committee on Accreditation for Respiratory Care
1248 Harwood Road
Bedford, Texas  76021-4244
www.coarc.com

National Board of Surgical Technology and Surgical Assisting
6 West Dry Creek Circle, Suite 110
Littleton, Colorado  80126
303/694-9262
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MISSION

Trinity College of Nursing and Health Sciences provides a quality higher learning environment preparing competent practitioners for healthcare professions. Continuous quality improvement guides the educational process as students prepare to deliver culturally congruent healthcare, perform as responsible citizens within the global community, and seek avenues for life long learning.

Domains of Learning

• Knowledge
  1. Ability to examine and explain phenomena
  2. Ability to construct and organize knowledge
  3. Ability to integrate and synthesize knowledge
  4. Ability to apply quantitative and qualitative concepts

• Proficiency
  1. Ability to solve practical problems
  2. Ability to collaborate with multiple disciplines
  3. Ability to communicate effectively
  4. Ability to practice competently and skillfully in a changing healthcare environment

• Culture Care Values
  1. Ability to preserve/maintain cultural identities
  2. Ability to accommodate/negotiate diverse life ways
  3. Ability to re-pattern/structure healthcare delivery methods
  4. Ability to apply ethical and legal principles to healthcare

Learning First

Trinity College of Nursing and Health Sciences provides a student-centered environment where the focus is on learning. The Learning First concept supports activities that sponsor learning techniques which actively engage the student for intellectual growth and professional maturity.

The College is concerned with continuous quality improvement, engaging in dialogue with students and practitioners to guide curricula formation and adoption. This process is ongoing as the needs of the healthcare community are continually changing. The global economy and diversity of people also place new demands on higher education. Therefore, students at the College are introduced to the theory and practice of transcultural healthcare.

Three major domains of learning – knowledge, proficiency, and culture care values – are assessed throughout the curricula and provide the foundation for the evaluation of both student and College performance. In support of the College mission of promoting a “quality higher learning environment,” each student is encouraged to be actively involved in educational planning and evaluation.
FACILITIES

The campus is situated on a 4.5 acre site in the City of Rock Island. The College’s modern building provides an excellent environment for the education of students. The one-story structure is handicapped accessible and houses classrooms, learning laboratories, computer lab, and conference rooms as well as administrative, faculty and staff offices. Modern classrooms and well-equipped learning laboratories optimize the educational opportunities for students. A records room houses permanent records for all predecessor schools as well as the College. Two lounges serve students and faculty. An outside patio area is also available. The College campus and building are non-smoking. The College campus is adjacent to the Trinity Employee Child Care facility and just north of Trinity Medical Center – West Campus.

Library and Learning Resources

The Health Sciences Library has two locations. The first is located in Trinity Medical Center – West Campus adjacent to Trinity College. The second is located at Terrace Park Campus. Both serve the College as well as Trinity Regional Health System. The library is a reference and information center for the fields of medicine, nursing, allied health, health care administration, and consumer health. The Health Sciences Library is a service-oriented center for individual and group study. The library provides seating for patrons at tables and study carrels. The Health Sciences Library is located in the Jardine Center on the lobby level of Trinity Medical Center. Library hours are generally Monday-Friday from 8:00 a.m. - 4:30 p.m. The library is closed on weekends. The library may be closed at times when the librarian is unavailable. Appointments may be made for times other than the scheduled hours. A schedule of hours is posted on the door of the library, and is also sent via e-mail to all students each month.

The College recognizes that a strong library is critical to its academic environment. The library book collection contains over 7,000 volumes in both text and electronic format. The library is a member of Quad-LINC, a consortium of area public, private, and academic libraries. Academic libraries accessible to the students and faculty through this consortia include those of Black Hawk College, St. Ambrose University, and Eastern Iowa Community College. Students and faculty also have access to the Augustana College collection, but they must apply for an Augustana library card to use those resources. The Health Sciences Library’s print book holdings can be searched online at http://qls.rbals.lib.il.us.

The library has four public-access computers with Internet access for library users. The library maintains a subscription to Ovid that provides access to Medline, Evidence Based Medicine, PsychInfo, and Cumulated Index to Nursing and Allied Health Literature (CINAHL), as well as 245 full-text medical and nursing journals. Students and faculty may access this system at the Health Sciences Library from the computer lab at the college, or from any networked computer within TRHS. PubMed and FirstSearch databases are available for faculty and students to use from any computer with Internet access.

The Health Sciences Library holds memberships in the Quad Cities Area Biomedical Consortium, Bi-State Academic Libraries, Prairie Area Library System, ILLINET, and the Greater Midwest Region of the National Network of Libraries of Medicine. Memberships in these groups provide the library with access to many other collections. The library participates in DOCLINE and OCLC for interlibrary loan of books and journals from libraries from across the United States and Canada, and with Quad-LINC for direct borrowing of books from local libraries. The library also participates in the FreeShare, LVIS, and Pediatric groups, which encourage reciprocal borrowing at no charge. Van delivery is available to ILLINET members throughout the state. A fax machine is available to speed the delivery of urgently needed library materials.

Learning Labs are available to students throughout the curriculum. The College believes that proficiency in hands-on skills is enhanced when students can first observe and practice skills in simulated settings. There are scheduled lab classes and testing hours, as well as both open-practice and faculty-guided practice hours. Stations are set up with specific supply kits for students to practice skills currently being taught. Provision may be made to assist students with special needs.

The Computer Lab is available to all College students and provides access to the Internet and Computer Assisted Instruction (CAI) programs. Additional required CAIs are available through the College secretaries as needed.
Parking

Student parking is available on site. Parking is located in front of the College entrance in a large well lighted lot. Students attending clinical experiences on Trinity Medical Center West Campus should park in the College lot. Students on clinical experiences other than the West Campus should park in employee designated lots. Trinity Medical Center Security is responsible for twenty-four-hour security service.
ADMISSIONS INFORMATION

General College Admission Policy

Trinity College maintains a selective admissions process that provides access to higher education in the health professions for those individuals who have the skills and attributes for success in challenging health career programs. Credit is given for accomplishments that are proven to be indicators of success in health programs. These include:

- quality of high school work (overall GPA)
- ACT/SAT score
- extent and quality of previous college work (GPA), if applicable
- previous college credit / GPA, if relevant, and the
- quality (GPA) of work in required general education courses, e.g.; Anatomy & Physiology I and II

Students are offered admission on a selective admission process based on applications received. Early admission notification for exceptional students will be made by mid-December. All other students will be notified of admissions decisions by February 1st.

Minimum High School Requirements

Students seeking admission directly from high school must have earned the minimum high school course requirements with a “C” or above.

Readmission Policy

Students who have left the College for at least one semester without completing an approved Intent to Return Form must re-apply to the College. Students who desire to complete their degree course work at the College must:
1. Complete and submit the College application and renewal fee;
2. Send official transcripts from all post-secondary institutions attended since leaving the College;
3. Complete all other general admissions requirements as applicable.

ASN Students: Refer to ASN Program Progression Policy (page 58) for Request for Readmission Policy/Procedure.

Trinity College certificate graduates desiring to complete general education courses to earn an Associate Degree must meet with their advisor to confirm a degree plan.

Admission Denial

The College may deny admission or re-enrollment to individuals who cannot benefit from the curricula offered or are considered detrimental to the best interest of the College community.

Non Degree Candidates

Students seeking to enroll in liberal arts course work may do so by completing the college application, no application fee is required. Students must meet the course requirements to be registered for any liberal arts course.

At the time a student decides they would like to begin their major courses, they must pay the college application fee and request their application be reviewed for admission into the program of choice. A letter of intent should accompany their application fee. Admission into the liberal arts course work does not guarantee acceptance into Trinity College’s Nursing or Allied Health programs.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Years of Study</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>Emphasizing written and oral communication and literature</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>Algebra (introductory through advanced), geometry, and trigonometry</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
<td>Emphasizing history and government</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>One year each of biology and chemistry, and one additional year of lab science or its equivalent</td>
</tr>
</tbody>
</table>
Programmatic Admission Requirements and Placement Standards

The following table lists admissions requirements and placement standards for specific programs within Trinity College:

<table>
<thead>
<tr>
<th>Program</th>
<th>Requirements and Placement Standards</th>
</tr>
</thead>
</table>
| Associate of Science in Nursing              | • ACT score of 21 or above or 24 hours of completed college course work with a cumulative GPA of 2.75 or above.  
• Cumulative High School GPA of 2.75 on a 4.0 scale.                                    |
| Bachelor of Science in Nursing Completion    | • RN licensure                                                                                         |
| Accelerated Bachelor of Science in Nursing   | • A baccalaureate or higher degree in a non-nursing discipline.  
• Minimum GPA of 3.0 on a 4.0 scale  
• Completion of all required prerequisite general education courses with a grade of “C” or higher.  
• Personal essay in a letter form addressing candidate’s professional attributes, ability to manage an accelerated curriculum and career goals.  
• Interview with faculty panel  
• Required science courses must have been completed within the last seven years prior to enrollment. |
| Associate of Applied Science in Radiography  | • ACT score of 20 or above or 12 hours of completed college course work with a cumulative GPA of 2.5 or above.  
• Cumulative High School GPA of 2.5 on a 4.0 scale.  
• Compass Test Placement at 100 Level Math.                                                     |
| Associate of Applied Science in Respiratory Care | • ACT score of 20 or above or 12 hours of completed college course work with a cumulative GPA of 2.5 or above.  
• Cumulative High School GPA of 2.5 on a 4.0 scale.  
• Compass Test Placement at Basic Algebra Level.                                               |
| Certificate Option & Associate of Applied Science in Surgical Technology | • ACT score of 20 or above or 12 hours of completed college course work with a cumulative GPA of 2.5 or above.  
• Cumulative High School GPA of 2.5 on a 4.0 scale.  
• Compass Test Placement at Basic Math Level.                                                  |
| Emergency Medical Services, Basic            | • High School diploma or GED required                                                                   |
| Paramedic Certificate Option & Associate of Applied Science Degree in Emergency Medical Services | • Illinois EMT Basic or Intermediate License (EMT-B or I license outside of Illinois must seek Illinois reciprocity).  
• Cumulative High School GPA of 2.50 or above on a 4.0 scale or ACT score of 20 or above or 12 hours of completed college course work with “C” or above. |

Note: Accepted students are required to complete a criminal background check. No student will be allowed in a clinical area without verification of a background check. Due to the nature of the curriculum at Trinity College, all students are required to complete CPR for the health care provider prior to entry. Additionally, all students are required to have several immunizations prior to entry. This includes the hepatitis B series, two-step TB listing, and documentation of measles, mumps and rubella vaccinations.

Application for Admission Procedure

The applicant must submit the following to be considered for admission to the College:

1. Completed application
2. Application fee
3. Completed Clinical Performance Standards form
4. Official transcripts from all high schools attended (or official high school diploma equivalency results)
5. Official transcripts from all post-secondary institutions attended
6. Results of the ACT (American College Test) or SAT (Scholastic Aptitude Test)
7. Confirmation of fluency in the English language or TOEFL score of 550
8. Proof of licensure, if applicable

Application packets may be obtained from the Student Services Department at the College or online at www.trinitycollegeqc.edu.

Send all required information to:
Trinity College of Nursing and Health Sciences
2122 25th Avenue
Rock Island IL 61201-5317

Admission of Transfer Students

A transfer student is defined as a student who has earned college credit at a post-secondary institution and who desires to transfer or use that credit at another post-secondary institution. Applicants who wish to transfer into the College will be considered for admission after they complete the application procedure.
Transfer Credit

Academic credit is generally accepted only from institutions that are accredited by one of the regional accrediting associations. The Department Dean and/or the Registrar must approve transfer credit. Proficiency examinations may be required to determine the transferability of academic credits from non-accredited sources. Only those credits that are applicable to the student’s curriculum at the College will be accepted for transfer. All transfer credit will be equated to semester hours of credit. Course content requirements must be met. All transcripts become the official property of the College and will not be returned or issued to another institution.

Credit that is acceptable for transfer will not impact the student’s cumulative grade point average at the College. Transfer credit is indicated on the college transcript as credit (CR). Only courses with a grade of “C” or above (2.0 GPA on a 4.0 scale) will be considered for transfer credit.

Transfer Credit Procedure

Transfer credit shall be determined on the following basis:

Recognizing that each College Program is separate, College credit shall only be transferred in for the College Program for which the student has been accepted (i.e. students accepted into the ASN Program will only have those courses required in the ASN Program transferred in at the time of entry). As applicable additional credit will be transferred upon acceptance into another College Program.

Cooperative Educational Agreements

The College maintains cooperative educational agreements to provide general education courses for Trinity’s health care programs.

Registration and billing of all course work is completed at Trinity College.

Dual Credit for High School Students

High school students age sixteen (16) or older who meet placement requirements and course prerequisites may enroll in Trinity College courses held on one of the Trinity Campuses. College credit will be granted for each course. The determination of whether a college course is offered for high school credit is made at a secondary level according to the policies and practices of each school district. High school students are required to complete a College admissions application, no application fee is required.

Continuing Education Policy

Students who wish to enroll in courses at the College without entering a degree/certificate program must have permission of the course faculty and/or Department Director. In addition, they must submit to the Student Services Department:

- Proof of appropriate licensure (if required)
- Proof of course pre-requisites (if any)
- Trinity College application form and fee
- Applicable tuition and fees
- Health documents (if applicable)

Continuing education students who decide to pursue a degree or certificate at Trinity College may petition the Department Director (in writing) to request that course work taken under continuing education status be accepted in meeting requirements for a degree or certificate. A course grade of “C” or better (2.0 on a 4.0 scale) must be obtained for the course to be accepted toward a degree/certificate. There is no guarantee that course work taken as continuing education will be counted toward a degree/certificate program.

International Students

International students wishing to attend Trinity College should contact the Student Services Department for academic counseling prior to completing the application process. International students seeking admission to Trinity College must:

- Complete an application for admission and submit the application fee
- Complete a Clinical Performance Standards form
- Show proof of a high school education diploma or its equivalent
- Provide official transcripts (translated into English) from all secondary and post-secondary institutions attended
- Prove proficiency of the English language. A minimum score of 550 on the Test of English as a Foreign Language (TOEFL) is required
- Provide an affidavit of adequate financial support
- Provide all federally mandated documentation
It is the student’s responsibility to meet the health and safety requirements of the College throughout the program of study, to provide the College with updated documentation of meeting the requirements, and to maintain immunizations, tuberculosis testing, and educational (CPR & OSHA) records. Denial of access to clinical experiences and failure of clinical courses will result if the health and safety requirements are not completed according to established protocols or if the procedure for documentation of release for clinical experiences (see below) is not followed.

**General Health Requirements**

Upon entering the College all students are required to acknowledge, by signature, on the Clinical Performance Standards Form, that they are physically able to perform the functions required of a health sciences student.

Prior to beginning courses, students must provide a health examination report to the Student Services Department confirming that they have the physical and mental ability to provide safe and effective care, that they are immune to or have been immunized against

- Measles
- Mumps
- Rubella
- Tetanus
- Varicella (Chicken Pox)
- Hepatitis B

Measles, Mumps, and Rubella immunity can be documented by:

- a physician’s statement that the student was treated for the disease
- records of two immunizations against measles, mumps, & rubella
- positive results of antibody titers for all three diseases

Protection against tetanus is demonstrated by documentation of a tetanus immunization within the previous ten years (and must be updated every ten years).

Varicella immunity can be documented by:

- a stated history of the disease from the student
- records of the immunization against Varicella
- positive results of a Varicella antibody titer

Hepatitis B immunity must be documented by records of three hepatitis B immunizations and a positive hepatitis antibody titer report. The recommended hepatitis B series is three shots, the second shot being given one month after the first, and the third shot being given six months after the first. The hepatitis B antibody titer should be drawn 1-5 months after the series is completed but may be drawn at any interval following the completion of the series. Positive titer results at any time are believed to infer life-long immunity, even if later titers report negative results.

Students who do not have documented immunity to hepatitis B must have received the first two of three hepatitis immunizations in the first series in order to matriculate. The student must continue to provide documentation that the remaining immunizations are being received at the designated intervals in order to continue in clinical courses. If at the end of the series of three immunizations, the student’s titer does not demonstrate immunity to hepatitis B, the series and titer must be repeated. If the titer again does not show immunity, the series should be repeated a third time. If the third titer is not positive, the student will be counseled about lack of immunity and asked to sign a statement acknowledging responsibility for practicing in health care without hepatitis B immunity. In some circumstances, students may be granted a waiver of the hepatitis B immunity requirement after the first series if they have been counseled about the health risks and have signed a statement of responsibility.

Tuberculosis - Students entering are required to complete a two-step tuberculosis (TB) test process. One TB test must have been completed and documented within 12 months prior to entrance into the program of study. The second step of the TB test must be performed within three months prior to starting classes at the college. Retesting and documentation is required every four years after a documented two-step TB test process.

**Safety Training**

Mandatory Occupational Health and Safety Administration (OSHA) training and orientation to Trinity Regional Health System clinical facilities is provided as part of new student orientation, and is updated annually by faculty for continuing students. Students must provide proof of this training if they do not participate in educational opportunities on the College campus.

**Cardio-Pulmonary Resuscitation (CPR) Certification**

Prior to matriculation into the College, students must provide Student Services with proof of completion of CPR for Health Care Providers. An educational transcript from an approved health care employer showing the date of prior CPR training is sufficient evidence of course completion. The College collaboration with Trinity Regional Health System provides CPR course offerings throughout the summer break.
CPR certification must be renewed every two years and documentation of current certification must be provided to Student Services.

**Health Record Clinical Authorization**
Prior to matriculation and at appropriate intervals in the programs, students provide the Student Services Department with the required health and safety information.

Students are not permitted to attend clinical or field study without meeting all of the health and safety requirements of the College.
TUITION & FEES INFORMATION

Payment of Tuition and Fees

All tuition and fees are due and payable at the time of billing. Students desiring financial assistance should contact the Financial Aid Specialist. See Financial Aid for a description of available assistance. All Trinity College tuition and fees are subject to change at the discretion of the College.

Tuition Rate

Trinity College is a private institution and does not assess separate charges for out-of-district or out-of-state students. Charges for all courses which do not have a special flat rate are determined on a credit hour basis according to the following schedules. Tuition and fees for general education course work is set by the providing institution. To obtain current information regarding tuition and fee schedules for cooperative educational agreement institutions, please contact the Student Services Department at 309-779-7700.

Emergency Medical Services Programs

<table>
<thead>
<tr>
<th>EMT Basic</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$840.00 flat fee</td>
</tr>
<tr>
<td>General Service Fee</td>
<td>$69.00 per semester</td>
</tr>
<tr>
<td>Graduation Fee: Four options exist for certificate students.</td>
<td></td>
</tr>
<tr>
<td>1. Certificate printed in house</td>
<td>Free</td>
</tr>
<tr>
<td>2. Actual diploma with cover</td>
<td>$25.00</td>
</tr>
<tr>
<td>3. Actual diploma with cover and 10K gold pin</td>
<td>$85.00</td>
</tr>
<tr>
<td>4. Complete graduation package</td>
<td>$232.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paramedic</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$403.00 per semester hour</td>
</tr>
<tr>
<td>Certification Fee</td>
<td>$100.00 per semester</td>
</tr>
<tr>
<td>Auxiliary Fee</td>
<td>$428.00 per semester</td>
</tr>
<tr>
<td>General Service Fee</td>
<td>$137.00 per semester</td>
</tr>
<tr>
<td>Clinical/Field Handbook</td>
<td>$30.00</td>
</tr>
<tr>
<td>&amp; Standing Orders</td>
<td></td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$232.00 paid spring semester</td>
</tr>
<tr>
<td>Supplies Fee</td>
<td>$27.00 per semester</td>
</tr>
</tbody>
</table>

Nursing Programs

<table>
<thead>
<tr>
<th>ASN</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition 1st &amp; 2nd Year</td>
<td>$403.00 per semester hour</td>
</tr>
<tr>
<td>Auxiliary Fee</td>
<td>$191.00 per semester</td>
</tr>
<tr>
<td>1st Year</td>
<td>$178.00 per semester</td>
</tr>
<tr>
<td>2nd Year</td>
<td></td>
</tr>
<tr>
<td>Nursing Lab Kit Fee</td>
<td>$111.00 per semester</td>
</tr>
<tr>
<td>1st Year</td>
<td>$62.00 per semester</td>
</tr>
<tr>
<td>2nd Year</td>
<td></td>
</tr>
<tr>
<td>General Service Fee</td>
<td>$137.00 per semester</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$232.00 paid spring semester</td>
</tr>
<tr>
<td>On-line Fee</td>
<td>$69.00 per on-line course</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BSN</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition 3rd &amp; 4th Year</td>
<td>$525.00 per semester hour</td>
</tr>
<tr>
<td>Auxiliary Fee</td>
<td>$62.00 per semester</td>
</tr>
<tr>
<td>General Service Fee</td>
<td>$137.00 per semester</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$232.00 paid spring semester</td>
</tr>
<tr>
<td>On-line Fee</td>
<td>$69.00 per on-line course</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ABSN</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$525.00 per semester hour</td>
</tr>
<tr>
<td>Auxiliary Fee</td>
<td>$191.00 per semester</td>
</tr>
<tr>
<td>Nursing Lab Kit Fee</td>
<td>$222.00 first semester</td>
</tr>
<tr>
<td>Nursing Lab Kit Fee</td>
<td>$62.00 2nd, 3rd &amp; 4th semester</td>
</tr>
<tr>
<td>General Service Fee</td>
<td>$137.00 per semester</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$232.00 final semester</td>
</tr>
<tr>
<td>On-Line Fee</td>
<td>$69.00 per on-line course</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pharmacy Tech Program</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$1250.00 flat fee</td>
</tr>
<tr>
<td>General Service Fee</td>
<td>$69.00 per semester</td>
</tr>
<tr>
<td>Transcript Fee</td>
<td>$7.00</td>
</tr>
<tr>
<td>Graduation Fee: Four options exist for certificate students.</td>
<td></td>
</tr>
<tr>
<td>1. Certificate printed in house</td>
<td>Free</td>
</tr>
<tr>
<td>2. Actual diploma with cover</td>
<td>$25.00</td>
</tr>
<tr>
<td>3. Actual diploma with cover and 10K gold pin</td>
<td>$85.00</td>
</tr>
<tr>
<td>4. Complete graduation package</td>
<td>$232.00</td>
</tr>
</tbody>
</table>

Radiography Program

| Tuition                     | $403.00 per semester hour |
| Professional Activities Fee | $55.00 per semester       |
| Auxiliary Fees              | $42.00 per semester       |
| General Service Fee         | $137.00 per semester      |
| On-Line Fee                 | $69.00 per on-line course |
| Graduation Fee              | $232.00 paid spring semester |
| Clinical Manual             | $65.00 per year           |
| Supplies Fee                | $16.00 per semester       |
Respiratory Care Program

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$403.00 per semester hour</td>
</tr>
<tr>
<td>Supplies Fee</td>
<td>$69.00 per semester</td>
</tr>
<tr>
<td>Auxiliary Fees</td>
<td></td>
</tr>
<tr>
<td>1st Year</td>
<td>$42.00 per semester</td>
</tr>
<tr>
<td>2nd Year</td>
<td>$117.00 per semester</td>
</tr>
<tr>
<td>General Service Fee</td>
<td>$137.00 per semester</td>
</tr>
<tr>
<td>Professional Activities Fee</td>
<td>$69.00 per semester</td>
</tr>
<tr>
<td>On-Line Fee</td>
<td>$69.00 per on-line course</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$232.00 paid spring semester</td>
</tr>
<tr>
<td>Clinical Manual</td>
<td>$60.00 paid fall semester, 1st year</td>
</tr>
</tbody>
</table>

Surgical Technology Program

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$403.00 per semester hour</td>
</tr>
<tr>
<td>Supplies Fee</td>
<td>$173.00 per semester</td>
</tr>
<tr>
<td>Auxiliary Fee</td>
<td>$42.00 per semester</td>
</tr>
<tr>
<td>General Service Fee</td>
<td>$137.00 per semester</td>
</tr>
<tr>
<td>On-Line Fee</td>
<td>$69.00 per on-line course</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$232.00 paid spring semester</td>
</tr>
<tr>
<td>Clinical Manual</td>
<td></td>
</tr>
<tr>
<td>AST Exam</td>
<td>$197.00</td>
</tr>
<tr>
<td>AST Membership</td>
<td>$45.00</td>
</tr>
</tbody>
</table>

General Education Courses

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$150.00 per credit hour</td>
</tr>
<tr>
<td>General Service Fee</td>
<td>$69.00 per semester</td>
</tr>
<tr>
<td>Lab Fee</td>
<td>Assessed based on the course</td>
</tr>
</tbody>
</table>

Clinical Make-Up Unit (CMU)

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMU 100</td>
<td>$201.00 per unit</td>
</tr>
<tr>
<td>CMU 200</td>
<td>$403.00 per unit</td>
</tr>
</tbody>
</table>

Transcript Fee

A one-time transcript fee of $7.00 will be assessed the first semester of enrollment for all students.

Fee Description

Auxiliary Fee

The student auxiliary fee is assessed to students on both full and part time enrollment status. This fee covers standardized testing and materials throughout the curriculum.

General Service Fee

Students are assessed a general services fee which covers the following services:

- Use of the Student Commons area
- Admissions to social activities and special programs
- Funding for student clubs, organizations and activities
- Needle-sticks testing/services and follow up

Graduation Fee

Students who apply for graduation will be assessed a fee which covers the ceremony charges, diploma/cover, cap and gown, commemorative college pin, as well as additional services related to the ceremony. If a student decides not to participate in the commencement ceremony this fee will be prorated.

Late Tuition Payment Fee

A $10.00 late fee will be assessed for any payment received after the payment period due dates. This fee does not apply to students who have in-school tuition deferment.

Late Registration Fee

A $20.00 late fee will be assessed for registrations received after the last day of registration period. This fee must be paid prior to the registration being processed.

Additional Expenses

Students can expect additional expenses including books, transportation, uniforms, white leather shoes, a watch, stethoscope, bandage scissors, lead markers, Hepatitis B vaccine, physical examination, and professional society memberships. Individual programs may assess additional fees based on the program of study.

Service Charge

A $20.00 service charge will be applied for all returned checks.
Refund Policy & Schedule

If a student has completed registration and withdraws from class(es), tuition fees will be refunded according to the date the ADD/DROP form is received in the Student Services Department as outlined below.

In the event the College cancels a class, 100% of all monies paid for the course will be refunded.

100% of TUTION in a semester will be refunded if a licensed physician submits a statement recommending that the student withdraw from all their classes for medical reasons. WITHDRAWAL must be complete.

A reduced load is not acceptable. The physician statement, along with a signed ADD/DROP form, must be submitted in a timely fashion no later than the beginning of final examinations for the term enrolled.

It is very important to be aware of the Refund Policy for Trinity College, as well as all other institutions, including Black Hawk College, Eastern Iowa Community College, and Western Illinois University. The Refund Policy varies by Institution in which the courses are offered; therefore students should check the Refund Policy for each Institution.

<table>
<thead>
<tr>
<th>Semester Length</th>
<th>100% Refund</th>
<th>80% Refund</th>
<th>No Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 to 16 Weeks</td>
<td>Through the 7th calendar day of the semester</td>
<td>Through the 14th calendar day of the semester</td>
<td>After the 14th calendar day of the semester</td>
</tr>
<tr>
<td>3 to 6 Weeks</td>
<td>Through the 3rd calendar day of the week in which the course begins</td>
<td>Through the 6th calendar day of the week in which the course begins</td>
<td>After the 6th calendar day of the week in which the course begins</td>
</tr>
</tbody>
</table>

Refund Schedule

After the 100% refund period of the semester, any drop from a course becomes part of the student’s permanent academic record and is recorded as a “WP” withdrawal satisfactory or “WF” withdrawal unsatisfactory (see Academic Warning). A student may withdraw from a course through the 15th week of the semester (for 16-week classes). The instructor must approve any withdrawal after this date. If the class meets less than 16 weeks the Student Services Department should be consulted regarding withdrawal. If the student stops attending a course without officially withdrawing, the student may receive an “F” or be withdrawn administratively by faculty. If a student never attends a course in which they are enrolled, the faculty may drop a student because of non-attendance or non-participation.

Every attempt will be made to issue authorized refund checks by the end of the fifth week of classes. Questions concerning refund eligibility and exceptions to this policy are referred to the Student Services Department, and questions concerning amounts refunded are referred to the Bursar. Refunds are processed by the Bursar and will be made payable to and mailed to the student. When a student owes money to the College, it is College policy to deduct that amount from the tuition refund. These financial obligations may include past due tuition and fees, returned checks, fines, or other obligations.

Return of Federal Financial Aid

If a student completely withdraws during the semester after federal financial aid payment has been received, the student may be required to return a portion of the federal financial aid awarded. The federal aid formula requires a return of funds if the student received assistance from the Pell Grant, Supplemental Grant, or Stafford Loan and withdrew on or before completing 60% of the semester. The calculation is based on the percentage of the semester completed. The portion of federal aid to be returned is equal to the number of days remaining in the semester divided by the total number of calendar days in the semester. Sample calculation and a complete explanation of this policy is available in the Student Services Department.
Reservists Called to Active Duty

Trinity College will allow withdrawal from courses without penalty for military reservist students who are called for active duty. Tuition will remain on the students’ account as a credit until semester hour credit for the course is awarded. Students will be allowed to return to the program of study upon return from active duty as courses become available. The College supports faculty in enabling reservists, who are called to active duty and who have substantially completed a course, to complete such courses without losing the time and effort they have already invested, when possible. The College is committed to assisting students as they transition to and from active duty. Students needing additional support services are encouraged to discuss their needs with the Director of Student Services.

Textbooks

Students can order their textbooks for their major courses for any given semester through the College website. Textbook orders are charged to the student tuition and fee account and can be picked up at the start of each semester in the Student Services Office. Textbooks for general education courses taken at Western Illinois University, Black Hawk Community College or Eastern Iowa Community College are purchased through that institution’s bookstore.

To order textbooks, visit the Trinity College website at www.trinitycollegeqc.edu and select the Bookstore tab on the left side of the home page. Select the course from the drop-down menu and select the textbook(s) for purchase. The total textbook charges with tax will appear on the final screen of the shopping cart tool. All charges will be placed on the student tuition and fees statement which can be accessed through the MY PULSE, student portal site.

Book Store

Trinity College has a bookstore located just inside the College building, 2122 25th Avenue, Rock Island IL. This kiosk offers items for purchase such as Trinity College logo apparel and gifts, graduation items, diploma frames, education and office supplies as well as gift certificates. Snacks and fresh brewed flavored coffees are also available at this location.

Billing Services

Tuition and fees are due and payable at the time of billing unless arrangements have been made with the College Bursar. All College charges and credits for each semester are consolidated into one account for each student. The Bursar issues one bill at the start of the semester. Bills are mailed to the student’s home address unless otherwise requested. Periodically students should check their account balance in the student portal “My Pulse.” It is the student’s responsibility to notify the Student Services Department of the correct mailing address, or inability to access the student portal “My Pulse”. Failure to receive a bill will not affect financial responsibility. Checks should be made payable to Trinity College of Nursing and Health Sciences and mailed or presented to:

Trinity College of Nursing and Health Sciences
Attention: Bursar
2122 – 25th Avenue
Rock Island, Illinois 61201

Please Note: Students who have not made satisfactory payments or payment arrangements are restricted and are not allowed to register for new classes, receive their diploma upon graduation, or receive transcripts until the outstanding balance is paid in full.

Fall Semester August 15th
Spring Semester January 2nd
Summer Semester June 1st

Deferred Payment Program

The College offers a “Deferred Payment Plan” for all semesters. Students wishing to set up a deferred plan must complete the Installment/Deferment Plan form and return it to the Bursar’s Office by the Due Date on the original billing. Payments are to be made in four (4) equal payments due the 15th of each month. There is a $25.00 non-refundable set up fee that is accessed each semester. There will be a $10.00 late fee charged for each late payment.

Questions about the Deferred Payment Plan should be directed to the College Bursar.
FINANCIAL AID

Financial Aid is the available federal, state and/or scholarship funding that a student may receive to be used toward their educational expenses. Financial aid is not intended to cover a student’s total educational expense. However it is intended to act as a supplement to the family’s contribution to the student’s education expenses. Educational expenses are considered the responsibility of the student and, if dependent, their parents. All questions and concerns should be directed to the Financial Aid Specialist in the Student Services Department.

Application Procedure

Students interested in receiving financial assistance must complete the Free Application for Federal Student Aid (FAFSA). Online applications can also be completed at www.fafsa.ed.gov. A completed FAFSA is used to determine eligibility for the Federal Pell Grant, Supplemental Educational Opportunity Grant (SEOG), Federal Stafford Loans (Subsidized and Unsubsidized), federal work study, the Illinois Monetary Award Grant (MAP), and the Illinois Incentive for Access Grant (IIA). Also, if eligible, a student may receive funding from the Veterans Administration, the Nursing Student Loan Program, and a variety of Trinity Foundation Scholarships.

A Student Aid Report (SAR) will be sent to the student via US mail or Email. The SAR should be reviewed for any updates or corrections. Changes can be made by submitting them on the FAFSA website. If any additional documentation is needed, the College Financial Aid Specialist will contact the student via My Pulse through the College website. Once all required paper work is received, a financial aid award letter will be created by the College and made available via My Pulse through the College website. The award letter outlines the types and amounts of assistance that the student may receive for the academic year.

PRIMARY CONSIDERATION FOR ASSISTANCE IS GIVEN TO APPLICANTS WHO HAVE SUBMITTED ALL REQUIRED FORMS TO STUDENT SERVICES ON OR BEFORE JULY 1 of each year. Files completed after this date will be considered based on the availability of funds.

Student Reporting Responsibility

1. The student must report any funds received from outside sources such as scholarships, tuition assistance, and military benefits. These funds are part of the overall financial aid package.

2. Any change in enrollment status must also be reported (e.g. full vs. part-time). The financial assistance package will be revised in accordance with the awarding guidelines.

3. The student must respond to any requests for information that is sent by Trinity College. Failure to comply with such requests will delay processing of the student’s financial aid award.

Renewal of Financial Aid Awards

Financial Aid is not renewed automatically from one year to the next. The student must complete a FAFSA or renewal application every year if the student wishes to be considered for financial aid. The student’s eligibility will be evaluated for demonstrated financial need (except for loans) and for satisfactory academic progress according to College policy.
Academic Progress

Students receiving financial aid must maintain acceptable academic progress. Students must successfully complete the required credit hours based on enrollment.

<table>
<thead>
<tr>
<th>Enrolled Semester Hours</th>
<th>Minimum Semester Hours that must be completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 or more (full time)</td>
<td>12</td>
</tr>
<tr>
<td>9 – 11 (three quarter time)</td>
<td>9</td>
</tr>
<tr>
<td>6 – 8 (half time)</td>
<td>6</td>
</tr>
<tr>
<td>Less than 6 (less than half time)</td>
<td>All</td>
</tr>
</tbody>
</table>

Students must also meet the cumulative grade point average (GPA) requirements:

<table>
<thead>
<tr>
<th>Attempted Semester Hours</th>
<th>GPA Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 12</td>
<td>1.5</td>
</tr>
<tr>
<td>13 – 24</td>
<td>1.8</td>
</tr>
<tr>
<td>25 or more</td>
<td>2.0</td>
</tr>
</tbody>
</table>

If the required hours are not completed or the cumulative grade point average is not met, students will be placed on financial aid probation for one semester. Financial aid may be received while on probation. Students who do not meet the academic progress requirements during their probation semester will not be eligible for financial aid until the student is placed in Good Standing at the College.

Student Classification for Financial Aid Purposes

<table>
<thead>
<tr>
<th>Status</th>
<th>Number of Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0 – 29</td>
</tr>
<tr>
<td>Sophomore</td>
<td>30 – 59</td>
</tr>
<tr>
<td>Junior</td>
<td>60 – 89</td>
</tr>
<tr>
<td>Senior</td>
<td>90 &amp; above</td>
</tr>
</tbody>
</table>

Federal and State Grants

Grants are considered gift aid; students are not required to repay them after completing their program of study. There are several types of federal and state grants. The Pell Grant and Supplement Educational Opportunity Grant (SEOG) are grants funded by the federal government.

The State of Illinois funds the Illinois Monetary Assistance Program (MAP) and the Illinois Incentive for Access (IIA) grants. Trinity College of Nursing and Health Sciences is an Illinois higher learning institution. State of Iowa grant programs do not apply.

Grants are awarded based on need as determined by subtracting expected family contribution (calculated by the FAFSA processor) from the cost of attendance (calculated by Trinity College).

Trinity College Scholarships

Trinity Scholarship Applications are available on the Trinity College website at www.trinitycollegeqc.edu. Scholarship application deadlines vary each semester. Please check the web-site for specific dates. College scholarship applications are reviewed by the College Scholarship Committee and awards are made based on funding available. Contact the Student Services Department for additional information and application information.
Federal Loans

Federal loans offered through Trinity College include the Stafford Loan Programs, the Federal Nursing Student Loan Program, and the Parent Loan for Undergraduate Students (PLUS). Students and families may also apply for alternative consumer educational loan programs available from a variety of lending institutions. These loans have varying interest rates and repayment terms. The Student Services Department will certify an alternative loan based on the student’s cost of education minus other financial aid the student maybe receiving.

Veterans’ Benefits

Trinity College processes benefits for veteran’s qualifying under the Montgomery GI Bill – Active duty, Post 9/11 GI Bill. Students may also qualify for dependent's Educational Assistance. See the Financial Aid office for information.

Resources

For additional information on financial aid please go to the college website at www.trinitycollegeqc.edu. Required forms and loan applications are also available on the website.
All students enrolling at the College are required to take a course placement ASSET/COMPASS test. Students should contact the Student Services Department to arrange testing. Some students may receive exemption from this requirement based on previous college work or ACT scores.

Students take a test measuring academic skills in writing, reading, basic math, and algebra. The test provides information for advising and placement into courses commensurate with abilities. Test scores place students into either developmental education or 100 level college credit courses. Placements are mandatory for English Composition, Math, and Reading. Therefore, students are encouraged to prepare for the test. Students who have attended another college or university or who have earned a degree should contact Student Services to discuss assessment options.

Students who have taken the ACT test within the past two years depending on their scores may be able to waive parts of the ASSET/COMPASS test. Student Services can assist students in the evaluation of their ACT test to determine which ASSET/COMPASS exams are needed.

Students should be aware that appropriate reading ASSET/COMPASS tests are required for many of the Health Sciences programs. Students not achieving the appropriate reading score may be required to take a remedial reading course.

### Assessment Placement Guidelines

<table>
<thead>
<tr>
<th>Writing Skills</th>
<th>ACT English</th>
<th>ASSET Writing Skills</th>
<th>COMPASS Writing Skills</th>
<th>Course Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>22-36</td>
<td>42-55</td>
<td>66-99</td>
<td>ENG 101 Composition I</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading</th>
<th>ACT English</th>
<th>ASSET Reading Skills</th>
<th>COMPASS Reading Skills</th>
<th>Course Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>22-36</td>
<td>43-53</td>
<td>83-99</td>
<td>ENG 103 College Reading Skills strongly recommended</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>ACT Mathematics</th>
<th>ASSET Intermediate Algebra</th>
<th>COMPASS Algebra Skills</th>
<th>Course Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement Test Required</td>
<td>42-55</td>
<td>50-99</td>
<td>Math 100 Level</td>
<td></td>
</tr>
</tbody>
</table>

Trinity College Advisors will assist students who have taken different placement tests at other colleges to determine equivalency with the ASSET/COMPASS test results. Students may choose to retest only if their test scores are more than two years old. Students who are eligible to retest must see an advisor for approval to retest and they must take the entire ASSET/COMPASS test if they have not taken English, Anatomy & Physiology (for which the Writing Skills/Reading test is required), or Math core courses. The most recent test scores will be used for course placement.
College Assessment Plan

The College demonstrates its commitment to quality education by constantly analyzing and evaluating the College, Programs, and course outcomes. The Institutional Effectiveness Committee (IEC) is charged with oversight of student assessment. This committee and the Faculty work hand-in-hand with each department, students, and community partners in assessing, reviewing, and ensuring that the results of these efforts are used to improve instruction and the quality of education. Associating learning domains with appropriate assessment methodologies is primary to the design of assessment.

New Student Orientation

All matriculating students are required to complete the College orientation. Orientation is held prior to the first official day of fall classes. Students who miss this orientation must make arrangements with Student Services to receive the necessary information.

Orientation is intended to provide students with needed information to assist in the transition of entering the College. Additionally, Safety Education Training provides students with basic information which will enable them to begin safe practice in the clinical areas.
REGISTRATION

Student Responsibilities

Upon enrollment at Trinity College, the student enters into a voluntary agreement with the College. Inherent in this agreement is the obligation that the student will abide by the policies, rules, and regulations that govern the institution. Responsibility for proper registration rests with the student. The individual student is responsible for satisfying College curriculum and graduation requirements.

Registration for classes creates a financial obligation by the registrant to pay tuition and fees and constitutes an understanding and acceptance of this responsibility. Students will not be allowed to register if an outstanding balance appears on the billing statement.

Academic Advising

Each student at Trinity College is assigned a faculty advisor. The advisor guides the student throughout the health science program and facilitates course selection, career development, and academic progress. The student is required to meet with the advisor prior to registration each semester. Although periodic advising sessions are scheduled to review progression toward completion of the academic requirements, the final responsibility for completion of these requirements remains with the student.

Registration Procedure

Students will:

1. Meet with an assigned Trinity College Faculty Advisor,
2. Complete a Trinity College registration form and obtain the advisor’s signature,
3. Complete appropriate cooperating institution paperwork with faculty advisor assistance,
4. Submit the registration form and any cooperating institution paperwork to the Student Services Department by designated dates, and
5. Complete registration within the designated time frame (or a late registration fee will be assessed)

Auditing a Course

Some courses at Trinity College may be audited with permission of the faculty. The faculty member and the auditor determine the auditor’s level of participation in classroom activities by mutual consent. Students who are auditing may not be subject to exams, reports, or projects. Arrangements for auditing must be completed with the related course faculty during the registration period. Students may register for a partial number of course hours as agreed to by course faculty. Audit enrollment receives no course credit and is not included in the student’s total course load for that semester for purposes of enrollment certification and financial aid. Transcripts will reflect the designation of “AU” for an audited course. Courses taken for audit may be repeated one time for credit. The per fee for audited courses is the same as the fee for courses taken for credit. Once enrolled, a student may not change class registration status from audit to credit or from credit to audit.

Course Addition/Drop

Students may add or drop a course(s) within the first two weeks of a 16-week semester. After the 100% refund period of the course, any drop from a course becomes part of the student’s permanent academic record.

Students adding or dropping a course must:
1. Meet with a College faculty advisor.
2. Complete a College add/drop form and obtain the advisor’s signature.
3. Submit the form to the Student Services Department.
4. Understand that any refund will be based upon the date the add/drop form is received by the Student Services Department.
Course Cancellation

The College reserves the right to cancel any course. The College Registrar in conjunction with the course faculty will decide cancellation of courses; students will be notified of cancellations and assisted in identifying appropriate registration options.

Online Courses

The College offers online learning through Embanet for select courses. Students wishing to register for an online course must have an email address at the time of registration.

An online orientation course is offered to learners currently enrolled in one of the College’s online courses. The purpose of this course is to familiarize students with the “Angel” platform offered by Embanet and utilized by the College.

In order to participate in an online learning course, students must have access to a computer and the internet. Please refer to chart (below) for hardware and software requirements.

Note: Students are able to access the internet through the computer lab at the college.

Computer Hardware and Software Requirements for Web-Based Courses

<table>
<thead>
<tr>
<th>Minimum requirements</th>
<th>Preferred requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PC (Personal Computer)</strong></td>
<td></td>
</tr>
<tr>
<td>Processor: Pentium 233 MHz</td>
<td></td>
</tr>
<tr>
<td>RAM: 64 MB of RAM</td>
<td></td>
</tr>
<tr>
<td>Browser (you only need 1): Either Microsoft Internet Explorer or Netscape Communicator</td>
<td></td>
</tr>
<tr>
<td><strong>Monitor</strong></td>
<td></td>
</tr>
<tr>
<td>15 inch VGA</td>
<td>17 inch SVGA</td>
</tr>
<tr>
<td>256 color monitor</td>
<td>True Color or Millions of colors monitor</td>
</tr>
<tr>
<td>800 by 600 resolution</td>
<td>1024 by 768 resolution</td>
</tr>
<tr>
<td><strong>Internet Connection</strong></td>
<td></td>
</tr>
<tr>
<td>56K Modem</td>
<td></td>
</tr>
<tr>
<td>Broadband</td>
<td></td>
</tr>
<tr>
<td><strong>Email capabilities</strong></td>
<td></td>
</tr>
<tr>
<td>E-mail client</td>
<td></td>
</tr>
<tr>
<td>Unique email address</td>
<td></td>
</tr>
<tr>
<td>5+MB of email storage</td>
<td></td>
</tr>
<tr>
<td><strong>Software: Word Processor</strong></td>
<td></td>
</tr>
<tr>
<td>Microsoft Word 98</td>
<td>Microsoft Word 2000 or XP</td>
</tr>
<tr>
<td><strong>Plug-ins</strong></td>
<td></td>
</tr>
<tr>
<td>Adobe Acrobat Reader</td>
<td><em>Note: When you are downloading these programs, you should download the highest available version that will run on your computer</em></td>
</tr>
<tr>
<td>Flash Player</td>
<td></td>
</tr>
<tr>
<td>Shockwave Player</td>
<td></td>
</tr>
<tr>
<td>Real Player</td>
<td></td>
</tr>
<tr>
<td>QuickTime</td>
<td></td>
</tr>
<tr>
<td>Window Media Player</td>
<td></td>
</tr>
<tr>
<td><strong>Peripherals</strong></td>
<td></td>
</tr>
<tr>
<td>Speakers</td>
<td></td>
</tr>
<tr>
<td>Sound card</td>
<td></td>
</tr>
<tr>
<td>Video card capable of 800 by 600 pixel resolution</td>
<td>Video card capable of 1024 by 768 pixel resolution</td>
</tr>
</tbody>
</table>
Records Policy

The College’s policy regarding student records is intended to comply fully with the Family Educational Rights and Privacy Act of 1974. This Act was designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for correction of inaccurate or misleading data through formal and informal hearings. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office, Department of Education, Washington, DC 20202, concerning any alleged failures of Trinity College to comply with the Act.

Trinity College designates the following categories of student information as public or “directory information” which is available to the public: Name, address, telephone listing, date of attendance, degrees and awards received, and the most recent previous educational agency or institution attended. The above information may be disclosed by the institution for any purpose at its discretion. However, currently enrolled students may withhold disclosure of these items by notifying the Student Services Department. Students have the right to inform the College that any or all of this information should not be released without their prior consent. If students wish to restrict the release of this information, they must complete a written request to that effect with the Student Services Department. After students have filed the required written request, the College will notify the appropriate offices and comply with the request. Any information other than the items listed above will not be released without the student’s specific written permission except as provided by law.

Transcripts

The College will release transcripts of academic records only upon the written request of the student and providing that all financial obligations due the College are cleared. Transcripts will include all courses taken at the College and its cooperating institutions while enrolled as a Trinity student. Transfer courses accepted by the College will be listed on the transcript and note with “CR”.

NOTE:
Transcript Request Forms are available online at www.trinitycollegeqc.edu. A written request for a transcript must include:

- Full name of student including former and maiden names (if applicable)
- Social security number
- Graduation date or years of attendance and the College Program attended
- Original written signature

All transcripts issued to a student will be stamped “Issued to Student”. Currently enrolled students may obtain unofficial transcripts through the College website at My Pulse. Transcripts will not be released if the student’s account is on hold for noncompliance of policy.

A one-time fee of $7.00 will be assessed the first semester of enrollment for all students. This one time fee provides transcripts any time they are needed, either as a student or a graduate.

Change of Address

It is the responsibility of the student to notify the Student Services Department in writing of a change in name, address, telephone number and any other record information.

Denial of Enrollment

Students with past-due accounts with the College may not register for classes or have official transcripts released from the College.

Transcript Retention

Transcripts submitted by individuals who do not enroll at Trinity College will remain on file for an indeterminate period of time.
Academic Regulations & Information

Appeal Policy

Students have the right to appeal the implementation of any College regulation which relates to admission, fees, academic standards, or graduation by writing a formal written appeal to the responsible person. Such appeals must be based upon the existence of unusual or extenuating circumstances which prevent the student from achieving the College standard. Evidence of these unusual or extenuating circumstances must be shared with the appeal. The responsible person shall weigh the circumstances, gather input from related parties, and make a decision which shall be final.

General Education

All academic degree programs require general education as a component of the curriculum, which is designed to help each student develop as a liberally educated person who possesses skills and competencies essential to function as a mature and responsible individual in a modern society.

General education courses ensure that, in keeping with Trinity College’s Mission, degree graduates will have:

- Basic literacy skills
- A framework for critical analysis
- An appreciation for the role of natural and social sciences and humanities in today’s global environment
- Insight into patterns of human and cultural behavior
- Exposure to creative expression

General Education Philosophy

General education provides students with foundational and concurrent learning upon which health science education is built. The faculty believes that behavioral changes occur through the acquisition of new knowledge, skills, and attitudes. The faculty recognizes that students need to obtain general familiarity with broad areas of learning in order to function responsibly in a rapidly changing environment.

General education fosters an aesthetic appreciation of the global environment and cultural differences. Students grow in wisdom and learn the intellectual skills of accurate observation, problem-solving, and critical thinking. General education encourages clear and effective communication of the written and spoken word.

General Education Objectives

The general education curriculum will assist the student to:

- Integrate common knowledge/skills/attitudes from the natural and social sciences and humanities into health sciences education and practice
- Broaden their perspective of the world and its citizens, including multicultural groups, while caring for clients and groups across the life span
- Foster capacity for continuous and lifelong formal and informal learning, including critical thinking processes
- Assume social and professional accountability for the professional role

General Education Course Clusters

Course clusters are course distribution categories designed to allow flexibility in fulfilling degree requirements. For example, the “Oral Communication” category may be fulfilled by taking one course from a “cluster” of appropriate oral communication courses such as speech, intercultural or interpersonal communication. Course requirements that may be fulfilled from among a cluster of courses are indicated in the College Curriculum Plans. Trinity advisors assist students in the selection of appropriate courses to fulfill degree requirements. Students must receive written approval of courses not listed in the clusters from the Department Director.
The student should note that some courses listed in the clusters may have prerequisite requirements determined by the offering institution. The prerequisites will be listed in the course catalog of the offering institution. The following general education clusters are applicable to all degree programs. Any questions about meeting requirements should be directed to the advisor. The Department Directors have final approval of courses not previously identified as part of a cluster.

### 2009-2010 Cluster Options

#### Communication Category

**Oral Communication Cluster**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black Hawk College</td>
<td>SPEC 101</td>
<td>Principles of Speech</td>
</tr>
<tr>
<td></td>
<td>SPEC 111</td>
<td>Business &amp; Professional Communications</td>
</tr>
<tr>
<td></td>
<td>SPEC 114</td>
<td>Interpersonal Communication</td>
</tr>
<tr>
<td></td>
<td>SPEC 175</td>
<td>Intercultural Communication</td>
</tr>
<tr>
<td>Eastern Iowa Community College</td>
<td>SPC 112</td>
<td>Public Speaking</td>
</tr>
<tr>
<td></td>
<td>SPC 122</td>
<td>Interpersonal Communication</td>
</tr>
<tr>
<td></td>
<td>SPC 170</td>
<td>Professional Communication</td>
</tr>
</tbody>
</table>

**Written Communication (English) Cluster**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black Hawk College</td>
<td>ENG 101</td>
<td>Composition I</td>
</tr>
<tr>
<td></td>
<td><strong>ENG 102</strong></td>
<td>Composition II</td>
</tr>
<tr>
<td></td>
<td>ENG 132</td>
<td>Technical Writing</td>
</tr>
<tr>
<td>Eastern Iowa Community College</td>
<td>ENG 111</td>
<td>Composition I: Technical Communication</td>
</tr>
<tr>
<td></td>
<td>ENG 105</td>
<td>Composition I</td>
</tr>
<tr>
<td></td>
<td><strong>ENG 106</strong></td>
<td>Composition II</td>
</tr>
<tr>
<td></td>
<td>ENG 221</td>
<td>Creative Writing</td>
</tr>
</tbody>
</table>

#### Behavioral Sciences Category

**Sociology Cluster**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black Hawk College</td>
<td>SOC 101</td>
<td>Principles of Sociology</td>
</tr>
<tr>
<td></td>
<td>SOC 200</td>
<td>Contemporary Social Principles</td>
</tr>
<tr>
<td></td>
<td>SOC 250</td>
<td>Minority Relations</td>
</tr>
<tr>
<td>Eastern Iowa Community College</td>
<td>SOC 110</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td></td>
<td>SOC 115</td>
<td>Social Problems</td>
</tr>
<tr>
<td>Trinity College</td>
<td>SOC 105</td>
<td>Sociology of Health Care</td>
</tr>
</tbody>
</table>

**Psychology Cluster**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black Hawk College</td>
<td>PSYC 101</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Prerequisite for Growth &amp; Development)</td>
</tr>
<tr>
<td></td>
<td>PSYC 200</td>
<td>Human Growth &amp; Development</td>
</tr>
<tr>
<td></td>
<td>PSYC 230</td>
<td>Social Psychology</td>
</tr>
<tr>
<td></td>
<td>PSYC 250</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>Eastern Iowa Community College</td>
<td>PSY 111</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td></td>
<td>PSY 121</td>
<td>Developmental Psychology</td>
</tr>
</tbody>
</table>

**Satisfies BSN Requirements**
## Critical/Analytic Science/Math Category

### Math Cluster

**Black Hawk College**  
**MATH 108** Statistics for General Education  
**MATH 110** Mathematics for General Education  
**MATH 112** College Algebra  
**MATH 116** Trigonometry  
**MATH 118** Precalculus  
**MATH 131** Finite Mathematics  
**MATH 228** Probability & Statistics

**Eastern Iowa Community College**  
MAT 110 Math for Liberal Arts  
MAT 121 College Algebra  
MAT 128 Precalculus  
MAT 140 Finite Mathematics  
**MAT 156** Principles of Statistics

**Trinity College**  
**MAT 150** Statistics

### Science Cluster

**Black Hawk College**  
BIOL 145 Anatomy & Physiology I  
BIOL 146 Anatomy & Physiology II  
BIOL 150 Medical Terminology  
BIOL 261 Microbiology  
**CHEM 111** Principles of Organo-Biochemistry  
**CHEM 115** Basic Organic & Biochemistry  
**CHEM 203** Organic Chemistry I  
**CHEM 215** Concentrated Organic Chemistry  
**PHYS 101** General Physics I  
**PHYS 102** General Physics II  
**PHYS 110** Introduction to Physics  
**PHYS 115** Concentrated Physics

**Eastern Iowa Community College**  
BIO 114 General Biology 1A  
BIO 168 Human Anatomy & Physiology I with Lab  
BIO 173 Human Anatomy & Physiology II with Lab  
BIO 186 Microbiology  
**CHM 132** Introduction to Organic and Biochemistry  
**CHM 261** Organic Chemistry I  
PHY 162 College Physics I

**Trinity College**  
BIO 265 Microbiology  
HSC 100 Medical Terminology

**Satisfies BSN Requirements**
**Humanistic Appreciation Category**

### Anthropology

<table>
<thead>
<tr>
<th>College</th>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black Hawk College</td>
<td><strong>ANTH 101</strong></td>
<td>Introduction to Physical Anthropology</td>
</tr>
<tr>
<td><strong>ANTH 102</strong></td>
<td><strong>ANTH 102</strong></td>
<td>Introduction to Cultural Anthropology</td>
</tr>
<tr>
<td>Eastern Iowa Community College</td>
<td><strong>ANT 105</strong></td>
<td>Cultural Anthropology</td>
</tr>
</tbody>
</table>

### Ethics

<table>
<thead>
<tr>
<th>College</th>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black Hawk College</td>
<td><strong>PHIL 103</strong></td>
<td>Ethics</td>
</tr>
<tr>
<td>Eastern Iowa Community College</td>
<td><strong>PHI 105</strong></td>
<td>Introduction to Ethics</td>
</tr>
<tr>
<td>Trinity College</td>
<td><strong>PHI 200</strong></td>
<td>Ethics of Healthcare</td>
</tr>
</tbody>
</table>

### Humanities Elective

3 credit hour courses in the following categories are accepted:

- Art
- Communication
- Cultural Studies
- English
- Foreign Language and Literature
- Humanities
- Music
- Philosophy (including Logic)
- Religion
- History
- Theatre
- Spanish for the Healthcare Provider I & II (Trinity course)

** Satisfies BSN Requirement
Enrollment Status Policy

Listed in the chart below are the College’s student enrollment status guidelines. Students will be assigned an enrollment status based on these enrolled credit hours at the College.

<table>
<thead>
<tr>
<th>Student Enrollment Status</th>
<th>When enrolled in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time student</td>
<td>At least 12 credit hours during a semester (6 hours during the summer session)</td>
</tr>
<tr>
<td>Three-fourths time student</td>
<td>9-11 credit hours during a semester</td>
</tr>
<tr>
<td>Half time student</td>
<td>6-8 credit hours during a semester</td>
</tr>
<tr>
<td>Less than half time</td>
<td>1-5 credit hours during a semester</td>
</tr>
</tbody>
</table>

Course Grading System

The course syllabus provided by the instructor will identify the course grading criteria and procedures to be followed in that course. The didactic grading system is based on the percentage system and clinical percentage grade is based on clinical performance evaluations. A 0.5 point or more will be rounded up to the next whole number when computing course grades. The clinical grading system is determined by the program. In some programs/courses the didactic and clinical grades are recorded separately. The Nursing Program has a grading scale separate from the general College course grading system (see page 64). Also reference EMS (page 72), Radiography (page 79), and Respiratory Care (page 88) programs for specific grading criteria.

Work not completed for reasons considered appropriate by the instructor must be completed within the time limit established by the instructor (from one day to one semester/summer session). Students will receive an “I” for a course grade until such a time that all work is completed. If the work is not completed in the allotted time the Registrar will record an “F” as the course grade.

Grade Reports

When a student completes a course, grade reports will be available at My Pulse through the College website. Final grade reports will not be issued over the phone or given to students who attempt to secure them in person. All financial obligations to the College must be fulfilled in order for students to obtain their grades online. Faculty may share unofficial grade reports with the students in their courses.

Grade Point Average

The student’s grade point average is determined by dividing the number of credit hours attempted into the total grade points earned. The “WF” or “WP” is not used in computing the grade point average.

Grading is based on a percentage system. Criteria for theory and clinical grades are as follows unless otherwise noted by the program of study.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>92-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>84-91</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>75-83</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>67-74</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>66 and below</td>
<td>Failure</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td></td>
<td>Incomplete</td>
</tr>
<tr>
<td>WP</td>
<td></td>
<td></td>
<td>Withdrawal Passing</td>
</tr>
<tr>
<td>WF</td>
<td></td>
<td></td>
<td>Withdrawal Failing</td>
</tr>
<tr>
<td>AU</td>
<td></td>
<td></td>
<td>Audit</td>
</tr>
<tr>
<td>R</td>
<td></td>
<td></td>
<td>Repeat</td>
</tr>
</tbody>
</table>
Grade Change

Grade change requests must be made within six months of the end of the course. Once final grades have been submitted, assignment of “W” will not be permitted. In the case of instructor error, it is the instructor’s responsibility to change the grade as soon as the error is discovered.

Cheating and Plagiarism

It is the goal of Trinity College to promote a sense of honesty on the part of students in fulfilling their academic requirements.

The College is committed to providing an educational environment that is free of plagiarism and cheating. In order for an academic community to teach and support appropriate educational standards, an environment of collaboration, trust, and individual responsibility must be maintained. It is the student’s responsibility to achieve their educational obligations in a fair and honest manner. Students found responsible for plagiarism and/or cheating may face both academic and disciplinary actions.

Plagiarism is the act of presenting another’s work as your own. Plagiarism takes several forms. Any of the following, without full acknowledgement of the original source, counts as plagiarism:
1. Passing of words and/or images of another as one’s own.
2. Passing of the ideas of another as one’s own.
3. Using the original organizational scheme or plot of another as one’s own.

Examples of Plagiarism include, but are not limited to:
• Copying someone else’s words without using quotation marks and citing (giving credit to) the source.
• Misrepresenting someone else’s words or ideas or quoting them inaccurately.
• Citing the wrong source.
• Paraphrasing or summarizing someone else’s words or ideas without citing the source.
• Submitting one’s own work which has already been submitted for assessment purposes in another subject.

All issues regarding plagiarism will be confidentially investigated. The student in question may prepare a written statement of facts. Any students found guilty of plagiarism will be entered into corrective action. Corrective action may include any of the following:
• Failing of the assignment/exam,
• requiring the student to re-do the original assessment,
• assigning a fail grade for the course,
• or dismissal from the College.

Cheating is viewed as an offense of severe nature. Students found cheating will be dismissed from the College without the opportunity for grievance or appeal.

At the beginning of the semester, each instructor should inform students about the College policy on cheating and plagiarism. The student bears the ultimate responsibility for being aware of College policy, regardless of whether or not the faculty member has provided this information.

All Trinity College of Nursing and Health Sciences faculty are responsible for helping to assure that plagiarism and cheating are avoided in the academic environment. Since faculty members assign grades, they determine what constitutes cheating and/or plagiarism in their course. Unless that judgment can be shown to be either capricious, arbitrary, or in bad faith, the faculty member’s judgment will stand.
Time Limit for Completion of Program

An individual may complete any number of or all of the required General Education courses before beginning major (program) courses. Continuity of matriculation in the major courses is expected due to the ongoing application of knowledge and skills.

Time lapses in continual course sequencing are not acceptable if related to other than availability of course offerings or approved absence. The Department Director will determine a time limit for completion of the Program after input by the involved individual.

Repeat Policy

Students may repeat any course offered at Trinity College. The student should be aware of the following:

1. A student may repeat a course only when one of the following conditions is met:
   a. If the student has not completed the course with a grade of “C” or better and the course is necessary to satisfy requirements for a degree or certificate, the course may be repeated once.
   b. No more than a total of two major courses may be repeated in each program. Exception: Nursing students are allowed to repeat only one major course in each of the nursing programs.
   c. If the student needs to raise the grade point average to the required level for graduation, a course may be repeated once.

2. Students who must repeat a course are required to complete an Intent to Return form in order to ensure a place in the next available offering of the class. Exception: Nursing students must complete the Request for Readmission process (See page 57, ASN Program Progression, or page 61, ABSN Program Progression).

3. In a repeated course, only the highest grade will be counted in the grade point average.

4. Students’ transcripts will reflect a repeated course by placing a “R” next to the first course grade.

5. Failure to receive a “C” or above in a repeated course or in more than two courses in a program will result in dismissal from the program.

Class & Clinical Attendance

Regular class attendance is an important ingredient for academic success, since only with regular attendance are students able to participate fully in discussion and laboratory sessions, and to seek clarification concerning presented materials. Course outcomes are enhanced and success is more likely to occur through attending class. If a student is unable to attend class, it is the responsibility of the student to meet course outcomes/objectives/requirements. The student is expected to follow the established attendance guidelines for the course. Faculty may set individual attendance policies for their course.

Clinical experiences are planned to use healthcare and general education theory and principles. Each student is expected to be in the clinical setting on scheduled clinical days to facilitate learning, experience unrehearsed learning opportunities, and meet clinical outcomes. When students must cancel their participation in planned clinical experiences with less than 24 hours notice, they are to notify both faculty and the staff in the clinical setting as soon as possible. If a student is unable to attend clinical, it is the responsibility of the student to arrange to meet course outcomes, clinical objectives, and requirements. Missed clinical experience is discussed with the clinical faculty and options for meeting objectives/outcomes will be addressed. The student is expected to follow the established attendance guidelines for the College.

Faculty may set individual course attendance policies. Course syllabi will delineate specific clinical attendance policies for each course. Students may be required to register for clinical make-up unit(s) (CMU) for absences incurred throughout the semester. (See Tuition and Fees Information for CMU charges).

Children in Class

Faculty have responsibility for control of the classroom and maintenance of an academic environment. The presence of children in the classroom may impede learning and therefore is discouraged as a general practice. Children are permitted in the classroom and laboratories ONLY with permission of the course Faculty. Children are not allowed in the clinical education setting.

Cell Phone/Pager

Cellular phones, pagers, and beepers are not to be used during class time, clinical rotations, or field rotations. Use of these devices during classroom time, clinical rotations, or field rotations will be considered a violation of the student code as it relates to “disruptive behavior”.

Children in Class

Faculty have responsibility for control of the classroom and maintenance of an academic environment. The presence of children in the classroom may impede learning and therefore is discouraged as a general practice. Children are permitted in the classroom and laboratories ONLY with permission of the course Faculty. Children are not allowed in the clinical education setting.
Name Badges

Student name badges are distributed through the Student Services Department. The name badge is utilized for identification purposes as needed. Students are to wear their name badge at all times when on the College campus, Medical Center facility, Trinity facilities, or clinical assignments at other health care facilities. The name badge is an official part of the College uniform. If a name badge is lost, Student Services must be notified and a replacement will be made available. Students will be assessed a fee for the replacement badge. Badges must be returned at the time of graduation or withdrawal from the College.

The student’s name badge must be worn during clinical assignments and at any time the student is on College or Trinity Regional Health System premises in the role of student (including in the classroom, the Health Sciences Library, College campus, Trinity facilities, Medical Center facility or clinical assignments at other health care facilities). It should be affixed to the collar or lapel so that the name can be easily read. No additional pins or emblems are to be added to the name badge.

Dress Code

The purpose of dress codes is to provide guidelines for students so they may optimally reflect professional standards in their appearance. An acceptable level of personal hygiene, and a clean, neat and professional appearance is required in all clinical-related activities and College-related student roles. A general approach of moderation and good taste should serve as a basis for choices. Classroom attire can be comfortable and casual but should be appropriate at all times. Individual faculty members accept the responsibility for reasonable interpretation of this policy.

The following apply when students are in uniform attire and/or on most clinical units in the student role:

• Personal Grooming:

Proper body cleanliness and use of deodorant must be maintained. When makeup is worn, it should be used with discretion and good taste. Any visible body art must be small, tasteful, and appropriate for the workplace. The use of scents (perfume, cologne, or after-shave) is prohibited. Hands are to be clean and free of lesions. Nails must be clean, neat and trimmed to a conservative length (1/4" from the nail bed). Nail polish, if worn, must be clear, neat, and without chips and/or cracks. In some clinical situations (e.g., ICU and OR), nail polish may be forbidden. Artificial nails and nail enhancements are prohibited.

Hair should be clean, neat, and appropriately colored and styled. During clinical activities, hair should be styled off the shoulders so that it does not swing and become a source of contamination through shedding of stray hair or dissemination of bacteria. Hair bows and clips (when used) should complement the uniform. Male facial hair should be trimmed and groomed.

Garments should fit properly and must be clean, pressed and free from missing buttons, torn hem lines, and ripped seams. Dress street clothing, which is worn during specific clinical experiences or under lab coats, is defined as non-casual clothing. Skirts, tops, and slacks worn in professional settings should not be cropped, frayed, or faded. Blue jeans and “sweat suits” are not allowed during clinical-related activities, including under lab coats. Shoes should be kept clean, polished, and in good repair with clean laces.

• Jewelry:

For hygiene, safety, and in keeping with a professional image, jewelry must be limited in clinical areas. Visible body piercing jewelry (e.g., nose, tongue, and eyebrow) other than earrings is unacceptable in all clinical situations.

In most clinical settings, Medic Alert jewelry, a watch that displays seconds, and rings on no more than two fingers, including the wedding ring, are allowed. Earrings of moderate size that complement the uniform and do not drop below the lobe (no more than two per lobe) are acceptable. Necklaces are discouraged when involved in direct patient care; however, a short, fine gold necklace is permitted in some settings. No other jewelry is allowed. In some clinical situations, all jewelry is prohibited.

• Visiting in Uniform:

To avoid confusion with on-duty personnel, students who are off clinical, but have occasion to be at the Medical Center or visiting patients, should not wear the College uniform, lab coat, or name badge.
Some course activities, as specified by the faculty, may require lab coats. Uniform lab coats with the name badges are worn over dress street clothing when the student’s presence is required on medical units for reasons other than giving direct client care.

Students are advised to adhere to any specific program dress codes descriptions. Additional dress code requirements may be made at the discretion of faculty.

Withdrawals

Student Withdrawals

The student is provided academic advisement when enrolling for a course, and it is beneficial for the student to seek advice from the instructor and/or advisor when considering withdrawing from a course.

Students may add or drop a course(s) within the first two weeks of a 16-week semester. After the 100% refund period of the course, any drop from a course becomes part of the student’s permanent academic record. Please refer to the Registration section for additional add/drop procedures.

It is important to consider the following when withdrawing from a course:

1. The refund policy
2. Potential loss of both current financial aid and future financial aid eligibility.
3. Impact on grade; if a student does not officially withdraw from a course, the student may receive an “F”.
4. After the initial add-drop period, students may withdraw from a course up until the final exam and/or completion of course requirements. A WP (Withdrawal – Passing) or a WF (Withdrawal – Failing) will be earned depending on the student’s progress at the time of the withdrawal. Following the completion of course requirements, the student can no longer decide to withdraw and the appropriate grade (ie: A, B, C, D, or F) will be assigned.
5. Students withdrawing from all courses are required to pay all financial obligations to the College.
6. The impact of a “WF” (Withdrawal Failing) is treated as a “D” or “F” in terms of the repeat course policy.

Instructor Withdrawals

The faculty may drop a student from a course because of non-attendance or non-participation in an online course during the first two weeks of a 16-week semester course. No grade notation will be made on the student’s transcript.

Administrative Withdrawals

The College reserves the right to withdraw a student from classes at any time during the semester. Generally, these withdrawals are initiated as a result of disciplinary problems, non-payment of tuition/fees, or incomplete admission/health records. The student may receive a “WF” and be placed on academic warning.

Program Withdrawal Procedures

A student wishing to discontinue program enrollment is strongly encouraged to seek counsel with their faculty advisor prior to taking action. Students who wish to withdraw from an academic program must:

1. Complete a Trinity College course drop form and obtain the advisor’s signature
2. Complete a College Withdrawal Form with the advisor, Department Director/Program Coordinator and the Director of Student Services
3. Ensure that all financial obligations have been fulfilled with the College
4. Return the identification badge, radiation badge and any other program articles issued to the student
5. Complete a Financial Aid Exit Interview Form if applicable
6. Understand that any refund will be based upon the date the add/drop form is received by the Student Services Department.
Leave of Absence

Students who are performing satisfactorily and find it necessary to interrupt their course of study for personal reasons may be granted a leave of absence. When requesting a leave, the student should specify the semester and year to resume study. A leave of absence is normally granted for one semester unless circumstances warrant a longer period of time. A leave of absence will not be granted for longer than one year. Students returning from an approved leave of absence may be required to demonstrate proficiency prior to reentry into their program of study. A Leave of Absence Form may be obtained from the Student Services Office.

Financial Aid may be affected by a leave of absence. Students are only granted a 60-day leave of absence from the State and Federal Government funding programs. Therefore, all students who receive financial aid and request a leave of absence must meet with Student Services for counseling.

Program Transfer

To withdraw from one program and transfer to another within the College, students notify the Director of Student Services of their intention to transfer and follow the usual withdrawal procedure to leave the original program. Students must be in good academic standing, meet admissions requirements, complete an application, and have the application accepted by the College. The application fee is waived for students transferring between College programs.

Academic Course Progress

As a courtesy, students may be notified of their academic progress within a course by their course faculty during a given semester. Faculty may advise students to seek a variety of support methods in order to promote success in the course.

Good Standing

To be in good standing, any student while enrolled at Trinity College, regardless of where the hours were earned, must maintain a cumulative GPA of 2.00. Good Standing is recorded on a student’s transcript for each semester that it applies.

Academic Warning

Regardless of where the credit was attempted, any student with a cumulative GPA below 2.0 is placed on academic warning. Achieving “WF” (Withdrawal Failing) in a required course will also place the student on Academic Warning. Academic Warning is noted on a student’s academic transcript as well as the Grade Report.

Removal from Academic Warning

When the student achieves a cumulative GPA of 2.0 and/or successfully repeats the required course, the student will be removed from Academic Warning. The student must resolve the Academic Warning status by the end of the next semester or the next opportunity to repeat the course(s), whichever comes first.

Social Probation and Dismissal

Any student whose conduct is deemed undesirable by the administration, faculty or appropriate committee may be placed on social probation or dismissed from the College. Refer to General Standards of Behavior and Correction Action Policies.
Satisfactory Academic Progress

For a student to progress within the Program curriculum, the following is required:
1. A grade of “C” or above in each professional course and a “C”/Pass in the clinical component of each course.
2. A grade of “C” or above in all general education courses.
3. A overall grade point average of 2.0 on a 4.0 scale.

Required health sciences as well as general education courses in which a grade below a “C” is received must be repeated. No more than two required health science courses can be repeated in each program.

Students who:
- Withdraw from or fail more than two health sciences courses in their Program or
- Fail in their attempt to repeat any health sciences course
will be withdrawn from the Program for not meeting the Satisfactory Academic Progress policy. (Exception: Nursing students are allowed to repeat only one major course in each of the nursing programs). Students who are dismissed for failure to make satisfactory academic progress will not be considered for readmission. A student who fails to pass a course (receives a grade of “D,” “F,” “WP,” or “WF” in theory and/or clinical for the semester grade) may not be allowed to progress to the next semester when the failed course is a prerequisite for the courses which follow.

Conferring Degrees and Certificates

Candidates for Associate Degrees and Certificates will be recognized formally at the Commencement Convocation held each year in May. However, students will earn their degrees or certificates following the close of the semester in which they complete an intent to graduate form and meet the graduation requirements. No degree will be granted until confirmation by the College Registrar that all program requirements have been successfully met.

Academic Calendar

The College operates on a semester calendar. It may offer certain courses on other schedules.

Unit of Credit

The unit of credit is the semester credit hour. Normally a unit of didactic credit is earned by attending a non-laboratory class for one hour a week for 16 weeks or the equivalent. The number of credits for each course can be found in the course descriptions. In laboratory classes, one credit hour is granted for two to three hours in the laboratory per week. Clinical contact hour descriptions are noted in each program section of this catalog.
HONORS INFORMATION

Phi Theta Kappa International Honor Society (PTK)

Membership in Phi Theta Kappa carries key advantages for associate degree College students. With a diverse membership, the Phi Theta Kappa Society offers support from fellow scholars of all ages, ethnic backgrounds, economic levels and fields of study who share a variety of interests and ideas. The special sense of community among society members and faculty advisors allows students to take full advantage of these key opportunities. The commonality is a superior scholarship, and a commitment to the continuing excellence and educational opportunities provided by the two-year program. Phi Theta Kappa requires the student to have completed 12 semester hours of associate degree course work with a minimum cumulative grade point average of 3.0 (on a 4.0 scale) and to maintain a minimum cumulative grade point average of 3.0. The College chapter is Beta Zeta Beta.

Bachelor of Science in Nursing Honor Society

The Trinity Bachelor of Science in Nursing Honor Society is modeled after the only nursing honor society in the world: Sigma Theta Tau International. The Honor Society is scholarly and professional in purpose. The organization’s two purposes are 1) to recognize superior academic achievement and leadership qualities and 2) to foster creative work and high professional standards. Membership is open to BSN students. To be eligible for induction:

- Junior nursing students must have a minimum cumulative grade point average of 3.0 on a 4.0 scale and be in the top 15 percent of their class
- Senior nursing students must have a minimum cumulative grade point average of 3.0 on a 4.0 scale and be in the top 35 percent of their graduating class

Association of Surgical Technologists Honor Society

The Association of Surgical Technologists (AST) Honor Society was formed to recognize the achievement of Surgical Technology students and to support the learning and professional development of the members. Membership is for a lifetime and students are nominated by Program Coordinators. To be eligible for induction, students must:

- Have completed 75 percent of the requirements at a CAAHEP-accredited Surgical Technology Program.
- Maintain a minimum 3.5 GPA (based on a 4.0 grading scale)
- Maintain a minimum 95 percent overall attendance rate
- Be a good school citizen and have no past or present disciplinary action
- Project qualities of integrity and leadership in academic and extracurricular activities
- Be a member of the Association of Surgical Technologist (AST).

Honor Roll

Semester and summer session hours and grades are used to determine honors. To be eligible for semester honors, a student must be in good standing, complete a minimum of 8 semester hours of credit in courses graded (A, B, C, D or F) and receive no grades lower than “C”. Students earning a 3.0 and above will be eligible for the Dean’s List.

To be eligible for Summer Session honors, a minimum of six semester hours of credit is required.
Graduating with Recognition

The College wishes to recognize those students who have achieved outstanding academic performance. To receive these awards, students must complete the majority of their major semester hours at Trinity College. Special awards are conferred at the Awards Convocation and recognized during graduation ceremonies. For convocation and commencement ceremonies, graduation honors and certificates of achievement are calculated based upon a student’s cumulative GPA the previous semester.

Certificate of Achievement

Students graduating from a certificate program who have a cumulative GPA of 3.5 or higher on a 4.0 scale, will receive a certificate of achievement.

Honors

Students earning an Associate Degree with a cumulative GPA of 3.5 or higher on a 4.0 scale graduate with honors.

Valedictorian & Salutatorian

Trinity College believes that the graduation ceremony should be specific and personal to the graduating class of a given year. With that concept in mind, the College offers speaking opportunities to both the Valedictorians and Salutatorians of each program during the commencement activities.

The College Valedictorian is defined as the student with the highest overall grade point average in each degree program with a minimum GPA of 3.5 or higher. In the case of the Bachelor of Science in Nursing Program, the valedictorian selection may include the student’s GPA from their original nursing degree. The College valedictorians are offered the opportunity to speak during the graduation convocation; additionally these students are seated on the stage for the ceremony.

The College Salutatorian is defined as the student with the second highest overall grade point average in each degree program with a minimum GPA of 3.5 or higher. In the case of the Bachelor of Science in Nursing program, the salutatorian selection may include the student’s GPA from their original nursing degree. The College salutatorians are offered the opportunity to speak during the awards convocation.

Graduating with Academic Distinction

To graduate with academic distinction, BSN candidates must have completed the majority of their major semester hours at Trinity College, and have attained a College cumulative GPA of at least 3.5 (Cum Laude), 3.7 (Magna Cum Laude), or 3.9 (Summa Cum Laude). Academic distinction is conferred at the Awards Convocation and recognized during graduation ceremonies. For convocation and commencement, graduation honors are calculated based upon the cumulative GPA from the previous semester. The Graduated with Honors” notation on a student’s final transcript will be awarded based on all work completed for the degree.
GRADUATION REQUIREMENTS

Meeting graduation requirements is ultimately the responsibility of the student. Students are encouraged to work with their advisors in selecting courses to meet their educational objectives.

Students must apply for graduation before the deadlines published by the Student Services Department. Diplomas and certificates are mailed six to eight weeks after the end of the semester in which the students are approved to graduate.

Commencement ceremonies are the culmination of the student’s program of study. Each spring, Trinity College conducts a graduation ceremony where faculty, staff, family and friends come together to recognize academic achievements. All eligible degree and certificate candidates are encouraged to participate in commencement activities.

If the student has six credit hours or less to complete, the student is eligible to participate in graduation ceremonies. The student must submit a written request to the Department Director for approval early in the Spring semester.

The following degrees may be earned:
- Associate of Science in Nursing
- Bachelor of Science in Nursing
- Associate of Applied Science in Emergency Medical Services
- Associate of Applied Science in Radiography
- Associate of Applied Science in Respiratory Care
- Associate of Applied Science in Surgical Technology

The following certificates may be earned:
- Paramedic
- Surgical Technologist

Requirements for graduation for degree/ certificate programs include:
- Successful completion of general education courses and specific major courses required by the appropriate degree/certificate curriculum plan
- Compliance with all special requirements listed by the individual program
- Achievement of a satisfactory cumulative grade point average (2.0 on a 4.0 scale)
- Satisfaction of all financial obligations
- Fulfillment of course content requirements

Awarding of an AAS Degree Post Certificate

Trinity College of Nursing and Health Sciences is committed to promoting further education and providing degreed healthcare workers to the community. Therefore Trinity College will offer Trinity certificate graduates the opportunity to complete an Associate of Applied Science in their major field of study.

The associate degree will be open to any Trinity certificate graduate who successfully completes all graduation requirements. Students seeking a post certificate degree assume responsibility of completing an “Intent to Graduate with AAS Degree Post Certificate Form”, and submitting an official final transcript to the College Registrar. Forms are available in the Student Services Office. The student will be assessed degree audit and graduation fees consistent with other College fees.

All degree requirements must be completed within 5 years of filing the degree plan. When all requirements are met, the student will be awarded the appropriate Associate in Applied Science degree.
SERVICES TO STUDENTS

Advisement Services

Counseling Program

All students are eligible to participate in the Employee Assistance Program (EAP) as offered through Precedence, Inc. and Trinity Regional Health System. EAP is an employer-sponsored program that utilizes counselors who specialize in the assessment of personal problems. Students may seek EAP assistance independently, or can be referred by their Advisor/Program Coordinator or Department Director. Brochures are available in the Student Services Department or from an Academic Advisor. EAP services are available 365 days per year, 24 hours per day by calling 1/800/383-7900 or 309/779-2273. Services are located at 4600 3rd Street, Moline, Illinois. This is a free, limited, confidential program and will not be part of the student’s academic record.

The EAP resource can assist students in accessing the appropriate resources to deal with concerns that might interfere with their personal and educational development while in College. The service is available to every student who has a difficulty or concern. Included in the service is assistance with personal, social, academic, professional, and vocational concerns. Concerns such as drug and alcohol abuse, marital problems, financial trouble, and others can be addressed.

Peer Tutoring

Tutoring sessions are available for students who feel they need additional academic assistance in major or general education courses. Students may self-identify to the Director of Student Services, or may be referred by an Academic Advisor or course faculty for these services. Appropriate arrangements will be made by the Director of Student Services in a timely manner to accommodate the student as necessary. Peer tutors are chosen on a case by case basis to meet the specific needs of the student.

Career Services

Student Services and Academic Advisors offer assistance in planning career goals. Students are provided with information regarding specific career opportunities within the health science professions. A College bulletin board with career opportunities is provided.

Child Care

Child Care services are available through Trinity Employee Child Care Programs, adjacent to the College. Trinity Employee Child Care programs are managed by Skip-a-Long Child Development Services. Skip-A-Long has an extensive history with the complexities of child-care management. Their quality staff is the key to their success in child development programming. Childcare is available Monday through Friday 6 a.m. to 6 p.m. Fees are based on full and part time scales.

Illinois Department of Children and Family Services and Iowa Department of Human Services license Skip-A-Long child-care services. Additionally the facility meets the national accreditation standards. For additional information please call 309-764-8110.

Check Cashing

Students may cash personal checks in amounts up to $10.00 at the Bookstore located in the lobby of the College. Automatic Teller Machines (ATMs) are available in the elevator lobby on the Trinity West Campus and just off the lobby on the Trinity 7th Street Campus. Check cashing privileges will be immediately and permanently revoked upon a check being returned to Trinity Regional Health System for any reason.

Computer and Learning Laboratories

The purpose of the Computer and Learning Laboratories is to enhance independent learning. Trinity College believes that learning of “hands-on” health sciences skills needs to be observed and practiced in simulated and laboratory settings. Use of the Computer and Learning Laboratories materials and facilities allows students to pace learning according to their own style/needs.

General Guidelines Include the Following:
• No children are permitted in these areas unless invited by faculty.
• Careful handling of equipment is needed to prevent damage.
• Safe use and handling of equipment are needed to prevent injury.
• These areas need to be maintained by cleaning up after one’s self.
• As supplies are needed in the Learning Labs, contact the course instructor.
• Respect for the rights of others is expected, therefore students are to refrain from activities that would disturb others in the area.

Computer Lab Guidelines:
• If required, reservation of Computer Lab time is arranged with a College secretary. Faculty or course requirements have priority for use. Open hours are on a first come, first served basis.
• NO FOOD OR DRINKS are allowed in the Computer Lab.
• Hours: 7:45 a.m. to 7:00 p.m. Monday through Thursday, 7:45 a.m. to 4:30 p.m. on Friday, and as arranged with course faculty.
• The majority of Computer Assisted Instruction (CAIs) programs are available on the computer hard drives. CD-ROM program disks and those CAIs not installed on the hard drives may be checked out between 8:00 a.m. to 4:30 p.m. from the College secretary.
• Students are to review the Computer Lab Handbook available in the Computer Lab prior to using the computers. Extra copies are available in the Lab.
• DO NOT COPY any CAIs from the Lab computers. This is a violation of the CAI site license.
• Before leaving the Lab, exit from all open programs per Handbook Guidelines. Remove all disks and return to the College secretary.

Nursing and Allied Health Learning Lab Guidelines:
• Hours: 7:30 a.m. to 4:30 p.m. Monday through Friday and as arranged with course faculty.
• Food and/or drinks are allowed in the Learning Labs with caution.
• No lotion, betadine, pen or pencil markings are to be applied to the manikins or equipment.
• Refold linen, if not soiled, for reuse. Return all objects to their appropriate place.
• Dispose of soiled linen in linen hampers. If linen is wet, allow drying on side of linen hamper. Notify College secretary to call for linen pick-up service.
• Wash plastic hygiene utensils with soap after use.
• Replace furniture into usual arrangements when finished. Keep sink areas dry.
• Sharp objects may be checked out for practice in the Lab from course faculty. These items must then be returned to that person before leaving the Lab.
• Due to quantities available and cost considerations, recycle items as appropriate (i.e., IV catheterization trays, etc.).

Injury to Person or Damage to Equipment:
• Take appropriate measures to deal with injury.
• Immediately report injury or damage to faculty or a Trinity College staff member.
• Cooperate with procedure established in the College guidelines for reporting unusual occurrences.
• The burden of responsibility for damaged equipment will be reviewed by the College Curriculum Committee.
• A fee may be charged to the student as a result of the review process if the student is found to be negligent or willful in causing the damage.

Disability Support Services
In accordance with Section 504 of the Rehabilitation Act and the American with Disabilities Act, Trinity College makes reasonable effort to facilitate learning by persons with diagnosed disabilities. Trinity College seeks to accommodate students with disabilities on an individual basis. Individual students are given reasonable and necessary accommodations based upon specific information and assessment data documented by a qualified professional. The Director of Student Services provides information on the availability and location of services, activities, and facilities that are accessible to and used by persons with disabilities.

While the College strives to accommodate students as fully as possible, reasonable adjustments or accommodations do not include measures that fundamentally alter the academic programs of the College or that place an undue financial burden on the College.

Trinity College strives to determine the accommodations needed before the self-identifying student with disability matriculates. Additionally, the College makes every effort to have accommodations in place when the student commences study. The College recognizes that it is counter-productive to simply provide services without student involvement. The actual provision of reasonable adjustment and accommodations by the College are viewed as a shared responsibility between the College and the self-identifying student. The Director of Student
Services relates to students as reasonable adults with the independent right to make educational decisions. Any student requesting an adjustment or accommodation must submit to the Director of Student Services a history of academic adjustments and accommodations received in high school and/or post secondary institutions. The student is responsible for initiating the process of requesting an accommodation for a disability and for providing the required verification. The student should submit the request and verification as soon as it is realized that an accommodation may be necessary. The Director of Student Services is the Disabilities Coordinator.

**Documentation of Disabilities**

All verifications must provide data which supports the student’s request for any academic adjustment. In the event that a student requests an academic adjustment and/or accommodation that is not supported by the data in the assessment, or if the initial verification is incomplete or inadequate to determine the extent of the disability, then it is incumbent upon the student to obtain requested supplemental testing or assessment at the student’s expense.

- **Physical Disabilities** – A student with a physical disability must provide professional verification of disability. The verification must reflect the student’s present level of functioning and activities affected by the disability. The student must provide the documentation to the Director of Student Services. The student shall incur the cost of obtaining the professional verification.

- **Mental/Emotional Disabilities** – A student with a mental/emotional disability must provide professional verification prepared by an individual who is qualified in the diagnosis of mental/emotional disabilities. The verification must reflect the student’s present level of functioning. The student shall provide the verification to the Director of Student Services. The student will incur the cost of obtaining the verification.

- **Learning Disabilities** – A student with a learning disability must provide an evaluation from a professional testing service which must include, but is not limited to, the individual’s present level of cognitive function, academic achievement and information processing. The student shall provide the verification of the learning disability to the Director of Student Services. The student will incur the cost of obtaining the verification.

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**Inquiries Regarding Laws that Protect Persons with Disabilities**

Inquiries regarding federal laws and regulations concerning the College’s compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 may be directed to the Office for Civil Rights, U.S. Department of Education, 10220 North Executive Hills Boulevard, Kansas City, Missouri 64153-1367 www.ed.gov/offices/OCR.

**Accommodations**

The Director of Student Services will review all documents submitted to verify a disability and will conduct a personal interview to explore the needs of the student in the academic setting. The student will then complete a Request for Accommodations form. After review of all documents submitted, the Director of Student Services will design a schedule of academic adjustments and/or accommodations appropriate for the student. Reasonable academic adjustments and accommodations are designed to provide equal opportunity to students with disabilities in the following areas:

- **Academic Program** - Adjustments in this area include those necessary to enable a student to study for, attend, and participate in didactic and clinical including modification of the curriculum. For example, specialized stethoscopes may be utilized. However, modifications do not include measures which fundamentally alter the academic program.

- **Examinations** - Examination adjustments and accommodations will be made as necessary to minimize the effect of a particular disability on student’s performance. Any adjustment and accommodation which alters the form or format of an exam shall be made in consultation with the faculty member of the course.

- **Auxiliary Aids** - To the extent feasible, Trinity College shall provide or assist students with disabilities in accessing educational auxiliary aids designed to enable them to participate fully in the academic program (i.e., Arkenstone Machine, Visualizer, Enlarger).
The Dean of Student Services shall maintain locked confidential records detailing the academic adjustments and accommodations based upon a disability. These records will be maintained until the student withdraws from the College, or, graduates and/or passes a licensure examination, at which time the records shall be shredded.

**Duplicating Services**

A copy machine is available in the College Commons and libraries. Students may make copies for a fee. Information regarding copyright restrictions is posted by the copy machine.

**Emergency Services/Messages**

In cases of emergency, individuals can call the Student Services Department at 309/779-7814 or 309/779-7700 to locate a student on campus. The Student Services Department will make every effort to contact the student and relay a message.

**Enrollment Services**

The Student Services Department offers assistance in the areas of recruitment, admission, registration and academic records. The Student Services Department provides admission guidelines and program specific admission requirements; assists students in the enrollment process; maintains academic records of students; and confirms completion of degree and certificate requirements.

**Financial Aid Program**

The goal of the financial aid program is to help remove the economic barriers to higher education for all individuals in our community. Trinity College attempts to provide financial assistance for students through scholarship, grants, loans and work opportunities, or in various combinations. See financial aid section in this document for program details, or on the College website at www.trinitycollegeqc.edu.

**Handicapped Accessibility Policy**

Trinity College is accessible to physically challenged individuals. Special facilities such as handicapped rest rooms and parking are available to make College activities accessible.

**Student Newsletter**

The Student Services Department produces a newsletter called “The Pulse” on a semester basis. This newsletter serves as an information source with dates and important announcements that are pertinent to the entire student body. The student newsletter is also accessible on the College website at www.trinitycollegeqc.edu.

**Student E-mail and My Pulse Portal Systems**

Students are issued a Trinity College e-mail and *My Pulse* account and log in data upon acceptance into their major program. Students are required to use these electronic services to facilitate communication with faculty and staff at the College.

A full review of both electronic services will be held for students during orientation. If students are experiencing problems logging into their e-mail account they can call the IT Service Center, which is available 7 days a week 24 hours a day at 309/779-2371.

The IT system will prompt a student to change their e-mail password every 6 months. Please be aware IT will disable a student’s e-mail account for non usage. If this should occur a student should immediately call the IT Service Center for assistance 309-779-2371.

Should a student experience problems with the *My Pulse* student portal they need to call the College Student Services office Monday – Friday 7:30 am – 4:30 pm 309/779-7700 for assistance.

Trinity College makes every effort to maintain excellent communication with our student body, the College expects students to maintain both their electronic accounts to assist in this process.
STUDENT JUDICIAL AFFAIR

Fair Treatment and Grievance Policy

Trinity College has a Freedom of Inquiry statement for students. All College staff, faculty and administration support Fair Treatment Standards.

The purpose of this policy is:

- to assure fair and equitable treatment of all students through open communication between students, faculty, administration, and staff;
- to provide students with a direction to voice concerns;
- to protect student’s rights under the 14th Amendment;
- to protect faculty rights to freedom of instruction; and
- to ensure equal and fair student evaluation by the faculty.

A grievance is a student's claim of unfair and/or non-equitable treatment regarding established policies, procedures, rules, and regulations of Trinity College of Nursing and Health Sciences. The student has the right to express grievances without prejudice, penalty, or recrimination.

All steps of the fair treatment procedure must be completed in proper sequence with no more than 14 calendar days elapsing between each step. If a resolution of the grievance is obtained in any given step, the resolution is considered final.

The student may seek counsel at any time from appropriate persons, such as the hospital chaplain, Student Services staff, faculty advisor, or administration.

Procedure – Step I:

The student shall schedule a conference with the involved party. The conference must be scheduled within one month of the occurrence or no later than 14 days after semester grades are postmarked if the grievance relates to information not known by the student until the end of the semester. If the conference cannot be scheduled within the fourteen days, the Dean/Program Coordinator may grant a waiver for extension.

Procedure – Step II:

If the student is unable to resolve the issue directly with the involved party, he/she may file a written fair treatment grievance form with the Dean/Program Coordinator or designee within 14 calendar days following the conference with the party involved. This form is obtained through Student Services. The written request must contain a statement of the grievance, the date or dates in which a meeting(s) was held with the involved party and a statement outlining the student’s perception of the outcome of the conference. If the conference cannot be scheduled within the fourteen days, the College President may grant a waiver.

The student shall make two copies of the written request. One copy and the original shall be submitted to the Dean/Program Coordinator/designee, who shall submit the copy to the involved party. The student shall keep one copy.

The Dean/Program Coordinator/designee shall ask the involved party to write their response in narrative form. The involved party shall make two copies of the original. One copy of the response shall be submitted to the student; the original shall be submitted to the Dean/Program Coordinator/designee and the involved party shall keep one copy.

The original form of the documents from both parties shall be maintained in the Dean of Enrollments office in a confidential and secure grievance file.

The Dean/Program Coordinator/designee shall arrange to meet individually and/or together with both the Student and involved party. The parties shall receive a written response from the Dean/Program Coordinator/designee to the grievance within 14 calendar days of the conference.

Procedure – Step III:

If the grievance remains unresolved, either party may request in writing that the Dean/Program Coordinator/designee notify the Student Affairs (SA) Committee Chair. The SA Committee Chair shall then set up an appropriate panel to include a minimum of one student member of the SA Committee and two faculty members who are not involved in the grievance or who
do not teach in the involved program.

The Dean of Enrollment shall chair the grievance committee. This panel shall conduct a meeting for the purpose of formulating a recommendation regarding the student’s grievance following the guidelines outlined below:

- Meetings are closed.
- Meetings are formal and confidential. The Chair will announce the hearing procedure and direct the flow of the meeting. An appointed secretary shall take minutes.
- Each panel member shall have access to the written statements prior to the meeting.
- To the extent that new information is pertinent to the case under consideration, the panel or either party may ask members of the academic community (students, faculty, administration, and staff) to present information.
- The members of the panel may question both parties. Questions must be relevant to the issues of the grievance.
- Upon request from the panel, it is expected that the involved party shall make available such records as are pertinent to the grievance. The confidential nature of these records shall be safeguarded.
- The student and involved party may each bring another Trinity College student, faculty, or staff member for support if they so desire. The support member may not address the committee but may answer questions directed by the committee.
- Proceedings of the meeting may be audio recorded to aid the panel in making the decision. The audio-tape will be available for review by both the student and the involved faculty member if they desire. The audio-tape of the meeting(s) will be maintained in the confidential and secure fair treatment file.
- A quorum consists of a minimum of four members, excluding the Chairperson of the panel who shall only vote in case of a tie. There shall be an equal number of faculty/students represented on the committee.
- A simple majority shall be required to make a decision.
- The panel shall prepare a written recommendation. Two copies shall be made; the original is placed in the confidential and secured grievance file, and a copy is given to the involved party and the student.

Procedure – Step IV:

In the event that the student does not accept the recommendation of the panel, the student or involved party may request that the Chancellor of the College review the student’s grievance and the action taken. The decision made by the Chancellor will be final.

Forms are available in the Student Services Department.

Sexual Harassment Policy

Trinity College is committed to providing an environment that is free of sexual or other forms of harassment. In keeping with this commitment, the College does not tolerate harassment of College students by anyone, including any supervisor, faculty, co-worker, physician, vendor, client, or customer of Trinity.

1. Trinity will not tolerate offensive or harassing conduct or behavior that affects tangible educational experiences, that interferes unreasonably with a student’s performance, or that creates an intimidating, hostile, or offensive learning/working environment.

2. Unwelcome sexual advances, requests for sexual favors, and other physical, verbal, or visual conduct based on sex constitute sexual harassment when:
   - Submission to the conduct is an explicit or implicit term or condition of maintaining students status of enrollment.
   - Submission to or rejection of the conduct is used as the basis for a performance evaluation or an employment decision.
   - The conduct has the purpose or effect of unreasonably interfering with an individual’s learning or work performance or creating an intimidating, hostile, or an offensive working environment.

3. Sexual harassment may include such things as explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented/sexually orientation “kidding” or “teasing,” or “practical jokes”, jokes about gender-specific traits, foul or obscene printed or visual material, and physical contact such as patting, pinching, or brushing against another’s body; or any other similar forms of behavior or conduct which is offensive to or directed at others.
4. All Trinity students are responsible for helping to assure that harassment is avoided. Students who feel that they have experienced or witnessed harassment should immediately notify the Director of Student Services.

5. Trinity will not tolerate any form of retaliation or intimidating behavior against anyone who has reported harassment.

6. Trinity's policy is to investigate all such complaints thoroughly and promptly while respecting the sensitive nature of the circumstances involved.
   - To the fullest extent possible, complaints and the terms of their resolution will be confined to the people involved.
   - If an investigation confirms that harassment has occurred, Trinity College will respond with the intent of preventing further harassment and will pursue the investigation/response as appropriate, up to and including student/employee discipline and termination of enrollment/employment.

7. Trinity provides ongoing training on sexual harassment issues for all employees and students.

Procedure:

Trinity students or employees who believe that they are the victims of sexual or other forms of harassment should bring this fact to the attention of any of the following:

- Director of Student Services
- Department Directors
- College Dean
- College President
- Employee Relations Manager, Human Resources, Trinity Medical Center
- Corporate Integrity Committee, Trinity Regional Health System

Any management level or College employee who receives a complaint of sexual harassment will consult with College administration to determine the necessary course of action.

1. Student Services will assist the student and/or employee in preparing a written statement of facts, which will be the basis for an investigation of the alleged harassment.

2. The complaint will be treated on a confidential basis; however, it may be necessary in the course of the investigation to disclose the facts and the name of the complainant to alleged witnesses and the alleged harasser, all of whom will be instructed to maintain confidentiality.

3. The Director of Student Services will provide feedback to the student related to the resolution of his or her sexual harassment concerns.

4. Anyone engaging in any improper behavior, including false accusations, is subject to disciplinary action, including possible discharge or withdrawal.
GENERAL STANDARDS OF BEHAVIOR

Students are expected to conduct themselves in a manner that is respectful of the rights of others, as well as the property of other students and/or property owned or managed by Trinity Regional Health System and other community clinical educational settings and their employees. When a student’s behavior becomes a concern to College administration, faculty/staff members, or is observed by other students to be a threat or potential threat to self or others, the student will be contacted and the situation assessed. When applicable, the person designated as an emergency contact by the student will be notified. If warranted, additional action will be taken to resolve the issue of unacceptable behavior. Standards that will be utilized in the evaluation of expected behavior and the determination of unacceptable behavior include the following:

- Existing federal, state, county and municipal laws, ordinances and regulations
- Trinity Regional Health System/Trinity Medical Center/Non-Trinity policies, procedures, rules and regulations
- Trinity College policies, procedures, rules and regulations
- Code for Nurses of the American Nurses’ Association 2001
- Emergency Medical Technician Code of Ethics 1978
- Association of Surgical Technologists Code of Ethics 1993
- American Registry of Radiologic Technology Code of Ethics 2002
- Nursing Critical Objectives Policy
- American Association for Respiratory Care Professional Code of Conduct

Students are expected to recognize their professional responsibility to themselves, patients, families and other healthcare professionals. They are also expected to adhere to a code of conduct that is considered acceptable as a professional healthcare student. Students are advised to read the specific program sections for program standards.

Examples of expected behavior include, but are not limited to, the following:

- Display professional behavior in College and healthcare environments.
- Practice within the legal and ethical limits of professional healthcare, recognizing the Standard Code of Ethics for the specific program of study.
- Conform to codes, regulations and policies governing employees and students in clinical settings.
- Respect and maintain confidentiality.
- Protect privacy of information.
- Know and utilize principles of safety.

Examples of unacceptable behavior include, but are not limited to, the following:

- Conviction of any crime under the laws of any jurisdiction of the United States: (i) which is a felony, (ii) which is a misdemeanor, and an essential element of which is dishonesty, or (iii) any crime that is directly related to the practice of the profession
- Engaging in dishonorable, unethical, or unprofessional conduct of a character likely to deceive, degrade, or harm the public
- Disorderly conduct
- Plagiarism (use of another’s materials without crediting the source)
- Cheating (giving, receiving, or using unauthorized information)
- Theft (acquisition and/or possession of property belonging to another without authorized consent)
- Theft or abuse of electronic communication equipment or systems (including, but not limited to, computer hardware, software, and use of the Internet)
- Vandalism (willful destruction or defacement of property)
- Alcohol and/or Other Drug Use (the purchase, possession, use or abuse, sale, distribution, or manufacture of illegal narcotics or the illegal use of alcohol, stimulants, or other chemical agents which might result in a student’s inability to practice healthcare)
- Unauthorized entry into property owned or supervised by Trinity Regional Health System
- Physical, mental, or emotional harassment directed toward any College student, employee, visitor, patient, family member, or member of the healthcare team
- Unauthorized use or possession of firearms or other dangerous weapons on College property or at functions sponsored or supervised by the College
- Failure to follow department or clinical rules and regulations
Background Checks

The Joint Commission on the Accreditation of Healthcare Organizations (JCAHO) recommends background checks for health science students working in hospitals. A criminal background check revealing a conviction for certain crimes could result in a ban from participation in clinical rotations and thus prevent graduation.

Trinity College employs a third party service to conduct the required criminal background checks on all accepted students. Accepted students are required to complete the background check online process as defined in their acceptance letter. No student will be allowed in a clinical area without verification of a background check.

Students will receive a copy of their criminal background information from this service. All costs associated with this service are the responsibility of the student.

Campus Violence Policy

Trinity College and its respective entities are committed to maintaining a safe working and learning environment for all members of the Trinity community. Paramount to achieving Trinity’s vision is a climate that utilizes constructive methods of conflict resolution and in which violence is strictly prohibited.

Violence includes, but is not limited to, any act, behavior, conduct or statement that:
- Carries an expressed or implied threat or intent to endanger the safety of an individual and/or cause harm to a person or property;
- Is physically assaultive;
- Is obsessively directed, e.g. intensely focused on a grudge, grievance, or romantic interest in another person and reasonably likely to result in harm or threats of harm to persons or property;
- Is bias-motivated, e.g. focused on a bias toward one’s race, color, religion, national origin, sexual orientation, gender or disability and reasonably likely to result in intimidation or harm to persons or property;
- Involves carrying or displaying weapons;
- Involves destroying property, blocking paths for the purpose of intimidation or throwing or pounding objects in a threatening manner;
- Is unreasonably disruptive to one’s job performance or Trinity College’s ability to execute its mission.

Trinity College does not tolerate violence toward or by any of its employees, students or others conducting business or otherwise associated with the organizations. Violence on the College property is strictly prohibited.

Smoke Free Policy

In order to provide a safer and healthier environment for students, employees, and visitors, the smoking/chewing of tobacco and tobacco-products is prohibited on all Trinity properties, including the College building, grounds, and parking lots. Trinity Regional Health System as well as Trinity College maintains a tobacco free environment. Any student of Trinity College who violates this policy will be subject to disciplinary action.

Corrective Action

Quality healthcare education requires recognition of and adherence to established policies, procedures, regulations, practices and high standards of performance. Trinity College retains the authority to withdraw from class, clinical experience or observation area any students whose conduct may have a detrimental effect on themselves, the College, employees, patients, visitors, clients, or other students.

College administration, faculty, or Student Services personnel may initiate corrective action when a student’s unacceptable behavior or disregard for College policies and procedures warrants such action. Violations which are determined to threaten or cause imminent danger or harm, or are of such a serious nature that immediate action is required, may result in a student’s withdrawal from their course of study and dismissal from the College. In situations where unacceptable behavior can be effectively addressed through a corrective action plan, the following procedure will prevail:
- Verbal discussion and assessment of the situation and behavior (with written documentation in confidential file)
- Written corrective plan of action
- Assessment of improvement
- Verbal and written notification of warning
- Withdrawal from course of study
- Dismissal from the College

The corrective action will depend upon the scope, seriousness, and repetitiveness of the violation. The number and sequence of corrective steps required may vary according to the seriousness of the offense. The written plan and relevant documentation will be kept in the student’s confidential file located in the Student Services Department.
Organizations & Activities

Activity Programming Guidelines

Activities that are planned by students must receive approval from the Director of Student Services prior to implementation of the event. A request in writing must be made and submitted to the Student Services Department two weeks prior to the event. Students are encouraged to seek programming assistance from Student Services in advance of the two-week deadline. After the request is received, the activity will be reviewed for approval and compliance with Trinity College policies and guidelines.

Organizations Overview

Getting involved in student activities can be the difference between merely attending Trinity College compared to becoming a vital part of the total College experience. Advantages of student involvement include gaining more knowledge about the field of health sciences, establishing new friendships, developing leadership skills, assisting with community service projects, and just having a good time. Participation is available through the Student Government Association, Student Nurses Association, and professional honor societies such as Phi Theta Kappa, BSN Honor Society, and the Association of Surgical Technologists Honor Society. Students may also volunteer to represent all students on College standing committees or on the Governing Board. Representatives are chosen by the Department Director from the volunteers who have identified themselves at the time representatives are needed.

Campus Guides

Campus Guides are volunteers who serve under the Dean of Enrollment as official College hosts. Activities of this group include assisting with campus tours, new student orientation, informational sessions, recruitment activities, and graduation. Any student interested can contact the College Dean’s office for information on this program.

Student Government Association (SGA)

The Student Government Association (SGA) exists to facilitate a positive learning environment, provide professional socialization and also to act as a student voice on policies and issues. Student Government provides an opportunity for individuals to exercise a variety of skills in the areas of leadership, decision-making, planning, organizing, and human relations. Students from all health sciences programs are able to interact in a collaborative manner while providing service to the community as well as the healthcare profession. All students have the opportunity to become involved in SGA. The officers and committee members for the SGA are elected early in the academic year. All Trinity College students are members of SGA.

Student Representation in Governance

Curriculum Committee

Curriculum Committee ensures the quality of the curriculum and promotes optimal learning, reviews and approves all curricular offerings developed by the faculty, recommends curriculum changes based on input from the Institutional Effectiveness Committee, develops, reviews and approves policies related to curriculum and instructional resources.

Student Affairs Committee

Student Affairs Committee develops and promotes student activities that enrich the social, cultural, and academic atmosphere and provides opportunities for student growth in leadership, communication and responsibility.

Institutional Effectiveness Committee

Institutional Effectiveness Committee adopts appropriate methods for gathering data needed for assessment and measurement of student Knowledge, Proficiency, Culture Care Values, Program Satisfaction, and Graduation Rates on a College-wide and program specific basis.

College Governing Board

The College Governing Board provides oversight of the general well being of the College and the review and approval of major policies needed to accomplish the mission and goals of the College. Students are appointed to the College Board based on faculty input and prior College service.
Social, Recreational and Religious Activities

Students are encouraged to take advantage of the educational, cultural/fine arts, and recreational opportunities available in the Quad Cities area and to participate in extracurricular activities sponsored by Trinity College organizations/societies, Black Hawk College, Eastern Iowa Community College, and Western Illinois University. Students are also encouraged to attend many of the Trinity Medical Center’s educational and social functions. Trinity College is non-sectarian and encourages students to continue their religious affiliations in the many houses of worship located in the area.
HEALTH INFORMATION

Illness

- Students should report all health problems that necessitate absence to the Program Coordinator or Clinical Faculty. Students may call the Course Coordinator if reporting they are ill and will not be in class. Students are expected to report all absences. Clinical absences may result in loss of grade points as described in specific program policies.
- Students are not to seek medical advice from physicians while on the clinical units and are encouraged to seek medical advice from their personal physician.
- Prescriptions may be filled at the Trinity Medical Center, 7th Street Campus Pharmacy at cost plus a $1.00 service charge. Payment is made at the Pharmacy upon student providing identification.
- Upon graduation/withdrawal from the College, all students will receive their original physical examination form and health records. The College recommends that students retain these records. Health records will remain available for 30 days from the date of graduation/withdrawal at which time they will be destroyed. During the program, the student may review their record upon request to the College Registrar.
- If a student’s status becomes questionable due to a health problem, the recommendation of the student’s physician concerning attendance or continuation of the program will be honored.
- Contracts with other agencies define treatment of students who become ill at their facility. Contract specifications are followed up by the appropriate Program Coordinator.
- Students must bring a physician release to the Program Coordinator before returning to class/clinical after surgery, postpartum, medical-surgical health problems, or workmen’s compensation absence.
- Students may choose to be seen at Express Care, 106 19th Avenue, Moline, Illinois, 309/779-7050. Students will receive a 15% discount, but must present their student badge.

Infection Control

All students must adhere to the following:

- Attend blood-borne pathogen lecture during Student Orientation. Students who are Trinity Medical Center employees must have attended Trinity Medical Center orientation and provide documentation of attendance to Program Coordinator/Student Services.
- Adhere to the principles of hand washing prior to and following patient care for each patient.
- Practice good personal hygiene in care of self and clothing, i.e., scrubs and uniforms.
- Practice techniques taught in fundamentals classes to protect from injuries with needles and sharp objects.
- Report any possible communicable disease to the Department Director/Program Coordinator for an evaluation prior to participating in clinical care or attending classes. A student may be asked to provide a physician’s evaluation of a condition prior to returning to clinical and classes.
- Report any Unusual Occurrence, such as exposure to a communicable disease, accidental injury, or other injury to the Clinical Instructor immediately so an evaluation of the injury, Unusual Occurrence Report, and further treatment/evaluation follow-up can be carried out.
- Blood-borne pathogen exposure from a sharps injury is reported immediately to the Clinical Instructor. An Occurrence Report is completed and lab testing for the student and the source is drawn immediately. The student will report to the Employee Health Department for counseling and discussion of further testing at three months and six months.

Health Record Clinical Authorization and Health Insurance

It is the student’s responsibility to maintain records of immunization, CPR and TB testing throughout the educational program and to submit copies of updated records to the Student Services Department.

Denial of access to clinical experiences and failure of clinical courses will result if the CPR and health requirements are not completed according to established protocols.
Students are expected to provide individual health coverage for personal injury incurred while under approved clinical supervision and/or illness/injuries that occur at any time or place while enrolled in the programs.

**Liability Coverage**

Trinity College students are provided coverage for general liability exposure to the same extent as visitors of Trinity Medical Center. This coverage applies when students are on or off campus as long as they are functioning in a student role. General liability coverage and professional liability coverage does not extend to sharps injuries. The policy and procedure to follow for sharp injuries/blood-borne pathogen exposure will be covered in detail in orientation. Cost incurred beyond the testing coverage for any sharps or other injury is the student’s sole responsibility.

Trinity Regional Health System covers any student charged with negligence in performance of activities within the scope of clinical course experience if that student is under approved clinical supervision in the educational program. Limitations on this coverage would include exclusion based on any services rendered for compensation to other health care providers. Coverage is not provided for any legal obligations of the student in the event the student carries his/her own individual professional liability insurance coverage or is covered under any other policy or insurance program. Students are not covered under the Trinity Medical Center worker’s compensation program. Worker’s compensation benefits cover only those persons on the Trinity Medical Center payroll.

**Unusual Occurrence**

Unusual occurrences with/without injury will be addressed in specific Trinity College Policies. The policy and procedure will be covered in detail in the Orientation session.

Students are advised that Trinity Medical Center does not provide health care benefits for or on behalf of students. Students must assume responsibility for costs necessary for medical health problems and long term health problems.

**Substance Abuse Policy**

It is the policy of the College to prohibit the purchase, possession, use or abuse, sale, distribution, or manufacture of any controlled substance on campus. Any student bringing nonprescribed or illegal drugs or alcoholic beverages to the campus, using these on the grounds, or dispensing, manufacturing, or selling them on the premises may be subject to legal as well as disciplinary action up to and including immediate dismissal from the College.

A substance abuse prevention program is provided in an effort to educate students. All incoming students will receive both written and verbal content relating to substance abuse. Anyone who observes a student exhibiting problematic behavior indicating potential chemical dependency has the obligation to report it to the Dean of the College. The College Dean will then refer the individual to an appropriate agency for professional evaluation. The findings of the evaluation must be submitted to the College President. All information is handled in a confidential manner.

Trinity College recognizes chemical dependency as an illness and a major health problem. It also recognizes substance abuse as a potential health, safety and security problem. Students are expected to perform College responsibilities in a condition appropriate to the level of quality and attention required.

**Parental Notification**

Trinity College has the right to notify parents or guardians of any violation of federal, state, or local law dealing with the use or possession of alcohol or controlled substances provided the student is classified as a dependent according to IRS guidelines. The student must also be under the age of 21 at the time of the offense. In addition, the College has the right to disclose to parents or guardians when an institutional rule or policy has been violated and it is determined that a student has committed a disciplinary violation with respect to the use or possession of alcohol.

**Drug Testing**

Any student who reports to class, clinical, or any learning experience under the suspected influence of alcohol or an illegal drug(s) substance will be taken immediately for drug testing accompanied by a College official/designee. In this case, the College will assume the costs of the blood/urine tests.
At the time of any incident of suspected abuse, the College has the right to request drug tests, with the cooperation of the student. If the drug tests results are positive, this forms grounds for warning/dismissal from the Trinity College. If the student refuses to cooperate with the College’s request, the resulting action may include, but is not limited to, dismissal from Trinity College.

At the time of any incident, the student may request immediate blood/urine tests to disprove allegations. If this is done, all costs of the blood/urine tests would be the student’s responsibility.

**Treatment Process Options**

If chemical dependency treatment is indicated by the evaluation report, the student must enter a treatment program in order to remain in their program of study. The student’s status will then become “conditional,” and written progress reports to the President of the College will be required on a monthly basis from treatment counselors or physicians. Continuation in the program of study is contingent upon evidence of satisfactory participation in a recovery program. Conditional status will be rescinded upon evidence of successful completion of treatment. Evidence of continued participation in an aftercare program shall be required up to graduation.

Refusal to follow through with the evaluation process or evidence of inadequate progress will necessitate a review to determine student status. In such circumstances, a student may be required to take a Leave of Absence from the program. Return from a Leave of Absence is contingent upon evidence of successful completion of a treatment program. Evidence of continued participation in an aftercare program shall be required up to graduation.

If a student continues to exhibit problematic behavior indicating ongoing substance abuse, further evaluation is necessary. A second professional evaluation indicating ongoing abuse will result in a mandatory Leave of Absence for the student. Placement in courses would be decided with faculty and administration consult. A third professional evaluation indicating ongoing abuse will result in dismissal of the student.

Students may seek evaluation and treatment services from agencies of their choice. Costs for services are the responsibility of the individual student.

Campus and Community Resources

Substance abuse and addictions counseling services are available to employees through Trinity Medical Center and the Employee Assistance Program (EAP). To request information or an appointment with EAP call 1-800-383-7900.

Students may make an appointment for referral of substance abuse and/or addictions counseling by calling the Director of Student Services at (309) 779-7720. Listed below are agencies and resources available in the community:

Counseling:
• Family Resources
  2800 Eastern Avenue
  Davenport, IA 52803
  563-326-6431

• Vera French Community Mental Health
  1441 W. Central Park St.
  Davenport IA 52804
  563 383-1900

Treatment:
• Riverside
  Trinity Medical Center West Campus
  2701 17th St.
  Rock Island IL 61201
  309 793-3000

• Rock Island County Council on Addictions
  1607 John Deere
  East Moline, IL 61244
  309-792-3000

Support Groups:
• Narcotic Anonymous
  563 328-5228

• Alcoholics Anonymous
  1702 15th St. Place
  Moline IL 61265
  309-764-1016

Other treatment, counseling and support groups may be available in the area.
EMERGENCY & SECURITY PLANS

Emergency Closure

The College Dean or designee will make the decision to officially close the College due to inclement weather. It is the student’s responsibility on any questionable day of bad weather to check with the College 309/779-7814 OR 309/779-7700 to access messages regarding cancellation of clinical or class experience. In addition, if there will be a cancellation of clinical or didactic, a call will be made to the following media: Television stations WQAD News Channel 8 and KWQC Channel 6; and Radio stations KBOB FM 99.7 and KUUL FM 101.3. The announcement will be made after 5:45 a.m. Upon cancellation, the College is canceled for the entire day, including evening (PM) experiences. If the weather becomes severe during the daytime, evening (PM) experiences will be canceled two hours prior to the experience.

Crime Awareness

Trinity College is concerned for the safety and well being of the Trinity community and its guests, and is committed to providing a safe and secure environment. No campus is isolated from crime, and Trinity has taken measures to effect the well being of persons on campus.

Trinity Medical Center’s Campus Safety and Security Department is responsible for all enforcement of security matters for the College. Trinity Medical Center offers a comprehensive crime-prevention program, which has two major goals:

- To eliminate or minimize criminal opportunities whenever possible
- To encourage students, faculty, administration, and staff to be responsible for their own security

Methods and facilities for reporting criminal actions or other emergencies occurring on campus:

- Crimes can be reported to campus security by dialing Trinity Medical Center’s Switchboard at 779-5000 or “O” when on the Trinity Medical Center Campus, or the Manager of Security by dialing 779-2872, West Campus.
- Emergencies are reported by dialing “55” on medical center phones. A switchboard operator will recognize this as a priority call. The operator will notify security officers to report to the needed area.
- The Security Office will notify local fire and/or police officers if needed.
- At the College campus, depending on the specific threat or danger, students should dial 911 to contact the Rock Island Police Department or Fire Department.
- Exterior lighting for parking lots and buildings are monitored by the security guards that report deficiencies to Trinity’s Facilities Services. Security guards patrol all building and parking facilities and inspect internally and externally.
- Students are encouraged to report any lighting or security concerns to the Student Services staff as soon as they occur.

Trinity College of Nursing and Health Sciences Crime Statistics

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Trinity College is not liable for any stolen or damaged property.

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Campus Security

Panic alarms have been placed in all classrooms and in other key areas, such as offices and restrooms. Students or staff who believe they are in danger may pull these alarms. This will set off an overhead sound system to alert all others in the building and at the same time, will transmit an alarm to Per Mar security. They in turn, will notify the local police to respond as well as Trinity’s own security department.

Fire Plan

Fire exit routes are posted. Students need to become familiar with these routes. If a fire is discovered, an individual should:
- R – Rescue (Rescue any visitors/staff/others from immediate danger).
- A – Alarm (Pull area alarm and call 55 to report location).
- C – Contain (Close all doors and windows throughout facility when alarm is sounded, never break an automatic closure fire door unless evacuating).
- E – Extinguish (Attempt to control the fire using the proper extinguisher).

A Code Red All Clear will be announced by Trinity Medical Center Safety and Security Personnel or the Fire Department personnel when it is safe to return to the building.

Trinity College holds fire drills to insure the integrity of the system and process. All students and personnel are required to evacuate the facility using the designated routes and exits as posted.

Tornado/Severe Weather

The following information and procedures are to provide an effective plan of action in the event of a tornado alert or an actual tornado. The President, Dean or a delegated person shall decide when the plan is to be put into effect.

1. Vocabulary Terms:
   - Tornado/Severe Thunderstorm Watch: A watch means weather conditions are right for the development of severe weather such as tornadoes or severe thunderstorms. It means you should watch for threatening weather to develop.
   - Tornado/Severe Thunderstorm Warning: A warning means a tornado or severe thunderstorm has been sighted or detected by radar and is posing a threat to people. When a warning is issued for your geographic area, you should take immediate protective action. A Watch may or may not be in effect at the time of the warning.
   - Siren Signals: A steady sound for three minutes means a tornado has been sighted or detected and a Warning is in effect.

2. Procedure:

   - If the National Weather Service advises Trinity Medical Center of a Tornado/Severe Thunderstorm Watch, the Switchboard operator will notify the College.
   - If the National Weather Service reports the direct sighting of a tornado or a funnel cloud within a five-mile radius of the Medical Center, and/or the Siren Signal is activated, the following will occur:
     - Switchboard (when at a clinical site):
       - The Switchboard will make the following announcement: “Attention All Medical Center Personnel: “Operation Weather Warning” and repeat three times”.
       - If a Tornado/Severe Weather Drill is being announced, the Switchboard operator will make the following announcement: “Attention All Medical Center Personnel: “Operation Weather Warning Drill” and repeat three times”.
     - When advised by the National Weather Service that the storm has left the area and when directed by the Administrative Officer in charge, the Switchboard will make the following announcement three times: “Attention All Medical Center Personnel: Operation Weather Warning – All Clear, Resume Normal Duties”.
   - All Areas (at the College):
     - All lights will be turned on. Trinity College personnel and visitors are directed to an interior corridor. All doors should be closed. Windows, drapes and blinds need not be closed unless the room will be used as a shelter.
- Trinity College personnel and visitors should find shelter in interior corridors, under heavy furniture or in small rooms without windows. Recommended areas are: Executive Conference Room, Storage Room by Classroom 120, Men’s Bathroom, or Leininger Conference Room.
- Should it become necessary to evacuate the building after the tornado has passed, the evacuation procedures as outlined in the Medical Center Safety Manual will be followed.

3. Announcement of All Clear

- When advised that the storm has left the area, Trinity College will announce to the faculty/staff/students of the College:
  “Operation Weather Warning – All Clear”.

Emergency Policies/Procedures Trinity Medical Center

Additional policies/procedures such as Disaster/Bomb Threat/Bioterrorism, etc. are available to students through the Trinity Medical Center Policy and Procedures on the Trinity Intranet or in the Safety Manuals located at the College and on the clinical areas.
NURSING PROGRAM

History

The College Nursing Program has a rich history and a reputation for quality nursing education and service to the community. As a result of the mergers of several hospitals over the last 25 years, there are six predecessor diploma schools of nursing with more than 5000 alumni and 100 plus years of nursing education. All alumni and nursing graduates are consolidated into the Trinity Nursing Alumni Association, an important source of support and advocacy for the College.

The initial feasibility study for the College and its related Associate and Baccalaureate Programs in Nursing was approved in July 1992 by the Illinois Department of Professional Regulation. The College has been authorized to operate and grant degrees by the Illinois Board of Higher Education since 1994. The College opened its nursing programs in the fall of 1994.

Philosophy

Faculty believe that nursing education should enable the student to acquire the knowledge and proficiencies necessary to practice culturally competent and congruent nursing care and meet the changing needs of society. Faculty embrace, in particular, the overall tenets of culturally congruent nursing care set forth by Madeleine Leininger. Leininger holds that care (caring) is the unifying and dominant essence of nursing.

Both faculty and students are responsible for educational outcomes. Faculty facilitate learning by designing learning methods and environments that are challenging and increasingly complex. Students are responsible for the quality and quantity of effort put forth in the educational endeavor. Learning can take place both in formal curriculum based experiences and “out-of-class” experiences such as College organizations. Students’ achieved outcomes constitute the criteria for success.

Faculty believe in education-based differentiated practice. Students’ basic knowledge and skills at the Associate of Science level are built upon and expanded in the Baccalaureate of Science Program. The career-ladder approach to nursing education and practice is one valid choice for students and forms the basis for life long learning.

Learning Domains and Program Goals

The goals of the Associate of Science in Nursing (ASN) and the Bachelor of Science in Nursing (BSN) are organized according to the College domains of learning: knowledge, proficiency and culture care values. All goals begin with knowledge attained from the nursing and general education courses. Knowledge, proficiency, and culture care values are integrated and dynamic. The following model shows the relationship among the three domains:

- Knowledge
- Culture Care Values
- Proficiency

Both faculty and students are responsible for educational outcomes. Faculty facilitate learning by designing learning methods and environments that are challenging and increasingly complex. Students are responsible for the quality and quantity of effort put forth in the educational endeavor. Learning can take place both in formal curriculum based experiences and “out-of-class” experiences such as College organizations. Students’ achieved outcomes constitute the criteria for success.
The Associate Nursing Program (ASN) is a two-year program of study combining didactic and clinical nursing courses as well as general education courses. The Program prepares beginning nurses who function as providers and leaders of direct and indirect nursing care for diverse individuals, families, and groups. Graduates function as collaborative members within the discipline of nursing and the health care team. Graduates use basic knowledge of therapeutic nursing interventions, communication, culture, critical thinking, information technology, legal-ethical principals, and teaching-learning principles in their practice. Graduates demonstrate accountability for nursing care given by self and/or delegated to others, and serve as advocates for client rights.

Graduates have an awareness and appreciation of research findings that contribute to nursing practice. The nursing curriculum incorporates primarily structured practice settings in acute, community, and long term care. Graduates demonstrate accountability for nursing care given by self and/or delegated to others, and serve as advocates for client rights.

The Program provides the basis for professional and personal development. The Associate of Science in Nursing degree program prepares graduates to assume responsibility for life-long learning as an individual and as a member of the nursing profession. Graduates are prepared to practice in nurse generalist roles providing basic, safe, and effective nursing care. The Program prepares graduates to continue their education at the baccalaureate in nursing level.

After completion of the Program, the graduate is eligible to apply for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) to qualify for practice as a Registered Nurse.

**ASN Program Goals**

**Knowledge**

- Apply the theoretical concepts from a selected knowledge base of the natural and social sciences, humanities and nursing to provide holistic nursing care
- Use teaching and learning principles to address needs/health problems of individuals, families, and groups
- Demonstrate an awareness of and implement selected evidence-based nursing interventions

**Proficiency**

- Use the nursing process to provide care for basic, common or complex needs/problems and to assist individuals, families and groups with health promotion, maintenance, and rehabilitation
- Exhibit therapeutic and culturally sensitive interpersonal communication skills when addressing the needs/health problems of individuals, families, and groups and when interacting with health care team members
- Participate as a member of the nursing and health care team in providing and managing proficient, safe, and effective direct and indirect nursing care, including the use of information technology

**Culture Care Values**

- Demonstrate ability to provide culturally competent care by preserving/maintaining cultural identities and diverse lifeways of individuals, families, and groups
- Practice nursing within the framework of the professional standards, values and codes, and legal and ethical considerations, including both the Illinois and Iowa Nursing Rules and Acts
### CURRICULUM
ASSOCIATE OF SCIENCE IN NURSING DEGREE
2009-2010

<table>
<thead>
<tr>
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1 Indicates course may be chosen from among approved clusters listed in the academic section of the college Catalog

2 General education courses are taken at another institution or transferred into the nursing major, and may be completed prior to or concurrent with nursing courses listed

³ NUR 100 is required for students who have neither completed a college algebra course nor met the math ASSET requirement

# Denotes courses taken within the nursing department at Trinity College of Nursing and Health Sciences

LPN students begin the curriculum in either the fall or spring semester of the first year based upon placement test scores

**GENERAL EDUCATION TOTAL** 30 SH
**NURSING TOTAL** 41 SH
**ASN PROGRAM TOTAL** 71 SH

A MINIMUM OF 19 SEMESTER HOURS OF PROGRAM MAJOR COURSES MUST BE COMPLETED AT TRINITY COLLEGE OF NURSING & HEALTH SCIENCES TO MEET GRADUATION REQUIREMENTS.
ASN Admission Requirements
In addition to the general College admissions requirements students seeking entrance into the Associate of Science in Nursing program must have completed or earned the following:

- High School Grade point average of 2.75 on a 4.0 scale
- ACT minimum score of 21

Applicants who do not meet the above criteria are considered if they can show that they have accomplished 24 semester hours or more of college credit with a 2.75 GPA on a 4.0 scale. Applicants who have been out of high school for five years or more, who have not completed 24 or more approved college semester hours, and who have standardized test scores that are more than five years old (or not available) will be required to take the NLN Pre-Admission Examination-RN; a score of 40 or above is required for admission.

Advanced Placement for Licensed Practical Nurses (LPN) Admission Policy
Advanced placement for LPNs in the Associate of Science in Nursing program is a selective process based upon an evaluation of previous academic and work experience, results of a placement exam and seat availability.

- Applicants who answer 78% or more of the questions on the placement exam correctly are awarded 7 semester hours of credit for previous academic work in nursing and may enter the ASN Program in the second semester into NUR 102 and NUR 212.
- Applicants who answer less than 78% of the questions on the placement exam correctly must complete the application process for the ASN Program.

The placement exam is the National League for Nursing Nursing Acceleration Challenge Exam (ACE) I: PN to RN. The placement exam is given in September for entry into the ASN Program.

LPNs complete all steps in the application procedure with the exception of submitting results of the ACT or SAT. Applicants must provide proof of the following:

- Current LPN licensures
- Current LPN practice (practice as an LPN in the last two years or graduation from an LPN program within 6 months prior to starting the ASN program)
- Minimum college GPA of 2.75 on a 4.0 scale
- General education courses consistent with the semester of placement with a “C” or better.
- Completion of the math requirement
- Placements exam results (which determine the appropriate entry point in the curriculum)

The application deadline for LPN’s seeking advanced placement in the ASN Program is June 30th.

Math for Clinical Practice Requirement
All ASN students who have not taken a college level algebra course prior to admission to the Program must take the ASSET or COMPASS placement exams. A grade of “C” or above must be attained in a college level algebra course to fulfill the math requirement. Students who score below 42 on the ASSET intermediate algebra exam or below 50 on the algebra portion of the COMPASS test must take NUR 100 Math for Clinical Practice and pass at a 78% level or above. Students must pass this course by the end of NUR 101 in order to progress to NUR 102. Advanced Placement LPN students placing into NUR 102 and NUR 212 must meet this math requirement before beginning the second year nursing courses.

In addition, all ASN nursing courses with a clinical component integrate math for medication administration. A math for medication administration test appropriate to the course and delineated in each course syllabus must be passed at a level of 78% or better in order to successfully complete the course.

Please note: Students intending to continue in the BSN program in the RN-BSN Completion option must fulfill the appropriate prerequisite math coursework to enable enrollment in a general statistics course.

ASN Test Average Policy
In the ASN Program, an overall test average of 78% or above must be achieved in each nursing course in order to successfully complete the course. Computation of the “test average” for a specific course will be described in the course syllabus and may include tests, quizzes, and exams. Courses may have additional grading requirements, which will be communicated in the course syllabus at the beginning of the course. Students who do not meet the 78% test and/or quiz average within a specific ASN course will be assigned a course grade of D or F based on the percentage grade attained for tests and/or quizzes. This grade will be assigned according to the Nursing Program Grading Scale on page 62 of this catalog.
ASN Program Progression

ASN students receiving a WF or grade below a C in a required nursing course will be prohibited from progressing in the ASN curriculum and will be withdrawn from the Nursing Program. Students must apply for readmission to the ASN Program for the following academic year. Re-admission is not guaranteed. Students will be ranked by the ASN Selection Committee. Re-admission will be based upon ranking and seat availability. Students wishing to be considered for re-admission must complete the Request for Re-admission process. This process must be initiated by the student. It is the students responsibility to complete this process in order to be considered for re-admission into the ASN Program. A student will only be considered for one re-admission into the ASN Program.

Any student receiving a WF or grade below a C in a nursing course who is re-admitted to the Nursing Program will be withdrawn from the Nursing Program with a subsequent WF or grade below a C.

Standardized Assessment Test for ASN Graduation

A standardized nursing assessment test is a graduation requirement for the ASN degree. The standardized nursing assessment test must be passed in order to graduate and, therefore, before taking the NCLEX-RN examination. The minimum required score for passing is determined by faculty and is based on national norms. For spring graduates, the assessment test is given a few weeks before commencement. For other graduates, the assessment test is scheduled when all required nursing courses are completed with a “C” or better, or during the final nursing course.

The initial standardized nursing assessment test will be the ATI Comprehensive Predictor. If the student does not pass the ATI Comprehensive Predictor on the first attempt, he/she will be required to take Virtual ATI. The Virtual ATI will then release the student to graduate and take NCLEX-RN.

All activities involved in achieving this graduation requirement (beyond the initial standardized test) will be done at the expense of the student.

Graduation Requirements for an ASN Degree

Requirements for an Associate of Science in Nursing Degree include meeting all of the following:

- Fulfilled the course requirements of the Associate of Science in Nursing curriculum
- Completed the last 19 semester hours in Nursing at the College
- Earned a minimum of 68 hours of credit attaining a “C” (2.0) cumulative grade point average, which includes a “C” or above in each required nursing and general education course in the curriculum
- Attained a passing score on the standardized nursing assessment test (refer to Standardized Assessment Test for ASN Graduation policy)
- Met all financial obligations incurred with the College
- Recommended by Faculty and conferred by the College Governing Board for graduation

(No degree will be awarded until all requirements are met)

Bachelor of Science in Nursing Program Description

The Baccalaureate Nursing Program (BSN) offers two options for obtaining a BSN degree. The RN-BSN Completion option provides advanced education for the graduate of an associate degree or diploma nursing program. The two-year program of study combines didactic and preceptored clinical nursing courses and general education courses. The Program prepares professional nurses to function as providers, managers, and leaders of direct and indirect comprehensive care in a variety of health care systems. The care is provided for diverse individual, families, groups and communities. The Accelerated BSN (ABSN) option is a full-time course of study designed to enable students with a previous baccalaureate degree to earn a Bachelors of Science Degree (BSN) in nursing. This is an intensive, fast-paced program, which builds upon previous education while providing the nursing art and science content necessary to earn a BSN degree. The 15 month program combines didactic and clinical nursing experiences. After completion of the ABSN option, the graduate is eligible to apply for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) to qualify for practice as a Registered Nurse.
Graduates of both BSN options function as collaborative members within the discipline of nursing and the inter-disciplinary health care team. Expanded knowledge of communication, culture, leadership and management, critical thinking, therapeutic nursing and system interventions, legal-ethical and teaching-learning principles, standardized languages, and computer information are integrated into nursing practice.

Graduates of the BSN program critique research findings for utilization, are aware of current trends, understand historical and political influences, and anticipate future patterns. Education is emphasized as a major nursing function when providing/directing care for both health promotion and illness management.

BSN graduates demonstrate the knowledge, proficiency, and cultural competence of an educated person including the ability to synthesize general and professional education and experience. The Baccalaureate Program further reinforces accountability for life-long learning and professional career development. Graduates practice in diverse nursing roles, including leadership and management positions, and provide knowledgeable and competent nursing care across many health-related settings.

BSN Program Goals

Knowledge

- Synthesize knowledge from the natural and social sciences, humanities and nursing to provide and evaluate holistic nursing care
- Integrate the nursing process to assist families, groups, and communities with a variety of complex and critical health needs and problems
- Analyze the impact of past, current, and future trends and issues on the delivery of nursing care and health care organizations and systems

Proficiency

- Incorporate evidence-based practice for delivering and evaluating nursing practice and outcomes
- Collaborate as a member of the interdisciplinary health care team to manage comprehensive care for individuals, families, groups, and communities
- Communicate professionally using interpersonal, oral and written skills
- Evaluate health promotion, risk reduction, and disease prevention modalities for use in a variety of settings

Culture Care Values

- Integrate cultural care values (preservation, accommodation, restructuring) when providing nursing care to individuals, families, groups, and communities
- Evaluate nursing within the framework of regulatory and professional standards, values and codes
- Integrate information technology into professional nursing practice
CURRICULUM
RN-BSN BACHELOR OF SCIENCE IN NURSING COMPLETION OPTION

Upon acceptance, 71 credits will be awarded with evidence of graduation from a regionally accredited program and proof of licensure from a state board of nursing.

THIRD YEAR

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 301 Nursing Leadership &amp; Management</td>
<td>NUR 303 Pathophysiology</td>
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<tr>
<td></td>
<td>3 SH</td>
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<td></td>
<td>NUR 302 Advanced Health Assessment</td>
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<td>3 SH</td>
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<tr>
<td>Nursing Elective</td>
<td>NUR 30 Nursing Informatics</td>
</tr>
<tr>
<td></td>
<td>3 SH</td>
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<tr>
<td>Comp II</td>
<td>Anthropology</td>
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<td>3 SH</td>
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<tr>
<td>Ethics</td>
<td>Advanced Science</td>
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<td>3 SH</td>
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FOURTH YEAR

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<tbody>
<tr>
<td>NUR 401 Community Health Nursing</td>
<td>NUR 402 Professional Issues in Nursing</td>
</tr>
<tr>
<td></td>
<td>5 SH</td>
</tr>
<tr>
<td>NUR 411 Nursing Research</td>
<td>NUR 410 Transcultural Nursing</td>
</tr>
<tr>
<td></td>
<td>3 SH</td>
</tr>
<tr>
<td>Nursing Elective</td>
<td>Nursing Elective</td>
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<tr>
<td></td>
<td>2 SH</td>
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<tr>
<td>Statistics</td>
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<td>3 SH</td>
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<td>NUR 420 Senior Seminar</td>
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<td></td>
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</table>

1 Indicates course may be chosen from among approved clusters listed in the academic section of the college Catalog/Handbook
2 General education courses are taken at another institution or transferred into the nursing major, and may be completed prior to or concurrent with nursing courses
3 Humanities courses are selected from African-American studies, art, communication, English, foreign language, literature, history, philosophy, religious studies, & theater

GENERAL EDUCATION TOTAL 19 SH
NURSING TOTAL 33 SH
BSN PROGRAM TOTAL 52 SH

Nursing Electives are offered as 2 SH
NUR 315 Women’s Health Care Issues
NUR 316 Gerontological Nursing
NUR 317 Critical Care
NUR 318 Introduction to Forensic Science
NUR 319 Adolescent Health
NUR 322 Spirituality
NUR 323 Health Promotion & Protection
NUR 324 Critical Thinking
NUR 325 Heredity & Health
NUR 328 Ethical Issues in Nursing

A MINIMUM OF 19 SEMESTER HOURS OF PROGRAM MAJOR COURSES MUST BE COMPLETED AT TRINITY COLLEGE OF NURSING & HEALTH SCIENCES TO MEET GRADUATION REQUIREMENTS
CURRICULUM  
BACHELOR OF SCIENCE IN NURSING  
ACCELERATED BSN OPTION

Upon acceptance, 52 credits of approved general education prerequisite requirements will be awarded toward the BSN degree.

SUMMER SESSION

<table>
<thead>
<tr>
<th>SESSION I</th>
<th>SESSION II</th>
</tr>
</thead>
</table>
| Nursing A101  
The Art and Science of Nursing Practice | 7 SH | Nursing A102  
Adult Health Nursing | 9 SH |
| | | Nursing A212 Pharmacology | 1 SH |
| TOTAL | 17 SH |

FALL SEMESTER | SPRING SEMESTER

| | | |
| Nursing 200 Human Disease Processes | 3 SH | Nursing 202 Life Span Nursing II |
| Nursing 201 Life Span Nursing I | 9 SH | Nursing 203 Maternal-Newborn Nursing |
| Nursing 302 Advanced Health Assessment | 3 SH | Nursing A213 Pharmacology |
| Nursing 411 Nursing Research | 3 SH | Nursing 303 Nursing Pathophysiology |
| | | Nursing 410 Transcultural Nursing |
| TOTAL | 18 SH | TOTAL | 19 SH |

SUMMER SESSION

<table>
<thead>
<tr>
<th>SESSION I</th>
<th>SESSION II</th>
</tr>
</thead>
</table>
| Nursing A301  
Nursing Leadership and Management | 4 SH | Nursing A402  
Professional Issues in Clinical Nursing | 3 SH |
| Nursing A401 Nursing in the Community | 4 SH | Nursing A420 Senior Seminar | 4 SH |
| Session Total | 8 SH | Session Total | 7 SH |
| TOTAL | 15 SH |

All general education pre-requisites must be completed prior to admission to the Accelerated BSN Program. All natural science courses must have been taken within the past seven years. Credit evaluated on a course by course transfer by individual review basis.

| PRE-REQUISITE GENERAL EDUCATION TOTAL | 52 SH |
| NURSING TOTAL | 69 SH |
| ABSN PROGRAM TOTAL | 121 SH |
BSN Admission Policy
RN-BSN Completion Option

BSN completion students are awarded 71 semester hours of credit upon acceptance into the program as recognition of the previous education achievement that prepared the student to practice professional nursing. Courses taken to meet initial RN program requirements cannot be used to fulfill BSN curriculum requirements.

Applicants must provide the following to be considered for admission:
• Proof of licensure from a state board of nursing
• Application, application fee, clinical performance standards form and all college and high school transcripts
• Confirmation of fluency in the English language

ABSN Option

Admission to the ABSN option is highly selective and is based upon proven academic achievement, grades earned in pre-requisite courses and letters of recommendation attesting to the student’s ability to successfully complete an academically rigorous curriculum.

The following criteria must be met for admission to the Accelerated BSN option:
• Hold a baccalaureate or higher degree in a non-nursing discipline
• Minimum GPA of 3.0 on a 4.0 scale
• Completion of all required pre-requisite general education courses with a grade of “C” or higher
• Personal essay in a letter form addressing candidate’s professional attributes, ability to manage an accelerated curriculum and career goals
• Interview with faculty panel
• Required science courses must have been completed within the last seven years prior to enrollment

Field Study Policy

In some courses, BSN students apply concepts from the course in a professional setting by interviewing people (who determine what hours they will be available to the student), observing and discussing certain activities (which may occur at a time not controlled by the student), or developing, planning and/or implementing projects in the real work-world (which necessitate student’s presence at certain times in certain places). Field study assignments are described by faculty but they differ from clinical/lab assignments in that students:
• determine how & where they will meet the course requirements
• may be doing independent work without the direct supervision of a nurse
• are not providing direct patient care

Lab/Clinical Contact Hour Description

In the Accelerated BSN program, one lab or clinical credit hour equates to 48 contact hours. Summer semesters are conducted over a 13 week period. Fall and spring semesters are conducted over a 16 week semester. Two eight week courses are included in each fall and spring semester.

Test Average Policy

In the Accelerated BSN program, an overall test average of 78% or above must be achieved in each nursing course in order to successfully complete the course. Computation of the “test average” for a specific course will be described in the course syllabus and may include tests, quizzes, and final exams. Courses may have additional grading requirements, which will be communicated in the syllabus at the beginning of the course. Students who do not meet the 78% test/exams and/or quiz average within a specific course will be assigned a course grade of “D” or “F” based on the percentage grade attained for tests and/or quizzes. The grade will be assigned according to the Nursing Program Grading Scale described in this catalog.

Program Progression-RN-BSN Completion

This program is designed for the working RN. As such, the RN-BSN Completion curriculum plan allows flexibility in course progression, yet requires accountability of communication. The academic advisor will work with each student to develop an individualized plan to complete the curriculum. Once a student enters the RN-BSN Completion program, continuity of registration is expected. Continuity is defined as continuous enrollment in at least one nursing or general education course during the fall and spring semesters. Summer courses are offered in the BNS-C curriculum, but summer
enrollment is not required. If a student cannot maintain continuous enrollment, the student must contact the academic advisor and complete a Leave of Absence form. This interruption in program of study should be for one semester (preferred) but may be extended one year. Only two interruptions in the program of study are allowed during the BSN-C curriculum. It is the student’s responsibility to initiate the leave of absence. If a student does not either register for coursework or initiate a leave of absence, the student will be administratively withdrawn from the RN-BSN Completion program. The student can subsequently apply for readmission into the program but there is no guarantee of admission. Applicable forms and fees apply for readmission. A ten year maximum time limit from time of admission is set for program completion.

Program Progression-ABSN

Students must progress through the curriculum as prescribed in the Accelerated BSN curriculum plan. Students receiving a “WF” or grade below a “C” in a nursing course will be prohibited from progressing in the Accelerated BSN curriculum. Students who are unsuccessful in a course must apply for re-admission to the program for the following curriculum cycle. Re-admission is not guaranteed and is based on seat availability. Students wishing to be considered for re-admission must complete the Request for Re-admission process. This process will be initiated by the Nursing Program Director at the request of the student. It is the student’s responsibility to complete this process in order to be considered for re-admission into the Accelerated BSN program. A student will only be considered for one re-admission into the Accelerated BSN program.

Any student receiving a “WF” or grade below a “C” in a nursing course who is re-admitted to the Nursing Program will be withdrawn from the Nursing Program with a subsequent “WF” or grade below a “C”.

Standardized Assessment Test Requirement For Accelerated BSN Graduation

A standardized nursing assessment test is a graduation requirement for the Accelerated BSN degree. The standardized nursing assessment test must be passed in order to graduate; therefore this requirement must be fulfilled before taking the NCLEX-RN examination. The minimum required score for passing is determined by faculty and is based on national norms. The assessment test is scheduled when all required nursing courses are completed with a grade of “C” or better and will occur during the final summer semester of the curriculum.

If the student does not pass the standardized test on the first attempt, graduation will be delayed. The student will be required to attend and provide proof of attendance at a review course. This review course will be at the student’s expense. Following completion of the review course, the student must take a second standardized nursing assessment test. In the event the student does not successfully pass the second exam, the student will undertake additional remediation activities. The student’s academic advisor will assist with the remediation plan based on identified student strengths and weaknesses; however, remediation measures are ultimately the responsibility of the student. Remediation may include one or more of the following (this list is not intended to be exhaustive):

- A review course different from the one previously taken
- Tutoring
- Remedial work
- Repeating, by audit, one or more nursing course(s)

Additional standardized nursing assessment test(s) must be taken by the student until a satisfactory passing grade is achieved. The student must pass the standardized test in order to graduate. All activities involved in achieving this graduation requirement (beyond the initial standardized test) will be undertaken at the expense of the student.

Graduation Requirements for a BSN Degree

Requirements for a Bachelor of Science in Nursing Degree in the RN-BSN Completion option include meeting all of the following:

- Fulfill the course requirements of the Baccalaureate of Science in Nursing curriculum
- Complete the last 19 semester hours in Nursing at the College
- Earn a minimum of 122 semester hours of credit attaining a “C” (2.0) cumulative grade point average which includes a “C” or above in each required nursing and general education course in the curriculum
- Meet all financial obligations incurred with the College
- Be recommended by Faculty and conferred by
Requirements for a Bachelor of Science in Nursing Degree in the **Accelerated BSN option**, include meeting all of the following requirements:

- Fulfill the course requirements for the Accelerated Bachelor of Science in Nursing curriculum
- Meet all 52 credits of pre-requisite general education requirements
- Complete all nursing course work at Trinity College of Nursing
- Earn a minimum of 69 semester hours in nursing with a “C” (2.0) cumulative grade point average which includes a grade of “C” or above in each required nursing course
- Meet all financial obligations incurred with the college
- Attain a passing score on the standardized nursing assessment test (refer to Standardized Assessment Test for Accelerated BSN Graduation Policy)
- Be recommended by Faculty and conferred by the College Governing Board to graduate

(No degree will be awarded until all requirements are met)

**General Nursing Department Information**

**Critical Objectives Policy**

Critical objectives are objectives deemed to be of such importance to the practice of nursing that satisfactory performance in each objective must be maintained throughout the nursing program. An infraction of any critical objective may result in corrective action (see Corrective Action Policy). However, corrective action may vary according to the scope and seriousness of the behavior. Infractions may result in immediate failure of the course and/or dismissal from the College. If a student demonstrates behaviors that require corrective action within a course, the student must correct the behaviors in order to pass the course. Corrective action information may be communicated between faculty within the program to maintain consistency of behavior and monitor progress.

Critical objectives are applicable while providing nursing care and when interacting with the health care team, clients, peers, faculty and others both in clinical and classroom situations. Critical objectives are listed under course outcomes in the syllabi. The expectation /outcome is that the student will demonstrate individual accountability for professional behavior.

To meet the critical objectives, the student will:

- Follow dress code
- Display professional attitude, actions, and respect when interacting with the client, family/significant others, health care team, peers, faculty, others
- Act to preserve/maintain the cultural identities of others and accommodate/negotiate diverse lifeways
- Practice within legal limits of nursing complying with established standards of care as defined in the Illinois and Iowa Nursing Acts and Rules, policies and procedures of the assigned health care organization and/or nursing unit, and recognized written standards of practice, including the health and safety requirements of the College for tuberculosis testing, CPR certification, immunizations, and OSHA and HIPAA training
- Use principles of safety including practicing within the scope of skills and knowledge when implementing nursing care based upon the client’s physical and psychological condition, age, development level, and environment
- Demonstrate emotional and physical stability when providing nursing care and when interacting with health care team, peers, faculty, and others
- Use honest, accurate, objective verbal and written communication in reporting and recording nursing care, written assignments, and interacting with the health care team, clients, peers, faculty, and others
- Demonstrate ethical behaviors in complying with the standards set forth in the American Nurses Association Code of Ethics by reflecting integrity and confidentiality at all times
- Demonstrate accountability in attendance at clinical experience with punctuality, completion of commitments, and reporting of absences according to College policy as identified previously in this Catalog and individual course syllabus
- Demonstrate timely preparation for the clinical experience in verbal and written communication and nursing care

**Nursing Department Dress Code**

In addition to strict adherence to the College dress code policy concerning name badges, grooming, and jewelry, students on clinical rotations must wear/carry:

- the program uniform
- a watch that displays seconds
- a stethoscope

Nursing Department clinical attire is a pant uniform for males and a pant uniform or a dress uniform for females. A plain, white washable sweater, lab coat, or a short lab jacket with the College insignia sewn on the left sleeve two inches down from the shoulder seam may be worn with the uniform if needed. A white, non-regulation, maternity dress or pant uniform, identified with the College insignia, may be worn during pregnancy. White or neutral tone nylon hosiery is required with the dress uniform for female students. Male and female students are required to wear white or neutral tone hosiery/socks when in pant uniform. Shoes worn with the uniform must be all leather and all white. No clogs or open-toed shoes are allowed. The uniform is not to be worn away from the clinical setting unless special permission is given to wear the uniform to public events or to an external clinical experience.

Students in the BSN completion program may, if they choose, wear a clean, white nursing uniform of their choice, with the College insignia sewn on the left sleeve two inches down from the shoulder seam. These students are expected to purchase the standard College lab coat described above.

### Nursing Program Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Value</th>
<th>Significance</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>94-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>86-93</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>78-85</td>
<td>Satisfactory</td>
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<tr>
<td>D</td>
<td>1.0</td>
<td>70-77</td>
<td>Unsatisfactory</td>
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<tr>
<td>F</td>
<td>0</td>
<td>69-Below</td>
<td>Failure</td>
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<td>I</td>
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<tr>
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<tr>
<td>R</td>
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<td>Repeat</td>
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</tbody>
</table>

### Clinical Contact Hour Description

In the Nursing programs, one clinical and/or laboratory semester hour of course credit will be presented as 48 contact hours of clinical/laboratory activity over the term of the course. For a semester-length course, one clinical/laboratory semester hour of credit requires three hours of clinical/laboratory activity per week for 16 weeks. Course faculty may offer individual schedule variations.

### Standardized Testing

In order to support success on the NCLEX-RN Examination, to improve test-taking skills, and to provide additional feedback on student academic progress, various standardized exams are scheduled in both ASN and BSN curricula. The test scores may be included as a portion of the appropriate final course grade.

### Nursing Glossary of Terms

**Learning Paradigm:** a view of education which states: “...a College’s purpose is not to transfer knowledge but to create environments and experiences that bring students to discover and construct knowledge for themselves, to make students members of communities of students that make discoveries and solve problems.” Barr, R. and Tagg, J. (1995). From teaching to learning. A new paradigm for undergraduate education. *Change, 27* (6), 13-26.

**Differentiated Practice:** a system of sorting roles, functions, and work of nurses according to education, clinical experience, and defined competence and decision-making skills required by different client needs and settings in which nursing is practiced. "Organizational process of defining nursing roles based on education, experience, and training.” Catalano, J. (2003). *Nursing Now! Today’s Issues, Tomorrow’s Trends* (3rd ed.). Philadelphia: F.A. Davis Co.


**Code for Nurses**

American Nurses Association, 2001

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.

3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.

5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.

6. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice,
EMERGENCY MEDICAL SERVICES PROGRAMS

History

The Trinity College Emergency Medical Services Program originated at Moline Public Hospital in Moline, Illinois in 1972 when the first EMT-Basic class was taught. In 1983 community planning resulted in a decision by local agencies to provide Advanced Life Support to the community. At this time Moline Public received approval from the Illinois Department of Public Health to provide Advanced Emergency Medical education for the EMT-Intermediate and the EMT-Paramedic. In 1984 the first class of nine Paramedics graduated from the Moline Public Paramedic Program.

Occupational Description

Emergency Medical Technicians (EMT or Basic), Advanced Emergency Medical Technicians (AEMT or Intermediate), and Paramedics, are trained to provide medical and trauma care to individuals who are suffering from an illness or injury outside of the hospital setting. Emergency Medical Services (EMS) providers work under the medical direction of a physician. Using protocols approved by the Medical Director the EMS providers assess, recognize, and manage medical and trauma emergencies and transport patients to definitive medical treatment facilities. EMTs provide basic life support, and Intermediates and AEMT/Intermediates and Paramedics provide advanced life support.

Job Description

EMTs, AEMT/Intermediates, and Paramedics may be employed by a private ambulance company, fire department, public EMS agency, hospital, private corporation, or combination of the above. Emergency Medical Service (EMS) providers may be paid or may be volunteers in the community. EMS providers perform patient assessments, take medical histories, and obtain and assess vital signs. EMS providers must be proficient in cardio pulmonary resuscitation (CPR). Training is centered on recognizing and treating life-threatening emergencies outside the hospital environment. EMS providers are educated to respond to cardiac and respiratory arrest, cardiac conditions, seizures, diabetic emergencies, respiratory problems, and other medical emergencies within their scope of practice. They also learn how to manage traumatic injuries such as those injuries caused from falls, motor vehicle collisions, and other types of incidents. Trauma injuries can include fractures, lacerations, penetrating and blunt trauma injuries and burns. EMT (Basic) skills include performing CPR, artificial ventilations, oxygen administration, basic airway management, defibrillation using an Automated External Defibrillator, spinal immobilization, vital signs and bandaging/splinting. EMTs may administer certain medications such as Nitroglycerin, Glucose, Epinephrine, and Albuterol in special circumstances.

AEMT/Intermediates and Paramedics perform numerous skills in addition to the skills performed by an EMT; the AEMT/Intermediate or Paramedic performs advanced airway management, such as endotracheal intubation. They obtain electrocardiograms (ECG’s) using cardiac monitors or 12 Leads and may defibrillate, initiate intravenous lines, and administer numerous emergency medications. Paramedics have extensive education in patient assessment and interventions and are exposed to a variety of clinical and field experiences.
EMS Programs

Trinity College offers the EMT (Basic) course both fall and spring semester of each academic year. The AEMT/Intermediate and Paramedic Program begins in the fall semester. The content of EMS courses is governed by the U.S. Department of Transportation (DOT) Emergency Medical Services Curriculum and the National Emergency Medical Services Education Standards and is approved by the Illinois Department of Public Health (IDPH).

Students can earn certificates of completion or an Associate of Applied Science Degree (AAS) in Emergency Medical Services. The AAS curriculum includes all courses in the Certificate Paramedic Program as well as 32 general education credits. The general education courses promote the practice of oral and written communication, the use of math/computer theory, knowledge of anatomy and physiology, psychology and social awareness to promote reflective thinking and problem solving.

Philosophy

The Trinity College Emergency Medical Services Programs prepare students to be skilled emergency providers that provide consistent, compassionate, and knowledgeable care to the sick and injured under Medical Command Authority. Upon completion of the program, students will be educated to provide emergency care in the pre-hospital environment, hospital, industry, and other clinical health care settings. Students are prepared as entry level practitioners with a focus on excellence, flexibility, integrity, respect, service and teamwork. Students are taught the personal behaviors, knowledge, and skills at the EMS provider level they choose to pursue.
CURRICULUM
CERTIFICATES IN EMERGENCY MEDICAL SERVICES PROGRAM

2009-2010

EMT (BASIC) CERTIFICATE

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th></th>
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<tbody>
<tr>
<td>EMT 100 Emergency Medical Technician (Basic)</td>
<td>8 SH</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>8 SH</strong></td>
</tr>
</tbody>
</table>

(Students may choose to complete the EMT-B 100 certificate course either Fall or Spring Semester)

MAJOR TOTAL                      8 SH
EMT CERTIFICATE PROGRAM TOTAL    8 SH OF CREDIT

PARAMEDIC CERTIFICATE

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAR 201 Paramedic I Module I</td>
<td>PAR 206 Paramedic II Module I</td>
</tr>
<tr>
<td>5 SH</td>
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<tr>
<td>PAR 202 Paramedic I Module II</td>
<td>PAR 207 Paramedic II Module II</td>
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<td>2 SH</td>
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</tr>
<tr>
<td>PAR 203 Paramedic I Module III</td>
<td>PAR 208 Paramedic II Module III</td>
</tr>
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<td>4 SH</td>
</tr>
<tr>
<td>PAR 204 Paramedic I Clinical/Field</td>
<td>PAR 209 Paramedic II Clinical/Field</td>
</tr>
<tr>
<td>3 SH</td>
<td>3 SH</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>TOTAL</strong></td>
</tr>
<tr>
<td><strong>14 SH</strong></td>
<td><strong>14 SH</strong></td>
</tr>
</tbody>
</table>

MAJOR TOTAL                      28 SH
PARAMEDIC CERTIFICATE PROGRAM TOTAL 28 SH OF CREDIT

*EMT Licensure is a prerequisite for the Paramedic Certificate Program

PARAMEDIC II MAJOR COURSES MUST BE COMPLETED AT TRINITY COLLEGE OF NURSING & HEALTH SCIENCES TO MEET GRADUATION REQUIREMENTS.
# CURRICULUM
## ASSOCIATE OF APPLIED SCIENCE (AAS) DEGREE IN EMERGENCY MEDICAL SERVICES
### 2009-2010

## FIRST YEAR

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
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</thead>
<tbody>
<tr>
<td>Math/Computers Science $^{1,2}$</td>
<td>Written Communication $^{1,2}$</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology I $^{1,2}$</td>
<td>Anatomy &amp; Physiology II $^{2}$</td>
</tr>
<tr>
<td>Oral Communication $^{1,2}$</td>
<td>Sociology $^{1,2}$</td>
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<tr>
<td>Psychology $^{1,2}$</td>
<td>Human Growth &amp; Development $^{2}$</td>
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<tr>
<td>Medical Terminology $^{2*}$</td>
<td>Humanities Elective $^{1,2}$</td>
</tr>
<tr>
<td>Pharmacology $^{2*}$</td>
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<tr>
<td><strong>TOTAL 16 SH</strong></td>
<td><strong>TOTAL 16 SH</strong></td>
</tr>
</tbody>
</table>

1 Indicates course may be chosen from among approved clusters listed in the academic section of the college Catalog/Handbook
2 General education courses are taken at another institution or transferred into the major.
$^{*}$ A combination of Medical Terminology &/or Pharmacology must total a minimum of 3 credits.
$^{**}$ EMT Licensure is a prerequisite to PAR 201

Note: There may be prerequisite courses for select general education courses listed.

## SECOND YEAR

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
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<tbody>
<tr>
<td>PAR 201 Paramedic I Module I$^{**}$</td>
<td>PAR 206 Paramedic II Module I</td>
</tr>
<tr>
<td>PAR 202 Paramedic I Module II</td>
<td>PAR 207 Paramedic II Module II</td>
</tr>
<tr>
<td>PAR 203 Paramedic I Module III</td>
<td>PAR 208 Paramedic II Module III</td>
</tr>
<tr>
<td>PAR 204 Paramedic I Clinical/Field</td>
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<tr>
<td><strong>TOTAL 14 SH</strong></td>
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</table>

1 Indicates course may be chosen from among approved clusters listed in the academic section of the college Catalog/Handbook
2 General education courses are taken at another institution or transferred into the major.
$^{*}$ A combination of Medical Terminology &/or Pharmacology must total a minimum of 3 credits.
$^{**}$ EMT Licensure is a prerequisite to PAR 201

Note: There may be prerequisite courses for select general education courses listed.

**GENERAL EDUCATION TOTAL** 32 SH
**MAJOR TOTAL** 28 SH
**AAS PROGRAM TOTAL** 60 SH OF CREDIT

PARAMEDIC II MAJOR COURSES MUST BE COMPLETED AT TRINITY COLLEGE OF NURSING & HEALTH SCIENCES TO MEET GRADUATION REQUIREMENTS.

The general education requirements as outlines during the first year of the Associate of Applied Science Degree can be taken before, concurrently or after the Paramedic major courses.
Program Goals: Certificate in Emergency Medical Services

Cognitive (Knowledge)
• Demonstrate the ability to comprehend, apply, and evaluate information in the classroom, practical lab, and clinical/field component in the respective EMT, Advanced EMT or Paramedic program.
• Determine patient needs and choose necessary interventions appropriate to the EMT, Advanced EMT or Paramedic scope of practice.
• Demonstrate knowledge attainment by successfully completing a licensure exam for the EMT, Advanced EMT or Paramedic educational experience.

Psychomotor (Proficiency)
• Demonstrate satisfactory technical performance in all skills as required for the entry-level EMT, Advanced EMT or Paramedic during practical labs, exams and clinical/field rotations.
• Demonstrate satisfactory communication skills when communicating with faculty, patients, preceptors, and EMS/medical facility personnel.
• Demonstrate satisfactory documentation skills when documenting patient histories, assessments, patient care, and interventions.

Affective (Culture Care)
• Demonstrate personal behavior consistent with professional, faculty, and employer expectations of an entry-level EMT, Advanced EMT or Paramedic.
• Demonstrate expected personal behaviors during patient/staff interactions in the clinical/field rotations as evidenced by the progressive/final field summary evaluations.
• Demonstrate values consistent with the values of the College, EMS Program, and the State/National regulating bodies.
• Recognize and accept cultural differences while providing patient care.

Associate of Applied Science in Emergency Medical Services

Cognitive (Knowledge)
• Demonstrate the ability to comprehend, apply and evaluate information in the classroom, practical lab, and clinical/field component in the respective EMT, Advanced EMT or Paramedic program.
• Determine patient needs and choose necessary interventions appropriate to the EMT, Advanced EMT or Paramedic scope of practice.
• Demonstrate knowledge attainment by successfully completing a licensure exam for the EMT, Advanced EMT or Paramedic educational experiences.
• Demonstrate application of general education knowledge during major courses and EMS practice.

Psychomotor (Proficiency)
• Demonstrate satisfactory technical performance in all skills as required for the entry-level EMT, Advanced EMT or Paramedic during practical labs, exams and clinical/field rotations.
• Demonstrate satisfactory communication skills when communicating with faculty, patients, preceptors, and EMS/medical facility personnel.
• Demonstrate satisfactory documentation skills when documenting patient histories, assessments, patient care, and interventions.
• Demonstrate application of general education knowledge when communicating, documenting and performing patient care.

Affective (Culture Care)
• Demonstrate personal behavior consistent with professional, faculty, and employer expectations of entry-level Paramedic.
• Demonstrate expected personal behaviors during patient/staff interactions in the clinical/field rotations as evidenced by the final field summary evaluation.
• Demonstrate values consistent with the values of the College, EMS Program, and the State/National regulating bodies.
• Differentiate cultural variations to appropriately modify behavior/attitude while providing patient care.
Overall Description of Paramedic Program

The fall semester (Paramedic I-AEMT /Intermediate) consists of four (4) courses: PAR 201 Module I, PAR 202 Module II, PAR 203 Module III, and PAR 204. Each course/module is further delineated under the College course descriptions. All four (4) courses/modules MUST be taken consecutively and successfully completed in the same semester. The Paramedic IAEMT /Intermediate Course consists of a total of 16 weeks, and includes didactic, practical lab, clinical and a field internship which is based on the United States Department (USDOT) guidelines and the National Emergency Medical Services Education Standards. Included in the Paramedic I semester is certifications in International Trauma Life Support - Basic, Advanced Cardiac Life Support, and Neonatal Resuscitation. Upon successful completion of the semester, the student may sit for the State of Illinois Intermediate Licensure Exam or the National Registry of Emergency Technicians (NREMT) Intermediate exam to obtain an NREMT-Intermediate Certificate.

The spring semester (Paramedic II-Paramedic Completion) consists of four (4) courses: PAR 206 Module I, PAR 207 Module II, PAR 208 Module III, and PAR 209. Each course/module is further delineated under the College course descriptions. All four (4) courses/modules MUST be taken consecutively and successfully completed in the same semester. Prerequisites are satisfactory completion of Paramedic I or an EMT-Intermediate license using the 1998 United States Department of Transportation (USDOT) Curriculum. The Paramedic II semester consists of a total of 16 weeks, and includes didactic, practical lab, clinical and field internship, which is based on the USDOT guidelines and the National Emergency Services Education standards. Included in the Paramedic II semester are certifications in Pediatric Advanced Life Support and International Trauma Life Support-Advanced. Upon successful completion of the entire semester, the student may sit for the State of Illinois Paramedic Licensure

II. Candidates with advanced airway module must complete Paramedic I courses: PAR 203 and PAR 205 prior to entering Paramedic II. Additional field hours and skill verification may be necessary to meet PAR II completion requirements.

Graduation Requirements for an AAS Degree

Requirements for an AAS in EMS include all of the following:
• Fulfill the curriculum requirements of the AAS Degree in EMS
• Complete Paramedic II major courses at Trinity College
• Earn a minimum of 60 semester hours of credit attaining a minimum of “C” (2.0) cumulative grade point average, which includes a “C” or above in each required paramedic course and general education course in the curriculum. (Students who graduated from the College Intermediate or Paramedic Program prior to Fall of 2004 are required to earn a minimum of 56 semester hours.)
• Meet all financial obligations incurred with the College
• Be recommended by Faculty and conferred by the Governing Board to graduate

(No degree will be awarded until all requirements are met.)
Required Certifications

Students are required to attend certification courses identified in each curriculum. The courses have specific criteria for completion. Students must successfully complete and maintain the required certifications to remain in good standing. Most of the required certifications for the Paramedic program are taught within the Paramedic courses.

Certification courses and certifying agencies are as follows:
1. Basic Life Support for Healthcare Providers - American Heart Association (prerequisite for the EMT, PAR I and PAR II semesters)
3. Introduction to Incident Command System (FEMA ICS 100) - Federal Emergency Management Agency (EMT, PAR I and PAR II semester)
4. National Incident Management System and Introduction (FEMA IS 700) - Federal Emergency Management Agency (EMT, PAR I and PAR II semester)
5. Advanced Cardiac Life Support (ACLS) - American Heart Association (PAR I semester)
6. Neonatal Resuscitation Program (NRP) - American Heart Association (PAR I semester)
7. International Trauma Life Support (ITLS Basic) - American College of Emergency Physicians (PAR I semester)
8. International Trauma Life Support (ITLS Advanced) - American College of Emergency Physicians (PAR II semester)
9. Pediatric Advanced Life Support (PALS) - American Heart Association (PAR II semester)

Grading

The general College grading policy is listed in the Academic Information Section with the following EMS Program clarifications:
• Re-testing of a failed Unit Exam must be scheduled through the student’s faculty advisor or EMS staff and completed within one (1) week. The student must receive an 80% or greater on the retake to remain in the Program. The original exam score will be calculated into the student’s grade.
• Student’s who are unsuccessful in achieving or maintaining any or all of the below components will meet with the EMS faculty, Program Coordinator and/or Medical Director to determine the appropriate course of action with possible dismissal from the Program. They are as follows:
  1. minimum 80% on Unit Exam (s)
  2. minimum overall average(s): 75% quizzes, 80% exams, and 80% grade average
  3. entry level progression of clinical and/or field internship
  4. successful completion of course objectives: didactic, practical lab, clinical and/or field internship
     • An 80% must be attained on the EMT (Basic), Paramedic I and II Final Exams to remain in the Program – No retakes are allowed
     • Clinical and Field requirements are graded on a pass/fail basis. All clinical/field competencies must be satisfactorily passed in conjunction with didactic and labs to successfully complete the course. Failure to meet this requirement will result in the student retaking all components (didactic, lab, clinical and field) of the EMT (Basic) course, Paramedic I or II semester.
     • Practical exams are graded on a Pass/Fail basis and all practical exams must be successfully completed.

Lab & Clinical/Field Contact Hour Description

In the Emergency Medical Services program, one lab semester hour is presented as 32 contact hours, one clinical semester hour is presented as 100 contact hours, and one field semester hour is presented as 100 contact hours of activity over the term of the course. For example, for a semester-length 16-week course, one clinical semester hour of credit requires six hours of clinical activity per week (for 16 weeks).
Clinical Field Internship

Students begin their clinical and field internship after providing proof of current immunization status, completing a criminal background check and successfully progressing in the respective EMS program. Clinical and field hours are concurrent with the didactic portion. Students must maintain a minimum of an 80% didactic grade average to remain in the clinical/field areas (See Grading). All components of the EMT (Basic), Paramedic I and II courses (didactic, practical lab, clinical and field internship) must be successfully completed to meet the respective course requirements. See student syllabi/clinical-field handbook for further details regarding clinical and field internship.

Students requiring additional field time to achieve Intermediate or Paramedic entry level competency status may be offered a one (1) time, ten (10) week field extension (Paramedic I: PAR 204E; Paramedic II: PAR 209E). The student will be assessed a tuition fee of one (1) semester credit hour. Permission for a field extension is granted on recommendation by the EMS Faculty/Advisor, EMS Program Coordinator and/or EMS Medical Director.

Field Progress Objectives

Paramedic I and Paramedic II Field Experience Structure:

• **Basic Phase:** The paramedic student acts as a team member, acquiring exposure to Advanced Life Support (ALS) skills while mastering basic techniques and observing the paramedic preceptor who is charging all calls. At the discretion of the paramedic preceptor, the student may begin charging Basic Life Support (BLS) calls. The paramedic student receives a written preceptor evaluation for each field shift and also must complete a student run sheet that documents and evaluates each patient contact.

• **Progressive Phase:** The paramedic student progresses and utilizes history taking and radio reporting skills while integrating and assuming charge of some ALS and all BLS calls.

• **Advanced Phase:** The paramedic student actively assumes charging of calls at both the BLS and ALS level, with the approval of the paramedic preceptor.

Licensure/Registration

The following is a brief overview of licensure and registration procedures. For more information a student may refer to the State of Illinois Department of Public Health (IDPH) at [www.idph.state.il.us](http://www.idph.state.il.us) or the National Registry of Emergency Medical Technicians (NREMT) at [www.nremt.org](http://www.nremt.org).

All State and National testing fees will be paid by the student and are not included in the college tuition and fees.

**Upon completion of the EMT (Basic), AEMT/Intermediate or Paramedic Program,** students have one year to successfully complete the EMT-Basic, Intermediate or Paramedic State of Illinois Department of Public Health written exam, and may take the exam a total of three times. Students who are unsuccessful after three attempts must repeat the respective EMT program. Successful completion of the State exam will provide EMT licensure in Illinois if the candidate meets all licensure qualifications.

For NREMT registration, students must successfully complete both a written and a practical examination. The NREMT BASIC practical exam is completed during the program at no additional charge and validates the student’s practical skills for one year. The NREMT Intermediate and Paramedic Practical Exam are offered at various locations and dates throughout the United States. It is the student’s responsibility to make arrangements to take the NREMT Intermediate or Paramedic practical exam. Successful completion of the NREMT Intermediate and Paramedic practical exam validates the student’s practical skills for one year.

Students who choose to take the NREMT written exam must successfully complete the written exam within two years from course completion. Students who are unsuccessful after three (3) exam attempts must document re-education per NREMT guidelines prior to retaking the written exam. Failure to successfully pass the NREMT written exam after six (6) attempts or within two (2) years of completing the program will result in the student having to retake the respective EMT program.

A student who has successfully completed the NREMT exams may file for reciprocity with the Illinois Department of Public Health to obtain an Illinois EMT provider license and may also apply to the Iowa Department of Public Health for EMS endorsement to obtain an Iowa EMS provider certification.
EMS Provides Professional Code of Ethics

Written by Charles Gillestine MD, 1978
Adopted by the National Association of Emergency Medical Technicians (NAEMT), 1978

Professional status as an Emergency Medical Technician and Paramedic is maintained and enriched by the willingness of the individual practitioner to accept and fulfill obligations to society, other medical professionals, and the profession of Emergency Medical Services Provider.

1. A fundamental responsibility of the Emergency Medical Technician is to conserve life, to alleviate suffering, to promote health, to do no harm, and to encourage the quality and equal availability of emergency medical care.

2. The Emergency Medical Technician provides services based on human need, with respect for human dignity, unrestricted by consideration of nationality, race, creed, color, or status.

3. The Emergency Medical Technician does not use professional knowledge and skills in any enterprise detrimental to the public well being.

4. The Emergency Medical Technician respects and holds in confidence all information of a confidential nature obtained in the course of professional work unless required by law to divulge such information.

5. The Emergency Medical Technician, as a citizen, understands and upholds the law and performs the duties of citizenship. As a professional, the Emergency Medical Technician has the never-ending responsibility to work with concerned citizens and other health care professionals in promoting a high standard of emergency medical care to all people.

6. The Emergency Medical Technician shall maintain professional competence and demonstrate concern for the competence of other members of the Emergency Medical Services health care team.

7. An Emergency Medical Technician assumes responsibility in defining and upholding standards of professional practice and education.

8. The Emergency Medical Technician assumes responsibility for individual professional actions and judgment, both in dependent and independent emergency functions, and knows and upholds the laws that affect the practice of the Emergency Medical Technician.

9. An Emergency Medical Technician has the responsibility to be aware of and participate in matters of legislation affecting the Emergency Medical Service System.

10. The Emergency Medical Technician, or groups of Emergency Medical Technicians, who advertise professional service, do so in conformity with the dignity of the profession.

11. The Emergency Medical Technician has an obligation to protect the public by not delegating to a person less qualified, any service which requires the professional competence of an Emergency Medical Technician.

12. The Emergency Medical Technician will work harmoniously with and sustain confidence in Emergency Medical Technician associates, the nurses, the physicians, and other members of the Emergency Medical Services health care team.

13. The Emergency Medical Technician refuses to participate in unethical procedures, and assumes the responsibility to expose incompetence or unethical conduct of others to the appropriate authority in a proper and professional manner.
PHARMACY TECHNICIAN CERTIFICATE PROGRAM

History

The Trinity Pharmacy Technician Certificate Program prepares students to assist the pharmacist with administrative and technical duties within the pharmacy. Certified Pharmacy Technician students are prepared in the classroom and in the clinical setting. Graduates are eligible to take the National Pharmacy Technician Certificate exam.

Occupational Description

Pharmacy Technicians can hold a variety of jobs including: pharmacy buyer, clinical technician, research assistant, pharmaceutical sales, home health care/infusion therapy, retail pharmacy technician, and lead pharmacy technician.

Program Description

The Pharmacy Technician Program is an eight credit certificate program that is taught over 16 weeks. Learning occurs in the classroom, in the learning laboratory, and in the clinical setting. Hands-on clinical practice is guided by college faculty and occurs at one of Trinity Medical Center’s three campuses. Clinical settings include acute care pharmacy, retail pharmacy, and home health care pharmacy. Each student will complete three hours per week of clinical and/or lab experience. All students must be eligible to apply and maintain a license in both the state of Illinois and Iowa while a student in the pharmacy technician program.

Additional Requirements:

1. Students must have a high school diploma or a GED.
2. A certified background check is required.
3. A current physical along with an up to date Health and Safety Record.

Classroom Grading System:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>80% - 89%</td>
<td>B</td>
</tr>
<tr>
<td>70% - 79%</td>
<td>C</td>
</tr>
<tr>
<td>60% - 69%</td>
<td>D</td>
</tr>
</tbody>
</table>

Students have to pass with at least a C average in order to pass the certificate course. Attendance is mandatory and students will be withdrawn failing after 25% of the class is missed. Clinical is mandatory and absent clinical days must be made up no later than one week after the time of absence.
RADIOGRAPHY PROGRAM

History

The Associate of Applied Science in Radiography Degree Program is a two-year course of study (four semesters and two summer sessions) combining didactic and clinical radiography courses. It continues a history of radiographic education begun in 1951 at St. Anthony’s Hospital, the predecessor to Franciscan Medical Center, and in 1952 at both Moline Public and Lutheran Hospitals, which combined to form United Medical Center. Trinity Medical Center was formed in 1992 with the consolidation of United and Franciscan Medical Centers. Today Trinity Medical Center consists of three major facilities: West Campus in Rock Island Illinois, 7th Street Campus, Moline Illinois and Terrace Park Campus in Bettendorf Iowa. All of the institutions were and still are acute care facilities and Trinity is now one value-based organization with a comprehensive approach to health care in both the Illinois and Iowa Quad City's community.

Occupational Description

Radiographers use radiation equipment to produce images of the tissues, organs, bones, and vessels of the body, as prescribed by physicians, to assist in the diagnosis of disease or injury. Radiographers continually strive to provide quality patient care and are particularly concerned with limiting radiation exposure to patients, themselves, and others. Radiographers use problem-solving and critical-thinking skills to perform medical imaging procedures by adapting variable technical parameters of the procedure to the condition of the patient.

Job Description

Radiographers apply knowledge of anatomy, physiology, positioning, radiographic technique, and radiation biology and protection in the performance of their responsibilities. They must be able to communicate effectively with patients, other health professionals, and the public. Additional duties may include evaluating radiologic equipment, conducting a radiographic quality assurance program, providing patient education, and managing a medical imaging department. The radiographer must display competence and compassion in meeting the special needs of the patient.

Program Description

The Associate of Applied Science in Radiography degree curriculum includes 53 radiography semester hours as well as 23 general education semester hours of credit. General education courses promote the practice of oral and written communication skills, the use of mathematics and utilization of human and social awareness that promote reflective thinking and problem solving. Application of general education knowledge is an expectation for today's healthcare graduates.

The dedicated curriculum prepares the graduate to practice as a professional entry-level radiographer. The curriculum is primarily sequential, combining theory classes and clinical experience to facilitate mastery of the learning process. During the educational program, students study subjects such as anatomy, biology, radiation safety and physics. The student acquires and manipulates computer images and works with some of the most technologically advanced equipment in the medical field. The student develops patient communication skills, problem solving skills and teamwork within the health care system. Emphasis is placed on developing the ability to provide culturally congruent patient care that is accurate as well as compassionate. Students are assigned clinical experiences using the facilities of Trinity Regional Health System and also health institutions within the community. The Radiography Program requires that all graduates demonstrate competency in didactic coursework and a specified list of clinical competencies to include those mandated by the American Registry of Radiologic Technologists (ARRT).

The Radiography Program has been continually accredited by the JRCERT (Joint Review Committee on Education in Radiologic Technology, 20 N. Wacker Drive, Suite 2850, Chicago, IL 60606-3182, phone: (312) 704-5300 since 1951. The JRCERT accreditation process offers both a means of providing public assurance of a program meeting accreditation standards and a stimulus to programmatic improvement.
Radiography Observation

Accepted Radiography applicants must complete a four-hour observation in a Radiography clinical setting prior to matriculation into the Program.

Program faculty prior to the summer session arranges the clinical observation.

Program Philosophy

The Trinity Radiography Program provides enrolled students equal opportunity to achieve excellence in radiographic imaging and professionalism within a dynamic health care delivery system.

Program Goals

The Program Prepares Graduates To:

Knowledge
• Communicate Effectively.

Proficiency
• Practice as Competent Entry-Level Radiographers.
• Think Reflectively and Problem Solve.

Culture Care
• Practice Professionalism.

Program Outcomes

The Program:
Maintains five-year outcome rates reflecting program effectiveness and viability.
• Retention rates will be 75% or higher
• Attrition rates for academic reasons will be 25% or less
• From the date of matriculation, program completion rate is within 150% of the published program length and will be 80% or higher
• The average course completion rate will be 85% or higher
• The average course grade will be 80% or higher
• The average pass rate of the ARRT examination will be 90% or higher
• The average ARRT examination score will be 80% or higher
• Within six months of graduation, the employment rate of the program graduates seeking employment will be 75% or higher
• At least 85% of employer surveys will respond “would hire.”
• Graduate (exit) and 9-12 month post-graduation surveys will reflect 80% satisfaction with their radiography education.

Program Core Values

Faculty Believe:
• All enrolled students have the ability and desire to learn and deserve equal educational opportunities and treatment regardless of race, color, religion, gender, age, disability and national origin.
• Learning occurs best when students are active participants in structured, guided clinical and didactic experiences utilizing active learning and adult teaching techniques. The curriculum incorporates communication, humanities, social, mathematics, and biologic sciences to support and enhance radiography education and practice.
• A quality curriculum provides measurable outcomes and learning activities that promote the synthesis of theory, use of current technology, competent clinical practice and professional values.
• The student’s desire to learn is supported by a safe and progressive learning environment rich in experiences that address intellectual, creative, emotional, and physical needs.
• The graduate earns the opportunity to seek certification and licensure as a registered radiographer, to offer a significant contribution in the health care community and to enhance avenues for life long learning.

Certification/Licensure

Upon completion, an eligible graduate who has successfully demonstrated competency in both clinical and didactic phases of the accredited program earns the opportunity to write the National Certifying Examination in Radiography, which is administered by the American Registry of Radiologic Technologists (ARRT). Candidates are allowed three attempts within a three-year period of time to successfully complete this exam. Application for examination must be made within five years of program completion. All candidates must comply with the eligibility Rules of Ethics more fully defined later in this section.

Once Registered, the graduate is qualified for employment as a Registered Technologist in Radiography (R.T.R.). The RT(R) must acquire 24 hours of continuing education credits every two years to maintain ARRT certification.

In addition to the ARRT requirements for continuing education, approximately two thirds of the states have licensing laws covering the practice of
radiologic technology. Administration of licensing laws differs from state to state. The Illinois Emergency Management (IEMA) Division of Nuclear Safety enforces the Radiation Protection Act of 1987. This Act states Radiologic Technologists who “practice the science and art of applying x-radiation to human beings for diagnostic purposes” must be accredited (ARRT) and maintain one hour of continuing education for every month since the issuance of the last accreditation. Please reference the IEMA address below or the ASRT.org web page for more information concerning state licensure.

Illinois Emergency Management Agency
Division of Nuclear Safety
1035 Outer Park Drive
Springfield, Illinois, 62704
Telephone: 217/785-6133
http://www.state.il.us/iema

The student/graduate is eligible for membership in the American Society of Radiologic Technologists (ASRT), and affiliate State Societies of Radiologic Technologists.
# CURRICULUM
## ASSOCIATE OF APPLIED SCIENCE IN RADIOGRAPHY DEGREE
### 2009-2010

### FIRST YEAR

**SUMMER SESSION**

<table>
<thead>
<tr>
<th>Course</th>
<th>SH</th>
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<td>Written Communication $^{1,2}$</td>
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<th>Course</th>
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<td><strong>FALL SEMESTER</strong></td>
<td>Anatomy &amp; Physiology I $^2$</td>
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<td></td>
<td>AH 100 Fundamentals of Patient Care</td>
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<td></td>
<td>RT 101 Principles of Exposure I</td>
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<td>RT 122 Procedures II</td>
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<td></td>
<td>RT 131 Clinical Applications I</td>
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<td><strong>TOTAL</strong></td>
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<td>Anatomy &amp; Physiology II $^2$</td>
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<td>RT 132 Clinical Applications II</td>
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<th>Course</th>
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<tr>
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<tr>
<td></td>
<td>Oral Communication $^{1,2}$</td>
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<tr>
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<td></td>
<td>RT 205 Radiographic Pathology</td>
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<td>RT 224 Procedures IV</td>
<td>3</td>
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<td></td>
<td>RT 232 Clinical Applications IV</td>
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<tr>
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<tr>
<td></td>
<td>Humanities $^{1,2}$</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>RT 203 Principles of Exposure II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>RT 204 Seminar</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>RT 233 Clinical Applications V</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
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1 Indicates course may be chosen from among approved clusters listed in the academic section of the college Catalog/Handbook
2 General education courses are taken at another institution or transferred into the major, and may be completed prior to or concurrent with major courses.
- Clinical ratio equals 64 contact hours per one semester hour of credit

<table>
<thead>
<tr>
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<td></td>
<td><strong>MAJOR TOTAL</strong></td>
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<td></td>
<td><strong>AAS PROGRAM TOTAL</strong></td>
<td>76 SH</td>
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A MINIMUM OF 20 SEMESTER HOURS OF PROGRAM MAJOR COURSES MUST BE COMPLETED AT TRINITY COLLEGE OF NURSING & HEALTH SCIENCES TO MEET GRADUATION REQUIREMENTS
**Attendance Policy**

All students are expected to attend classes on a full time basis, which consists of a maximum of 40 hours per week, which is relative to the particular term of study. The Radiography curriculum does not allow for part time study.

**Lab/Clinical Contact Hour Description**

In the radiography program, one lab course credit is presented as 32 hours of activity over the term of the course and one clinical semester hour is presented as 64 hours of activity over the term of the course. For example, for a semester-length 16-week course, one lab semester hour of credit requires two hours of lab activity per week and one clinical hour of credit requires four hours of activity per week (for 16 weeks). For a half-semester, eight-week course, one clinical semester hour of credit requires 8 hours of clinical activity per week. Course faculty may offer individual schedule variations.

**Dress Code**

In addition to strict adherence to the College dress code policy concerning name badges, grooming, and jewelry, students on clinical rotations must wear/carry:

- The Program uniform
- A radiation monitoring device
- Anatomical lead markers

**Radiography Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>85-92</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>77-84</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>69-76</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>0-68</td>
<td>Failure</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td></td>
<td>Incomplete</td>
</tr>
<tr>
<td>WP</td>
<td></td>
<td></td>
<td>Withdrawal Passing</td>
</tr>
<tr>
<td>WF</td>
<td></td>
<td></td>
<td>Withdrawal Failing</td>
</tr>
<tr>
<td>AU</td>
<td></td>
<td></td>
<td>Audit</td>
</tr>
<tr>
<td>R</td>
<td></td>
<td></td>
<td>Repeat</td>
</tr>
</tbody>
</table>

**Clinical Grading Scale**

Grades of 83% or below are considered unacceptable in the clinical area. The clinical grading scale is higher than the didactic scale because of the strong emphasis to prepare individuals to become professional and competent entry-level radiographers. Students performing below an 84% in clinical courses will not be allowed to progress in the program.

A 95-100%
B 89-94%
C 84-88%

**Graduation Requirement for an AAS Degree in Radiography**

To meet graduation requirements, students must:
- Fulfill the course requirements of the Associate of Applied Science in Radiography curriculum
- Complete the last 20 semester hours in Radiography at the College
- Earn a minimum of 77 hours of credit attaining a “C” (2.0) cumulative grade point average, which includes a “C” or above in each required radiography course and general education course in the curriculum
- Meet all financial obligations incurred with the College
- Be recommended by faculty and conferred for graduation by the College Governing Board

(No degree will be awarded until all requirements are met.)

**Ionizing Radiation and Protection Policy**

Due to participation in the administration of ionizing radiation, the student must be aware of policies and procedures utilized in assuring safety and minimizing radiation exposure to patients, students, and others. Radiation exposure should always be kept to the lowest possible level. Students are provided with NCRP Report No. 105 concerning biological effects of radiation exposure and are advised of the separate policy regarding pregnancy. In addition, the following practices are enforced.
• Time, Distance, and Shielding are the basic components to minimize radiation exposure: The least time, the greatest distance from the source, and protective shielding with devices such as lead aprons.
• Appropriate radiation protective devices are available to students and utilization is enforced. Students must wear a minimum of a 0.25 mm lead equivalent personnel shield any time a permanent barrier will not protect them from exposure. If the potential for direct exposure exists, the shield must possess 0.5-mm lead equivalent. The use of a leaded thyroid shield is strongly recommended. Holding a patient during an exposure can result in direct beam exposure to unprotected areas of the body; therefore, holding of patients during exposure is strongly discouraged.
• A personnel monitoring device is issued to each student. It must be worn at all times during clinical assignments and fastened at the collar level, outside of the lead apron. This badge is changed monthly. Students are advised of their dosimetry reports, which are maintained by the Program and available to students.
• All students are directly supervised pre-competency and indirectly supervised post-competency by a qualified radiographer.
• Any unsatisfactory radiograph that is repeated must be directly supervised regardless of the level of student education.
• All equipment is in compliance with federal and state safety policies and regulations.
• A separate policy is available for pregnant students.

Pregnancy Policy
It is the option of the pregnant student to inform the Program Coordinator/Clinical Coordinator of her pregnancy. If the student chooses to voluntarily inform officials of her pregnancy, it must be in writing and indicate the expected date of delivery. In the absence of this voluntary, written disclosure, a student cannot be considered pregnant. If the student chooses to disclose her pregnancy, she will receive counseling on the options available to make an informed decision based on individual needs and preferences. The options are:

• Continue both the didactic and clinical education phases
  - All clinical as well as didactic objectives must be fulfilled prior to graduation
- The attending physician must provide written approval
• Continue only the didactic educational phase
  - All clinical as well as didactic objectives must be fulfilled prior to graduation.
  - Allowance will be made for reinstatement in the clinical phase post pregnancy
• Leave of absence from the Radiography Program
  - Discontinue didactic and clinical education phases
  - Re-enter program based on readmission criteria as stated previously

The ultimate decision regarding the previous options will be the student’s tempered by the gestation period and the student’s level of progress in the educational program. Student’s are required to sign a statement acknowledging explanation of options and stating option choice.

Pregnant students choosing to remain in all educational phases:
• Must review the U.S. Nuclear Regulatory Commission “Regulatory Guide 8.13” Instruction Concerning Prenatal Radiation Exposure (Web Site: http://www.nrc.gov)
• Must wear an additional radiation monitoring device near the lower abdominal area and under the lead apron
• Must closely monitor personal monthly radiation dosimetry reports
• Will be assigned to the same clinical rotations as the non-pregnant student
• It is recommended that pregnant students observe the following precautions:
  - Stay out of the field of radiation and, other than during fluoroscopy, remain in the control booth during the exposure period
  - Wear additional lead apron or aprons in fluoroscopy, during portable exams or when otherwise necessary

Radiography Standards of Conduct
Standards of conduct are clinical professional objectives, which are deemed to be of such importance to the practice of radiography that satisfactory performance must be met. These objectives are applicable while performing radiographic procedures and when interacting in the health care environment. The expectation/outcome is the student will demonstrate individual accountability for professional behavior. The student will:
• Follow dress code
• Display professional attitude, actions, and respect when interacting with the:
  - Patient
  - Family/significant others
  - Health care team
  - Peers
  - Faculty
  - Others
• Practice within legal limits of radiography complying with established standards of care as defined in:
  - Policies and procedures of the assigned health care organization
  - ARRT Standards of Ethics, Web site: http://www.arrt.org
• Use principles of safety including seeking assistance when implementing care based upon the patient’s:
  - Physical and psychological condition
  - Age
  - Development level
  - Environment
• Demonstrate emotional and physical stability:
  - When performing patient care and imaging procedures
  - When interacting with health care team, peers, faculty, and others
• Use accurate, objective verbal and written communication in:
  - Reporting and recording patient information
  - Written assignments
  - Interacting with the health care team, faculty, and others
• Demonstrate ethical behavior:
  - Complying with the standards set forth in the Code of Ethics of the ASRT and ARRT
  - Reflecting integrity and confidentiality at all times
• Demonstrate punctuality and report absences:
  - According to the Radiography Program Clinical Manual of Education
  - According to individual course syllabi
• Demonstrate timely preparation of the clinical experience:
  - Verbal and written communication
  - Patient care
• Demonstrate respect and care for radiographic equipment, supplies, and teaching aids:
  - Assume personal responsibility for personnel radiation monitoring device, wear at all times while in clinic
  - Have personal ID lead markers on your person at all times in clinic
  - Submit only correctly labeled radiographs
• Perform repeated radiographs always with direct supervision of a registered radiographer

Professional Code of Ethics

The American Registry of Radiologic Technologists (2006) establishes the following code of ethics. “The Code of Ethics shall serve as a guide by which Registered Technologists and Candidates may evaluate their professional conduct as it relates to patients, health care consumers, employers, colleagues and other members of the health care team. The Code of Ethics is intended to assist Registered Technologists and Candidates in maintaining a high level of ethical conduct and in providing for the protection, safety and comfort of patients. The Code of Ethics is aspirational:

1. The radiologic technologist conducts herself or himself in a professional manner, responds to patient needs and supports colleagues and associates in providing quality patient care.
2. The radiologic technologist acts to advance the principle objective of the profession to provide services to humanity with full respect for the dignity of mankind.
3. The radiologic technologist delivers patient care and service unrestricted by the concerns of personal attributes or the nature of the disease or illness, and without discrimination on the basis of sex, race, creed, religion or socioeconomic status.
4. The radiologic technologist practices technology founded upon theoretical knowledge and concepts, uses equipment and accessories consistent with the purposes for which they were designed, and employs procedures and techniques appropriately.
5. The radiologic technologist assesses situations; exercises care discretion and judgment; assumes responsibility for professional decisions; and acts in the best interest of the patient.
6. The radiologic technologist acts as an agent through observation and communication to obtain pertinent information for the physician to aid in the diagnosis and treatment of the patient and recognizes that interpretation and diagnosis are outside the scope of practice for the profession.
7. The radiologic technologist uses equipment and accessories, employs techniques and procedures, performs services in accordance with an accepted standard of practice, and demonstrates expertise in minimizing radiation exposure to the patient, self and other members of the health care team.

8. The radiologic technologist practices ethical conduct appropriate to the profession and protects the patient’s right to quality radiologic technology care.

9. The radiologic technologist respects confidences entrusted in the course of professional practice, respects the patient’s right to privacy and reveals confidential information only as required by law or to protect the welfare of the individual or the community.

10. The radiologic technologist continually strives to improve knowledge and skills by participating in continuing education and professional activities, sharing knowledge with colleagues and investigating new aspects of professional practice.”
American Registry of Radiologic Technologists (ARRT) Certification

At completion of the Trinity Radiography Program course curriculum, graduates are eligible to write the national certifying examination in radiography administered by the ARRT. Once registered, the graduate is qualified for entry level employment as a Registered Technologist, Radiography (R.T.R.). The following general qualifications apply.


“Candidates must comply with the Rules of Ethics contained in the ARRT Standards of Ethics. The Rules of Ethics are standards of minimally acceptable professional conduct for all Registered Technologists and applicants. The Rules of Ethics are intended to promote the protection, safety, and comfort of patients. Registered Technologists and applicants engaging in any of the conduct or activities noted in the Rules of Ethics, or who permit the occurrence of said conduct or activities with respect to them, have violated the Rules of Ethics and are subject to actions as described.”

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. All alcohol and/or drug related violations must be reported. Conviction as used in this provision includes a criminal proceeding where a finding or verdict of guilt is made or returned but the adjudication of guilt is either withheld or not entered or a criminal proceeding where the individual enters a plea of guilty or nolo contendere.

All potential violations must be investigated by the ARRT in order to determine eligibility. Registered Technologists and applicants who violate the Rules of Ethics must provide the ARRT with a written explanation, including court documentation of the charges, with the application for examination. The court documentation must verify the nature of the conviction, the nature of the sentence imposed by the courts, and the current status of the sentence. If an applicant is convicted between the time of application and the exam administration date, it is the applicant’s responsibility to inform the ARRT immediately and begin the review process.

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. The individual may submit a pre-application form at any time either before or after entry into an approved educational program. This review may enable the individual to avoid delays in processing the application for examination that is made at the time of graduation. The pre-application must be requested directly from the ARRT. Submission of a pre-application request form does not waive the application for examination fee, the application deadline or any of the other application procedures.
**Computed Tomography Clinical Internship**

In cooperation with the University of Iowa Hospitals Radiography Program, Trinity College offers the graduate technologist, who has successfully passed the ARRT certification examination, the opportunity to complete a Clinical Internship in Computed Tomography. This opportunity is available in the fall and spring of each year. This course is designed to enhance the registered radiographer’s skills with the science and practice of computed tomography.

Students apply to the University of Iowa’s Radiography Clinical Internship Program and request to perform the clinical component at Trinity College. ([http://www.medicine.uiowa.edu/RadSci/](http://www.medicine.uiowa.edu/RadSci/)). The student will then apply to complete the clinical component through Trinity College. Interns are chosen on a selective process based on previous coursework completion, GPA, and clinical competency. Online didactic coursework is offered by University of Iowa. Clinical coursework is offered and transcripted through Trinity. Students will complete 640 hours of clinical coursework. The student will complete procedures in head, neck, spine/musculoskeletal, chest abdomen, pelvis and special procedures as well as quality assurance and image display/post processing. The goal is for the student to be prepared for the ARRT national certification examination in Computed Tomography.

The University of Iowa didactic courses complimenting the clinical component are Sectional Anatomy for Imaging Sciences, CT Procedures, CT Physics Principles and Quality Control, and Pathology for Imaging Sciences. These courses may be taken prior, during, or following the clinical component. It is strongly recommended that Sectional Anatomy for the Imaging Sciences be completed before beginning the clinical component.
### Curriculum
**Computed Tomography Clinical Internship**
2009-2010

**Option 1**

<table>
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<td>676: 130EXW CT Physical Principals Quality Control 4 SH</td>
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**Option 2**

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<tr>
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<td>RT 331 CT Clinical Internship 6 SH</td>
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<tr>
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<td>676: 110EXW Pathology for the Imaging Sciences 3 SH</td>
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<td><strong>Total</strong> 12 SH</td>
<td><strong>Total</strong> 6 SH</td>
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**CT Didactic Education Total** 15 SH  
**Clinical Internship Total** 6 SH  
**CT Internship Program Total** 21 SH

All “676” courses are offered online through the University of Iowa CT Clinical Internship Program. RT 331 CT Clinical Internship is completed through Trinity College of Nursing and Health Sciences. Students must be officially accepted through the U. of Iowa to be eligible for the Clinical Internship. Registration for the University of Iowa courses is completed through U. Iowa system and may be limited. RT 331 will be registered through Trinity College Radiography Program.
RESPIRATORY CARE PROGRAM

History

The Associate of Applied Science in Respiratory Care Degree Program is a 21-month course of study (four semesters and one summer session) combining didactic and clinical respiratory courses with supporting general education knowledge. Trinity and its predecessor hospitals have been involved in respiratory care education since 1965. In January 1980 the program sponsorship transferred from Lutheran Hospital to Black Hawk College, Moline, Illinois which assumed program responsibility with local hospital financial support. That program remained active until 2000 when it was discontinued. In 2004, planning initiatives were identified in Trinity College of Nursing and Health Sciences’ Strategic Planning document to include offering additional health science programs based on assessed needs. The College received authority to grant the degree from the Illinois Board of Higher Education (IBHE) in December 2005. A Letter of Review has been received from the Committee on Accreditation for Respiratory Care (CoARC) with expected programmatic site visit following graduation of the first class in 2009.

Occupational Description

Respiratory Therapists work in hospitals, emergency departments, intensive care units, neonatal intensive care units, in diagnostic laboratories, offices, clinics and homes.

Job Description

The following represents the knowledge and skills required of the advanced level graduate respiratory therapist, working under the supervision of a physician:

• Applies scientific principles for the identification, prevention, remediation, and rehabilitation of acute and chronic cardiopulmonary disorders
• Reviews existing data, collects additional data, and recommends additional tests to evaluate the respiratory status of patients
• Uses clinical data to develop a respiratory care plan and determine the appropriateness of the prescribed therapy
• Initiates, conducts and modifies prescribed therapeutic and diagnostic procedures including but not limited to: administering medical gases, providing humidification, delivering therapeutic aerosols and airway clearance modalities; initiating CPR, providing mechanical ventilator support; maintaining artificial and natural airways; performing pulmonary function studies, hemodynamic and other physiologic monitoring; and collecting specimens of blood and sputum for analyses
• Documents necessary information in the patient’s medical record and on other forms. Communicates necessary information to the other members of the health care team while adhering to the rules and laws respecting confidentiality and privacy
• Obtains, assembles, operates, and monitors necessary equipment
• Uses problem solving to identify and correct malfunctions of respiratory care equipment
• Demonstrates appropriate interpersonal skills to work productively with patients, families, physicians, staff, and co-workers
• Accepts directives, does not discriminate, and upholds the ethical standards of the profession
• Demonstrates awareness of cultural diversity

Program Description

The 75 semester hour Associate of Applied Science in Respiratory Care degree curriculum includes 51 respiratory care and 24 general education semester hours of credit. General education courses promote the practice of oral and written communication skills and utilization of human and social awareness to promote reflective thinking and problem solving. Application of general education knowledge is an expectation for today’s healthcare graduates.

The dedicated curriculum prepares the graduate to practice as an advanced level registered respiratory therapist. The curriculum is primarily sequential, combining theory classes and clinical experience to facilitate mastering the learning process.

The student develops communication and problem-solving skills as well as learning to work with other members of the health care team. Emphasis is placed on developing skills that allow the student to provide culturally congruent patient care that is effective as well as compassionate.

Students are assigned clinical experiences using the facilities of Trinity Regional Health System and health institutions within the bi-state area. The affiliated institution of Trinity Medical Center consists of two campuses located in Illinois, one in
Rock Island and one in Moline plus a third campus in Bettendorf, Iowa. The institutions are all acute care facilities providing a comprehensive approach to health care in both the Illinois and Iowa Quad City Community. Students are assigned clinical rotations at all three campuses, local health care institutions, and additional acute care experience at a Level III institution in the final semester of the program.

The Respiratory Care Program requires that all graduates demonstrate competence in didactic coursework and a specified list of clinical competencies.

Drug Testing

Some selected clinical sites may require a drug screen prior to entering the facility. This screen will be arranged through the College. The cost of the drug screen will be added to the student’s tuition and fees for the term required.

Respiratory Care Observation

Accepted Respiratory Care students must complete a four-hour observation in a Respiratory Care clinical setting prior to matriculation into the program. The faculty arranges the clinical observation prior to the fall session.

Program Philosophy

The Respiratory Care Program prepares students to become competent advanced level respiratory therapists, who display excellence in both performance and attitude. We, the faculty believe the specialized nature of Respiratory Care requires not only technical expertise, but also humane, empathetic and professional behavior directed toward patient care. We expect students to strive for excellence in the classroom, laboratory and in clinical practice.

Program Goals

Graduates will be able to:

Knowledge (Cognitive)
- Apply knowledge of respiratory care and general education courses to think reflectively and problem solve.

Proficiency (Psychomotor)
- Function as an advanced level practitioner in multiple care settings

- Communicate effectively to promote a therapeutic environment with individuals, groups, and other members of the health care team.

Culture Care (Affective)
- Demonstrate professionalism in the practice of respiratory care within ethical and legal guidelines.

Program Core Values

Faculty believes the following statements provide the essential guidelines of implementing the Respiratory Care Program.
- All enrolled students have the ability and desire to learn and deserve equal educational opportunities and treatment from faculty and staff regardless of race, color, religion, gender, age, disability and national origin.
- Learning occurs best when students are active participants in structured, guided clinical and didactic experiences. The curriculum incorporates communication, humanities, social and biologic sciences to support and enhance respiratory education and practice.
- A quality curriculum provides measurable outcomes and learning activities that promote integration of theory, use of current technology, competent clinical practice and professional values.
- The student’s desire to learn is supported by a safe and progressive learning environment rich in experiences that address intellectual, creative, emotional, and physical needs.
- The graduate earns the opportunity to seek certification and licensure as an advanced respiratory care practitioner in the health care community and to enhance avenues for lifelong learning.

Credentialing/Licensure

Upon completion of respiratory care curriculum, an eligible graduate earns the opportunity to sit for the National Board of Respiratory Care (NBRC), entry level (CRT) and advanced level (RRT) examinations.

National Board for Respiratory Care, Inc.
18000 West 105th Street
Olathe, Kansas 66061
931/895-4900
www.nbrc.org

The Entry-Level Certified Respiratory Therapist (CRT) examination is designed to objectively measure essential knowledge, skills and abilities.
required of entry level respiratory therapists. The examination consists of 160 multiple-choice questions distributed among three major content areas: clinical data, equipment and therapeutic procedures. Individuals who achieve passing scores will be awarded the Certified Respiratory Therapist (CRT) credential.

The Registry Examination System (RRT) measures essential knowledge, skills and abilities required of advanced respiratory therapists and sets uniform standards for measuring such knowledge. The CRT credential is a prerequisite for admission to the Registry Examination. The Registered Respiratory Therapist (RRT) examinations consist of a written portion and a clinical simulation portion. Individuals who achieve passing scores on both will be awarded the Registered Respiratory Therapist (RRT) credential.

Registered Respiratory Therapists must provide evidence that they are continuing to meet current standards of practice and have successfully renewed their national credentials issued by the NBRC.

Policies for licensure vary with each state. In general, a student with a felony conviction may have difficulty in obtaining a state license. An individual application is reviewed on a case by case basis. The decision is not made until the individual makes application for a license to practice respiratory care. Applicants with felony convictions are encouraged to contact the licensing agency in the state in which they wish to practice.

**Attendance Policy**

All students are expected to attend classes on a full time basis, which consists of a maximum of 40 hours per week, relative to the particular term of study. The Respiratory Care curriculum does not allow for part time study.

**Lab/Clinical Contact Hour Description**

In the Respiratory Care Program, one lab course credit is presented as 32 hours of activity over the term of the course and one clinical semester hour is presented as 64 hours of activity over the term of the course. For example, for a semester length 16 week course, one lab semester hour of credit requires two hours of lab activity. For a half-semester eight-week course, one clinical semester hour of credit requires eight hours of clinical activity per week (for 8 weeks). Course faculty may offer individual schedule variations.

**Dress Code**

In addition to strict adherence to the College dress code policy concerning name badges, grooming, and jewelry, students on clinical rotations must wear/carry:
- The program uniform
- Stethoscope
- Bandage scissors
- Goggles
- Watch with a second hand
- White lab coat

**Respiratory Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>85-92</td>
<td>Good</td>
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<td>C</td>
<td>2.0</td>
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<td>Satisfactory</td>
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<td>D</td>
<td>1.0</td>
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<td>0</td>
<td>67-Below</td>
<td>Failure</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td></td>
<td>Incomplete</td>
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<tr>
<td>WP</td>
<td></td>
<td></td>
<td>Withdrawal Passing</td>
</tr>
<tr>
<td>WF</td>
<td></td>
<td></td>
<td>Withdrawal Failing</td>
</tr>
</tbody>
</table>

**Clinical Grading Scale**

Grades of 79% or below are considered unacceptable in the clinical area. The clinical grading scale is higher than the didactic scale because of the strong emphasis to prepare individuals to become professional and competent advanced-level Respiratory Therapists. Students performing below an 80% in clinical courses will not be allowed to progress in the program.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
</tr>
<tr>
<td>B</td>
<td>87-94%</td>
</tr>
<tr>
<td>C</td>
<td>80-86%</td>
</tr>
</tbody>
</table>

**Graduation Requirements for an AAS Degree in Respiratory Care**

To meet graduation requirements, students must:
- Complete the Comprehensive Self-Assessment Examination (SAE) as required by the Committee Accreditation for Respiratory Care.
- Fulfill the course requirements of the Associate
of Applied Science in Respiratory Care curriculum.
• Complete the last 19 semester hours in Respiratory Care at the College.
• Earn a minimum of 74 hours of credit attaining a “C” (2.0) cumulative grade point average which includes a “C” or above in each required respiratory care and general education course in the curriculum.
• Meet all financial obligations incurred with the College.
• Be recommended by faculty and conferred for graduation by the College Governing Board.
(No degree will be awarded until all requirements are met)

Professional Code of Conduct

American Association for Respiratory Care (AARC) www.aarc.org.

In the conduct of professional activities the Respiratory Therapist shall be bound by the following ethical and professional principles. Respiratory Therapist shall:
• Demonstrate behavior that reflects integrity, supports objectivity, and fosters trust in the profession and its professionals. Actively maintain and continually improve their professional competence and represent it accurately.
• Perform only those procedures or functions in which they are individually competent and which are within their scope of accepted and responsible practice.
• Respect and protect the legal and personal rights of patients they treat, including the right to informed consent and refusal of treatment.
• Divulge no confidential information regarding any patient or family unless disclosure is required for responsible performance of duty, or required by law.
• Provide care without discrimination on any basis, with respect for the rights and dignity of all individuals.
• Promote disease prevention and wellness.
• Refuse to participate in illegal or unethical acts, and shall refuse to conceal illegal, unethical or incompetent acts of others.
• Follow sound scientific procedures and ethical principles in research.
• Comply with state or federal laws which govern and relate to their practice.
• Avoid any form of conduct that creates a conflict of interest and shall follow the principles of ethical business behavior.
• Promote health care delivery through improvement of the access, efficacy, and cost of patient care.
• Encourage and promote appropriate stewardship of resources.
# CURRICULUM
## ASSOCIATE OF APPLIED SCIENCE IN RESPIRATORY CARE DEGREE
### 2009-2010

#### FIRST YEAR

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy &amp; Physiology I</td>
<td>Anatomy &amp; Physiology II</td>
</tr>
<tr>
<td>RES 110 Respiratory Procedures I</td>
<td>RES 120 Respiratory Procedures II</td>
</tr>
<tr>
<td>RES 112 Cardiopulmonary Anatomy &amp; Physiology</td>
<td>RES 122 Respiratory Pharmacology</td>
</tr>
<tr>
<td>RES 114 Introduction to Respiratory Care</td>
<td>RES 124 Respiratory Disease</td>
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<tr>
<td></td>
<td>RES 155 Clinical Practice I</td>
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<td><strong>TOTAL</strong></td>
<td><strong>TOTAL</strong></td>
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<td>16 SH</td>
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#### SECOND YEAR

**SUMMER SESSION**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>RES 220 Intro to Mechanical Ventilation</td>
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<tr>
<td>Microbiology</td>
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<tr>
<td>Written Communication</td>
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</table>

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>RES 230 Respiratory Procedures III</td>
<td>RES 240 Respiratory Procedures IV</td>
</tr>
<tr>
<td>RES 233 Cardiopulmonary Monitoring</td>
<td>RES 250 Respiratory Seminar</td>
</tr>
<tr>
<td>RES 265 Clinical Practice II</td>
<td>RES 275 Clinical Practice III</td>
</tr>
<tr>
<td>Psychology</td>
<td>Humanities</td>
</tr>
<tr>
<td>Oral Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>TOTAL</strong></td>
</tr>
<tr>
<td>18 SH</td>
<td>16 SH</td>
</tr>
</tbody>
</table>

1 Indicates course may be chosen from among approved clusters listed in the academic section of the College Catalog.
2 General education courses are taken at another institution or transferred into the respiratory care major, and may be completed prior to or concurrent with respiratory care courses.

**GENERAL EDUCATION TOTAL** 24 SH
**RESPIRATORY CARE TOTAL** 51 SH
**AAS PROGRAM TOTAL** 75 SH

A minimum of 19 semester hours of program major courses must be completed at Trinity College of Nursing & Health Sciences to meet graduation requirements.
SURGICAL TECHNOLOGY PROGRAM

History

The Surgical Technology program was established in 1961 at Moline Public Hospital and was one of the first hospital programs in the nation to become accredited by the Committee on Allied Health Education and Accreditation (CAHEA) in 1974. Today Trinity Medical Center consists of three major facilities: West Campus in Rock Island, Illinois and 7th Street Campus, Moline, Illinois and Terrace Park Campus in Bettendorf, Iowa. All of the institutions were and still are acute care facilities and Trinity is now one value-based organization with a comprehensive approach to health care in both the Illinois and Iowa Quad City’s community.

Occupational Description

Surgical technologists are an integral part of the team of medical practitioners providing surgical care to patients in a variety of settings.

Job Description

Surgical technologists prepare the surgical suite by selecting and opening sterile supplies. Preoperative duties also include assembling, adjusting, and checking nonsterile equipment to ensure that it is in proper working order. Common duties include operating sterilizers, lights, suction machines, electrosurgical units, and diagnostic equipment. When patients arrive in the surgical site, surgical technologists assist in preparing them for surgery by providing physical and emotional support. They have been educated to properly position the patient on the surgical table. Surgical technologists assemble surgical equipment and apply monitoring devices to prepare the patient for a surgical procedure. Surgical technologists have primary responsibility for maintaining the sterile field, being constantly vigilant that all members of the team adhere to aseptic technique.

Program Description

Trinity College offers students the choice of a certificate plan or an Associate of Applied Science (AAS) Degree plan. The 42-semester hours of the certificate plan with the addition of 32 general education semester hours of credit. The AAS may be completed in one summer session and four semesters, however prior completion of general education credits will affect the length of program completion. Additional general education courses promote the practice of oral and written communication skills, the use of mathematics and/or computer science theory, and utilization of human and social awareness that promote reflective thinking and problem solving. Application of general education knowledge is an expectation for today’s health care graduates.

The Certificate Program confers a certificate award and the AAS Program confers an Associate of Applied Science in Surgical Technology Degree award.

Trinity College provides a learner-centered environment that emphasizes transcultural healthcare concepts.

The Surgical Technology Program is accredited by the National Commission on Accreditation of Allied Health Education Programs (CAAHEP), which is the largest programmatic accreditor in the health sciences field. CAAHEP collaborates with the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC-STSA) to provide recognition for the quality of surgical technology programs to the public. The Program has been continuously accredited since 1974 and received maximum accreditation in 2009 after a random on-site review from the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting. As of March 2000, only graduates of accredited surgical technology programs may take the National Certification Exam.

Philosophy

The Trinity Surgical Technology Program prepares competent entry-level surgical technologists in the cognitive, psychomotor and affective learning domains. The program provides students with the highly developed knowledge necessary to provide exceptional, compassionate, and culturally congruent patient care in the surgical suite. While striving for excellence, our students also learn professionalism based on the Trinity values as well as the Association of Surgical Technologist’s Code of Ethics, always placing our patients first.
Goals: Certificate in Surgical Technology

Cognitive (Knowledge)
- Demonstrate knowledge of surgical technology skills by progressing through structured learning activities
- Acquire knowledge for use in delivering culturally congruent patient care

Psychomotor (Proficiency)
- Practice acquired knowledge in clinical areas
- Apply surgical asepsis in varied practice settings
- Participate as a member of the surgical team to deliver optimum care

Affective (Culture Care)
- Demonstrate the development of accountability and a professional attitude
- Assume responsibility for own learning

Goals: Associate of Applied Science in Surgical Technology Degree

Cognitive (Knowledge)
- Demonstrate surgical technology skills by progressing through structured learning activities
- Utilize knowledge acquired from biological, social and psychological studies
- Acquire knowledge for use in delivering culturally congruent patient care

Psychomotor (Proficiency)
- Practice acquired knowledge in clinical areas
- Apply surgical asepsis in varied practice settings
- Participate as a member of the surgical team to deliver optimum care perioperatively

Affective (Culture Care)
- Demonstrate the development of ideals, accountability, and a professional attitude
- Assume responsibility for self-assessment of learning needs

CST Certification

Trinity College Surgical Technologists Program has joined other Surgical Technologists programs in the nation in choosing to administer the Certification Exam before the student graduates. The National Board of Surgical Technology and Surgical Assisting (NBSTSA) has been granted full approval by the National Commission for Certifying Agencies. Upon passing the Certification Exam, the Surgical Technologist is a Certified Surgical Technologist (CST). A CST must acquire 60 hours of continuing education credits within each four-year period to maintain certification.
## CURRICULUM
### CERTIFICATE IN SURGICAL TECHNOLOGY
#### 2009-2010

- **SUMMER SESSION**
  - Anatomy & Physiology I\(^1\) 4 SH
  - Medical Terminology \(^2\) 2 SH
  - **TOTAL** 6 SH

- **MINI-MESTER JANUARY 4 to 15**
  - ST 201 Clinical Practice I 1 SH
  - **TOTAL** 1 SH

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST 101 Fundamentals</td>
<td>Anatomy &amp; Physiology II (^2)</td>
</tr>
<tr>
<td>4 SH</td>
<td>4 SH</td>
</tr>
<tr>
<td>ST 102 Fundamentals Clinical</td>
<td>ST 205 Surgical Procedures II</td>
</tr>
<tr>
<td>3 SH</td>
<td>4 SH</td>
</tr>
<tr>
<td>AH 100 Patient Care</td>
<td>ST 206 Clinical Practice II</td>
</tr>
<tr>
<td>2 SH</td>
<td>8 SH</td>
</tr>
<tr>
<td>ST 106 Surgical Principles</td>
<td>ST 207 Professional Development</td>
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<td>3 SH</td>
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<td>ST 200 OR Technology I</td>
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<tr>
<td>3 SH</td>
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<tr>
<td><strong>TOTAL</strong> 15 SH</td>
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</tbody>
</table>

1 Indicates course may be chosen from among approved clusters listed in the academic section of the College Catalog/Handbook
2 General education courses are taken at another institution or transferred into the major, and may be completed prior to or concurrent with major courses. Trinity graduates who wish to pursue the Associate of Applied Science Degree may also take the general education courses after completion of the Certificate Program.

- **GENERAL EDUCATION TOTAL** 10 SH
- **MAJOR TOTAL** 30 SH
- **CERTIFICATE PROGRAM TOTAL** 40 SH OF CREDIT

**ALL SEMESTER HOURS OF PROGRAM MAJOR COURSES MUST BE COMPLETED AT TRINITY COLLEGE OF NURSING & HEALTH SCIENCES TO MEET GRADUATION REQUIREMENTS**
CURRICULUM
ASSOCIATE OF APPLIED SCIENCE IN SURGICAL TECHNOLOGY DEGREE
2009-2010

FIRST YEAR

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
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</thead>
<tbody>
<tr>
<td>Anatomy &amp; Physiology I (^2)</td>
<td>Anatomy &amp; Physiology II (^2)</td>
</tr>
<tr>
<td>Medical Terminology (^2)</td>
<td>Microbiology (^2)</td>
</tr>
<tr>
<td>Written Communication (^1,2)</td>
<td>Sociology (^1,2)</td>
</tr>
<tr>
<td>Psychology (^1,2)</td>
<td>Oral Communication (^1,2)</td>
</tr>
<tr>
<td>Math (^1,2,*)</td>
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<td>TOTAL</td>
</tr>
<tr>
<td>15 SH</td>
<td>14 SH</td>
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</tbody>
</table>

SUMMER SESSION

| Humanities Elective \(^2\)   |                              |
| TOTAL                        | 3 SH                         |

MINIMUMER JANUARY 4 to 15

| ST 201 Clinical Practice I  | 1 SH                         |
| TOTAL                        | 1 SH                         |

SECOND YEAR

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST 101 Fundamentals</td>
<td>ST 205 Surgical Procedures II</td>
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<tr>
<td>ST 102 Fundamentals Clinical</td>
<td>ST 206 Clinical Practice II</td>
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<tr>
<td>AH 100 Patient Care</td>
<td>ST 207 Professional Development</td>
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<tr>
<td>ST 106 Surgical Principles</td>
<td></td>
</tr>
<tr>
<td>ST 200 OR Technology I</td>
<td>TOTAL</td>
</tr>
<tr>
<td>TOTAL</td>
<td>15 SH</td>
</tr>
</tbody>
</table>

TOTAL 15 SH

1 Indicates course may be chosen from among approved clusters listed in the academic section of the College Catalog/Handbook.
2 General education courses are taken at another institution or transferred into the major. General Education courses for the AAS Degree may be completed prior to, concurrent with major courses, or after completion of the Certificate Program with the exception of Anatomy & Physiology I and II and Medical Terminology which are part of the certificate curriculum.
*CS100 may be substituted for the math requirement if the student has completed Basic/Elementary Algebra with a grade of “C” or better or has an appropriate placement score.

GENERAL EDUCATION TOTAL 32 SH
MAJOR TOTAL 30 SH
AAS PROGRAM TOTAL 62 SH OF CREDIT

A MINIMUM OF 16 SEMESTER HOURS OF PROGRAM MAJOR COURSES MUST BE COMPLETED AT TRINITY COLLEGE OF NURSING & HEALTH SCIENCES TO MEET GRADUATION REQUIREMENTS.
Clinical Contact Hour Description

In the Surgical Technology Program, one clinical semester hour of course credit will be presented as 48 hours of clinical/lab activity over the term of the course. For example, for a semester-length 16-week course, one clinical semester hour of credit requires three hours of clinical/lab activity per week (for 16 weeks). For a half-semester, 8-week course, one clinical semester hour of credit requires 6 hours of clinical/lab activity per week (for 8 weeks). Course faculty may offer individual schedule variations.

Dress Code

In addition to strict adherence to the College dress code policy concerning grooming, surgical technology students wear scrub attire on clinical rotations and must adhere to operating room attire policies which are covered more extensively in the clinical course syllabus. Students are advised of the following:

- Scrub pants, tops, and hats are furnished by the Medical Center
- The student’s name badge is worn at all times
- Shoes must be solid in structure with a back strap. These are only worn in the surgical suite.

Student Work Policy

All student activities associated with the curriculum, especially while students are completing his or her clinical rotation, will be educational in nature. Students will not be receiving any monetary remuneration during this educational experience, nor will he or she be substituted for hired staff personnel within the clinical institution, in the capacity of the surgical technologist.

Clinical Evaluation Criteria

It is the student’s responsibility to attain clinical competency and theoretical knowledge. Attendance policy compliance is expected and will be reflected in theory course grades and professional accountability grading in Clinical Performance Evaluations. A student must maintain a “C” or better in all courses in order to successfully complete graduation requirements. Absences and tardiness will be addressed in the course syllabus and program contract.

Graduation Requirements for a Certificate in Surgical Technology

To meet graduation requirements, students must:

- Fulfill the course requirements of the Certificate in Surgical Technology curriculum
- Earn a minimum of 40 hours of credit attaining a “C” (2.0) cumulative grade point average, which includes a “C” or above in each required surgical technology course and general education course in the curriculum
- Complete an outcomes assessment exam
- Complete the last 20 semester hours in Surgical Technology at the College
- Meet all financial obligations incurred with the College
- Be recommended by faculty and conferred for graduation by the College Governing Board

(No certificate will be awarded until all requirements are met.)

Graduation Requirements for an AAS Degree in Surgical Technology

To meet graduation requirements, students must:

- Fulfill the course requirements of the Associate of Applied Science in Surgical Technology curriculum
- Earn a minimum of 62 hours of credit attaining a “C” (2.0) cumulative grade point average, which includes a “C” or above in each required surgical technology course and general education course in the curriculum
- Complete an outcomes assessment exam.
- Complete the last 20 semester hours in Surgical Technology at the College
- Meet all financial obligations incurred with the College
- Be recommended by faculty and conferred for graduation by the College Governing Board

(No degree will be awarded until all requirements are met.)
### Program Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>94-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>86-93</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>77-85</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>69-76</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>68-Below</td>
<td>Failure</td>
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<tr>
<td>I</td>
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<tr>
<td>WP</td>
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<td>Withdrawal</td>
</tr>
<tr>
<td>WF</td>
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<tr>
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<td>AU</td>
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<tr>
<td>R</td>
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<td>Repeat</td>
</tr>
</tbody>
</table>

### Professional Code of Ethics

Association of Surgical Technologists, 1993

1. To maintain the highest standards of professional conduct and patient care
2. To hold in confidence, with respect to the patient’s beliefs, all personal matters
3. To respect and protect the patient’s legal and moral rights to quality patient care
4. To not knowingly cause injury or any injustice to those entrusted to our care
5. To work with fellow technologists and other professional health groups to promote harmony and unity for better patient care
6. To always follow the principles of asepsis
7. To maintain a high degree of efficiency through continuing education
8. To maintain and practice surgical technology willingly, with pride and dignity
9. To report any unethical conduct or practice to the proper authority
10. To adhere to the Code of Ethics at all times in relationship to all members of the health care team
COLLEGE COURSE DESCRIPTIONS

All health science courses include the course number, semester hours, prerequisites, and a course description, including the number of times the course meets for didactic, clinical, and field time when applicable. All health science courses are listed per semester, which is 16 weeks unless otherwise noted.

Course descriptions for all cluster courses are available through Student Services or the Academic Advisor, or providing institution.

Students are required to meet with their Academic Advisor for course approval and to follow the curriculum plan for their specific program.

NOTE: The Department Director/Program Coordinator may approve additional courses.

COURSE ABBREVIATION KEY

ACA  High School Health Occupations Academy
AH  Allied Health
CMU  Clinical Make-Up Unit
EMT-B  Emergency Medical Technician – Basic
PAR  Emergency Medical Technician – Paramedic
RES  Respiratory Care
NUR  Nursing
RT  Radiography
ST  Surgical Technology

Arts & Sciences: ANTH, BIO, CHEM, COMM, HUM, MAT, PHI, PSY, SOC

ACA 101 HIGH SCHOOL HEALTH OCCUPATIONS ACADEMY – 3.5 SH

Prerequisite: Acceptance into course via acceptance process. Heart saver CPR is required prior to the start of this course. CPR certification is provided free of charge at Trinity College for accepted HOA students. The Health Occupations Academy is an in-depth exploration of health care careers and employment expectations to assist in health care education and career development decisions for participating high school students. History and overview of the health care industry and common health care safety practices will be explored through theory and a wide range of clinical experiences. Clinical rotations throughout a medical center and community health care environments will provide the student with a wide range of health care career experiences. Students will observe and participate in basic health care assessment and wellness process.
AH 100 PATIENT CARE – 2 SH

Prerequisite: RT 121 – Radiography students only
Patient Care provides the student with the basic skills required to appropriately care for patients within the clinical environment. Measures to assure infection control, patient safety, and confidentiality are stressed. The impact of disease processes on the needs of patients from newborn to geriatric is discussed, focusing on therapeutic communication and the holistic approach to care. Legal and ethical issues are addressed. Therapeutic communication skills are defined, modeled and practiced. The student in journal format records written observations of interactions with patients.
2 Lecture Hours per Week for 16 Weeks

ANTH 200 CULTURAL ANTHROPOLOGY – 3 SH

Prerequisite: None
Cultural Anthropology explores cross-cultural/roles in economic, religious, and political domains. Students will study various current issues from the perspectives of different cultures, while considering the ecological and cultural adaptations of humans, and exploring strategies for solving environmental problems involving cross-cultural stakeholders.

BIO 100 INTRODUCTION TO BIOLOGY – 4 SH

Prerequisite: 
Introduction to Biology emphasizes basic principles in animal biology including specific inquiry, cell biology, genetics, ecology, evolution, and diversity in animal anatomy and physiology. Lecture and lab are included in this course.

BIO 190 ANATOMY and PHYSIOLOGY I – 4 SH (3 hours lecture per week and 3 laboratory hours per week)

Prerequisite: BIO 100 or permission of the instructor
Anatomy and Physiology I deals with the structure and function of the human body. Topics to be covered include: integumentary/skeletal/muscular/ nervous systems.

BIO 191 ANATOMY and PHYSIOLOGY II – 4 SH (3 hours lecture per week and 3 laboratory hours per week)

Prerequisite: BIO 190 or permission of the instructor
Anatomy and Physiology II deals with the structure, function, and metabolic pathways. Systems to be covered include: endocrine, circulatory, lymphatic/ immune, respiratory, urinary, digestive and reproductive.

BIO 265 MICROBIOLOGY FOR HEALTH PROFESSIONS – 4 SH (3 hours lecture per week and 3 lab hours per week)

Prerequisite: BIO 100 or permission of the instructor
This course will explore the role of microorganisms in human health and infectious disease. Topics covered will include germ theory; growth and control of microbes; microscopy and bacterial structure; survey of bacteria, fungi, yeasts, protozoa, helminthes, and vectors; viruses; the immune system; microbial pathogens, and mechanisms of disease transmissions.

CHEM 100 INTRODUCTION TO CHEMISTRY I – 4 SH (3 hours lecture per week and 3 laboratory hours per week)

Prerequisite: None
Introduction to Chemistry I emphasizes the application of the general principles of inorganic and organic chemistry to biological, environmental, and applied sciences.
CMU 100

Clinical Make-up Unit 100 is a course designed for students requiring clinical make-up hours for a Nursing or Allied Health course with a clinical component. Clinical make-up will be held at a predetermined date and time, designated by course faculty and will be conducted by a program specific faculty member. Students enroll based on days of clinical make-up required. CMU 100, a non-credit course, is a half day of clinical make-up time. This make-up time may be scheduled during an evening, night or weekend shift. It is the student’s responsibility to adjust their schedule to meet the prescribed dates/times/shifts. Refer to the specific course syllabus for CMU registration guidelines. Refer to Tuition and Fees Information for charges.

CMU 200

Clinical Make-up Unit 200 is a course designed for students requiring clinical make-up hours for a Nursing or Allied Health course with a clinical component. Clinical make-up will be held at a predetermined date and time, designated by course faculty and will be conducted by a program specific faculty member. Students enroll based on days of clinical make-up required. CMU 200, a non-credit course, is a full day of clinical make-up time. This make-up time may be scheduled during an evening, night or weekend shift. It is the student’s responsibility to adjust their schedule to meet the prescribed dates/times/shifts. Refer to the specific course syllabus for CMU registration guidelines. Refer to Tuition and Fees Information for Charges.

COMM 100 ORAL COMMUNICATION FOR PATIENT POPULATIONS – 3 SH

Prerequisite: None
Oral Communication for Patient Populations introduces students to effective oral communication by incorporating both fundamental and advanced techniques associated with various settings. The primary focus of the course is centered on assisting students while developing personal competency, comfort and confidence in effectively interacting and communicating in all aspects of their personal and professional lives.

COMM 105 WRITTEN COMMUNICATION – 3 SH

Prerequisite: None
Written Communication introduces students into characteristics, concepts, and procedures involved in technical and professional communication. By reading, analyzing, and discussing from various public, persuasive discourses (political rhetoric, legal discourse, media presentations, and other cultural scripts) students will practice producing various types of technical communication.

COMM 110 ADVANCED COMMUNICATION – 3 SH

Prerequisite: COMM 100 and COMM 105 or permission of the instructor
Advanced Communication provides an overview of the major communication functions in organizations and their relationship to personnel, administrative, technological, and social factors. Students will be exposed to the theories and concepts relevant to face-to-face interaction, while focusing on the content of talk in relationships and the role of talk in creating and defining relationships. Special attention will be paid to focus on three general categories of variables: source, message, and audience characteristics.

EMT-B 100 EMERGENCY MEDICAL TECHNICIAN- BASIC – 8 SH

Prerequisite: Acceptance into the EMT-Basic course and current CPR Certification for Health Care Provider. The Emergency Medical Technician - Basic Course includes didactic, practical lab, clinical practice and field time. Instruction includes airway management, patient assessment, medical emergencies, trauma, infants and children and ambulance operations. The course is based on the United States Department of Transportation (DOT) Guidelines, which is the EMT-Basic foundation of knowledge and skills. DOT guidelines include
recognize and stabilization of medical diseases and traumatic injuries. Skills include using the Automated External Defibrillator, hand-held nebulizer and some medications. Upon successful completion of the course, the student may sit for the National Registry Basic Exam to obtain an EMT-B license. 6 Lecture Hours, 2 Lab/practical Hours per Week for 16 Weeks. 20 Hours Clinical and 24 Hours Field Time total.

**HUM 205 SPANISH FOR THE HEALTHCARE PROVIDER I – 3 SH**

Prerequisite: None
Spanish for the Healthcare Provider I prepares students to use Spanish for basic communications in health care situations (for example: making appointments and discussing medical histories, injuries, and test procedures). An additional focus is placed on cultural patterns and attitudes toward health-related issues. Given the need for basic competencies, an immersion approach will be taken (i.e., majority of instruction will be delivered in Spanish).

**HUM 206 SPANISH FOR THE HEALTHCARE PROVIDER II – 3 SH**

Prerequisite: HUM 205 or permission of the instructor
Spanish for the Healthcare Provider II serves as the extension to HUM 205. An additional focus is placed on cultural patterns and attitudes toward health-related issues. Given the need for basic competencies, an immersion approach will be taken (i.e., majority of instruction will be delivered in Spanish).

**MAT 081 BASIC ALGEBRA – 3 SH**

Prerequisite: Math placement exam or equivalent
Basic Algebra is an extension of basic algebraic properties and techniques, including: real numbers, algebraic expressions and equations, polynomials, factorization of polynomials, radical exponents and graphs.

**MAT 091 INTERMEDIATE ALGEBRA – 3 SH**

Prerequisite: Math placement or Math 081
Intermediate Algebra introduces the student to algebraic operations, linear equations, and inequalities, problem solving, polynomial expressions, factoring rational expressions and equations, radical expressions and equations, Quadratic equations, logarithms and exponents, inequalities, functions, and graphing.

**MAT 112 COLLEGE ALGEBRA – 3 SH**

Prerequisites: Math placement exam or Math 091
College Algebra explores the concepts covered in MAT 091. Applications in geometry, science and engineering of concepts introduced in MAT 091 will be addressed. Systems of equations, matrices and matrix algebra will also be covered.

**MAT 150 STATISTICS – 3 SH**

Prerequisite: Math placement exam or MAT 112
Statistics examines the principles of probability and descriptive and inferential statistics. Topics include probability concepts, measures of central tendency, normal distributions, and sampling techniques. The application of these topics in solving problems encountered in personal and professional settings is also discussed.

**NUR 100 MATH FOR CLINICAL PRACTICE – 1 SH**

Mathematical accuracy is a crucial component of modern nursing. This course will help the student become comfortable with medication and IV calculations. The course is designed specifically to help students improve their basic math skills and apply those skills to clinical practice. The course will offer
step-by-step rules, explanations and examples, followed by practice problems and exercises that test and reinforce the student’s knowledge. Required if Math competency is not met.
1 Credit Hour (Online)

NUR 101 THE ART AND SCIENCE OF NURSING PRACTICE – 7 SH

Corequisite: Anatomy & Physiology I
The Art and Science of Nursing Practice presents didactic concepts and clinical/laboratory practice and clinical experiences emphasizing therapeutic nursing interventions, cultural awareness, technical nursing skills, and knowledge basic to nursing practice. Also discussed is the history of mental health nursing and contemporary practice, including practice models. Learning unfolds from the wellness/illness continuum emphasizing health promotion and holistic care. Learning focuses on assessment of basic human needs, including physiological needs such as hygiene, nutrition, oxygenation and urinary/bowel elimination and psychosocial needs such as self-esteem, spirituality, culture, and sexuality. The nursing process is utilized for assessment, diagnosis, planning, implementation, evaluations and teaching of the client and family. The concepts of caring, culturally competent care and various nursing roles are presented. Common health problems as they relate to mobility, sensory perception, and stress and adaptation are discussed. Basic health assessment, critical thinking/reflective thinking skills and techniques of medication administration are presented and practiced. The tasks associated with the development of a therapeutic interpersonal relationship are emphasized. Therapeutic communication skills will be practiced in the lab and clinical setting. Legal, professional standards and ethical principles related to nursing, the rights of clients and families, and the importance of the Illinois Nursing Practice Act and Rules are emphasized. In addition to the learning laboratory, clinical experiences occur in skilled nursing and acute care client settings.
7 Credit Hours: 5 Lecture Hours per Week and 6 Clinical, Learning Laboratory Hours per Week for 16 Weeks (1 Credit of Mental Health Didactic)

NUR A101 THE ART AND SCIENCE OF NURSING PRACTICE - 7 SH

The Art and Science of Nursing Practice presents didactic concepts, clinical/laboratory practice and clinical experiences emphasizing therapeutic nursing interventions, cultural awareness, technical nursing skills, and knowledge basic to nursing practice. Also, discussed is the history of mental health nursing and contemporary practice, including practice models. Learning unfolds from the wellness/illness continuum, emphasizing health promotion and holistic care. Learning focuses on assessment of basic human needs, including physiological needs such as hygiene, nutrition, oxygenation and urinary/bowel elimination and psychosocial needs such as self-esteem, spirituality, culture, and sexuality. The nursing process is utilized for assessment, diagnosis, planning, implementation, evaluations and teaching of the client and family. The concepts of caring, culturally competent care and various nursing roles are presented. Common health problems as they relate to mobility, sensory perception, and stress and adaptation are discussed. Basic health assessment, critical thinking/reflective thinking skills and techniques of medication administration are presented and practiced. The tasks associated with the development of a therapeutic interpersonal relationship are emphasized. Therapeutic communication skills will be practiced in the lab setting. Legal, professional standards and ethical principals related to nursing, the rights of clients and families, and the importance of the Illinois Nursing Practice Act and Rules are emphasized. In addition to the learning laboratory, clinical experiences occur in skilled nursing and acute care client settings.
7 Credit Hours: 5 Didactic Hours (1 credit of Mental Health Didactic), 2 Clinical, Learning Laboratory Hours

NUR 102 ADULT HEALTH NURSING – 9 SH

Prerequisites: NUR 101, Biology 145 and Psychology Cluster Requirement and Oral Communication.
Co-requisite: Anatomy & Physiology II; Human Growth & Development
This course builds on the knowledge and skills from Nursing 101, the Art and Science of Nursing Practice, and the initial Anatomy and Physiology course. Adult Health Nursing presents didactic concepts and clinical experiences to allow the student to apply the nursing process to the care of the adult client who is experiencing common health problems that are acute or chronic in nature as well as to clients with acute and chronic mental health needs and problems. Mental health problems dealing with cognition, mood,
anxiety, and substance abuse are discussed. Learning is directed toward problems requiring therapeutic nursing interventions of a well-defined nature leading toward providing culturally competent care. The client is seen as a valued member of a family, social network, and community. Technical skills such as IV access, urinary catheterization, NG insertion, and dressing changes will be introduced. Interpersonal skills, communication skills (written and oral), family theories, group process and assessment skills are strongly emphasized. Previously learned technical skills will continue to be practiced and refined. Medication administration will continue to be emphasized. The concepts of nutrition, pharmacology, legal and ethical considerations and problem-solving are integrated. The course will introduce the student to the evolving roles of the nurse as a provider and manager of health care and as a member of the health care team. Clinical experience occurs in the acute care, peri-operative, medical surgical skilled nursing, mental health, and community-based health facilities.

9 Credit Hours: 5.5 Lecture Hours per Week and 10.5 Clinical, Learning Laboratory Hours per Week for 16 Weeks (1.5 Credits Didactic, .5 Credits Clinical of Mental Health)

**NUR A102 ADULT HEALTH NURSING - 9 SH**

Prerequisites: Nursing 101 The Art and Science of Nursing Practice
This course builds on the knowledge and skills from Nursing 101, the Art and Science of Nursing Practice, and all prerequisite general education course work completed prior to matriculation into the accelerated BSN program. Adult Health Nursing presents didactic concepts and clinical experiences to allow the student to apply the nursing process to the care of the adult client who is experiencing common health problems that are acute or chronic in nature, as well as to clients with acute and chronic mental health needs and problems. Mental health problems dealing with cognition, mood, and anxiety are discussed. Learning is directed toward problems requiring therapeutic nursing interventions of a well-defined nature, leading toward providing culturally competent care. The client is seen as a valued member of a family, social network, and the community. Technical skills such as IV access and care, CVAD, urinary catheterization, and sterile dressing changes will be introduced. Interpersonal skills, communication skills (written and oral), family theories, and group process and assessment skills are strongly emphasized. Previously learned technical skills will continue to be practiced and refined. Medication administration will continue to be emphasized. The concepts of nutrition, pharmacology, legal and ethical considerations and problem-solving are integrated. The course will introduce the student to the evolving roles of the nurse as a provider and manager of health care and as a member of the health care team. Clinical experience occurs in the acute care, peri-operative, medical surgical, and skilled nursing health care facilities.

9 Credit Hours: 5.5 Didactic Hours and 3.5 Clinical/Learning Laboratory Hours (1.5 Credits Didactic and 0.5 Credits Clinical - Mental Health)

**NUR 200 HUMAN DISEASE PROCESS – 3 SH**

Prerequisites: NUR 101; NUR 102; Anatomy & Physiology I; Anatomy & Physiology II and Microbiology
Human Diseases Processes provides the student with a scientific background and understanding of pathophysiology as it relates to the assessment of diverse client populations. The course will emphasize functioning at the cellular level and will augment the student’s ability to correlate various disease states with clinical manifestations, common diagnostic tests and therapeutic, evidence-based nursing interventions. Disease processes such as fluid-electrolyte imbalance, homeostasis, hemodynamics, acid-base imbalance, infective disorders, and immune disorders will be emphasized.

3 Credit Hours: 3 Lecture Hours per Week for 16 Weeks

**NUR 201 LIFE SPAN NURSING I – 9 SH**

Prerequisites: All first year nursing courses and general education courses. Concurrent enrollment in NUR 200, NUR 212 and sociology.
Life Span I is the first of two courses that presents didactic concepts and clinical experiences that examine the health status of individuals throughout their life span. There is focus on health maintenance as well as
management of acute and chronic health problems. Both the physical and mental health needs of the client are considered. There is an emphasis on family involvement, especially in the care of children. Culturally sensitive care giving and cultural maintenance are emphasized. The student will learn how to manage individuals and groups of patients with increasingly complex health issues. Clinical experiences are in the acute care setting as well as the community environment.

9 Credit Hours: 6 Lecture Hours per Week for 16 Weeks and 12 Clinical Hours per Week for 12 Weeks (Mental Health: 0.5 credits didactic and 0.5 credits clinical/Pediatrics: 1.25 credits didactic and 0.75 credits clinical)

NUR 202 LIFE SPAN NURSING II – 8 SH

Prerequisites: All first year nursing courses and general education courses. All second year, first semester nursing courses and general education courses.

Life Span Nursing II is the second of two courses that presents didactic and clinical experiences that examine the health status of individuals throughout the life span. The focus is on health maintenance, management of acute and chronic health conditions and critical care, emergent care and neurological conditions. In addition, the course focuses on the transition of the learner into the practice role of the RN. The concepts of leadership and management will be provided and leadership/management skills will be applied in the clinical setting. Transitional testing will be completed in preparation for the national licensing examination.

8 Credit Hours: 4 Lecture Hours per Week for 16 Weeks and 16 Clinical Hours per Week for 12 Weeks (Pediatrics: 1.25 credits didactic and 0.75 credits clinical)

NUR 203 MATERNAL–NEWBORN NURSING – 4 SH

Prerequisites: All first year Nursing courses and general education courses, NUR 200, NUR 212 and Sociology.

Maternal and Newborn Health presents didactic and clinical experiences that emphasize families during childbearing. Pregnancy is considered a normal developmental occurrence; however, risk factors and selected health problems that may occur during the child-bearing experience are considered. The nursing process is utilized when giving nursing care during the antepartum, intrapartum, postpartum and neonatal periods. The social, cultural, economic, sexual, physiological and psychological aspects of childbearing are considered. Nutrition, pharmacology, legal standards, ethical principles, critical thinking, and communication are integrated. Historical aspects in relation to contemporary trends and issues are discussed. Physical assessment skills related to fetal well-being and the mother and newborn are presented. Clinical experiences include the birthing unit, mother-baby care in the acute care setting, as well as related community experience.

4 Credit Hours: 2.5 Lecture Hours per Week for 16 Weeks and 6 Clinical Hours per Week for 12 Weeks.

NUR 212 PHARMACOLOGY – 1 SH

Prerequisites: All first year nursing courses and general education courses or their approved equivalent or permission of the course faculty. Requests to take this course prior to meeting all prerequisites must be made in writing and submitted to the course coordinator. The course coordinator will approve or deny the request by writing on the student request. A copy of the written request will be placed in the student’s academic file. This web-based course is designed to present the principles underlying pharmacology and their relationship to the registered nurse’s role in drug administration. This course builds on nursing skills, math, and the natural sciences (especially knowledge of anatomy, physiology, and microbiology) to explore the concepts of pharmacokinetics, pharmacodynamics and pharmacotherapeutics. Emphasis is placed on how drugs are utilized and processed in the body, the body’s reaction to these drugs, and potential drug interactions. Further studies of major drug categories will be used with drug prototypes as examples of these basic concepts. The student will apply basic pharmacological principles to new situations in order to improve the effectiveness of drugs and prevent/minimize the complications of drug therapy. Course concepts include the principles of drug action and the nursing process as it applies to the therapeutic use of drugs (including safety and patient education).
Web-Assisted.
1 Credit Hour (On-line)

NOTE: Prerequisites for All Nursing 300 and 400 Level Courses: Proof of RN Licensure from a State Board of Nursing or Permission of Faculty.

NUR A212 PHARMACOLOGY - 1 SH
Prerequisites: NUR A101; NUR A102 Concurrently This course is designed to present the principles underlying pharmacology and their relationship to the registered nurse’s role in drug administration. This course builds on nursing skills, math, and the natural sciences (especially knowledge of anatomy, physiology, and microbiology) to explore the concepts of pharmacokinetics, pharmacodynamics and pharmacotherapeutics. Emphasis is placed on how drugs are utilized and processed in the body, the body’s reaction to these drugs, and potential drug interactions. Further studies of major drug categories will be used with drug prototypes as examples of these basic concepts. The student will apply basic pharmacological principles to new situations in order to improve the effectiveness of drugs and prevent/minimize the complications of drug therapy. Course concepts include the principles of drug action and the nursing process as it applies to the therapeutic use of drugs (including safety and patient education).
1 Credit Hour (Web-Assisted)

NUR A213 PHARMACOLOGY - 1 SH
Prerequisites: NUR A101; NUR A102; NUR A212; NUR 200; NUR 201; NUR 302; NUR 411
This course explores the pharmacological treatment of various disease processes. The effects of medications, both therapeutic and adverse, on the human body are investigated.
1 Credit Hour (Web-Assisted)

NUR 301 LEADERSHIP AND MANAGEMENT – 3 SH
The Leadership and Management course presents didactic concepts preparing the student for leadership and management responsibilities. Management concepts discussed include organizational theory and structure, fiscal planning, delegation and managing human and material resources. Strategies for managing a culturally diverse workforce will be explored. Theories of leadership and motivation, as well as conflict management, change theory and persuasion and negotiation will be presented.

Additional concepts of power and authority, nursing care delivery systems, and quality improvement are addressed. The nurse’s role in the interdisciplinary health care team, health care delivery systems, critical thinking strategies, and decision-making processes are discussed and operationalized. Integrated concepts include communication principles and legal and ethical considerations. Opportunities and experiences are provided to foster development of leadership abilities and management skills for the learner. Fieldwork study experiences include contributions to a project, which enhances nursing quality, and role exploration of a nursing supervisor, case manager, and staff development nurse.
3 Credit Hours (Web-Assisted)

NUR A301 NURSING LEADERSHIP MANAGEMENT - 3 SH
Prerequisites: NUR A101; NUR A102; NUR A212; NUR 200; NUR 201; NUR 302; NUR 411; NUR 202; NUR 203; NUR 303; NUR 410
The Nursing Leadership and Management course presents didactic concepts preparing the student for leadership and management responsibilities. Management concepts discussed include organizational theory and structure, fiscal planning, delegation and managing human and material resources. Strategies for managing a culturally diverse workforce will be explored. Theories of leadership and motivation, as well as conflict management, change theory and persuasion and negotiation will be presented. Additional concepts of power and authority, nursing care delivery systems, and quality improvement are addressed. The nurse’s role in the interdisciplinary health care team, health care delivery systems, critical thinking
strategies, and decision-making processes are discussed and operationalized. Integrated concepts include communication principles and legal and ethical considerations. Opportunities and experiences are provided to foster development of leadership abilities and management skills for the learner. Fieldwork study experiences include contributions to a project, which enhances nursing quality, and role exploration of a nursing supervisor, case manager, and staff development nurse.

3 Credit Hours (Web-Assisted)

**NUR 302 ADVANCED HEALTH ASSESSMENT – 3 SH**

Advanced Health Assessment presents didactic concepts and clinical experiences related to advanced assessment and builds on knowledge from natural and social sciences, humanities, and nursing, including physical health assessment. The student is provided with the opportunity to develop and enhance advanced skills in interviewing and data collection, as well as systematically examining clients who are at various stages in the lifespan. Comprehensive assessment concepts and advanced techniques will be addressed using a systems’ approach. A holistic emphasis to health assessment is used including cognitive, physical, psychological, nutritional, cultural, economic, spiritual and environmental considerations. Students will be provided the opportunity to expand communication skills through in-depth interviews of individuals. The didactic component emphasizes the nurse’s role as a member of the interdisciplinary team in health assessment. Clinical experiences include the learning laboratory and a variety of health care settings. Course expectations include fostering critical thinking and advanced psychomotor skills leading to the course outcome performance of a complete health assessment of an individual.

3 Credit Hours: 32 Lab Hours (Web-Assisted)

**NUR 320 NURSING INFORMATICS – 3 SH**

Nursing Informatics is a didactic course focusing on the use of computer science, information science and nursing science. Documenting, collecting and aggregating of data to make decisions related to culturally competent nursing care of patients will be emphasized. The course focuses on how technology supports clinical practice, research, education and nursing administration. In addition to presentations and discussions, field observation of select clinical and administrative systems will be scheduled along with hands-on practice with graphics, spreadsheet and data base applications on personal computers.

3 Credit Hours (Web-Assisted)

**NUR 401 COMMUNITY HEALTH NURSING – 5 SH**

Prerequisites: NUR 302 and statistics before or concurrent.

Community Health Nursing is a didactic and clinical course focusing on collaborative strategies to improve the health of populations. Public health concepts such as epidemiology, levels of prevention, and screening are applied to the study of communicable and chronic diseases as well as to the environment. Other major course topics include home care nursing, community and family assessment, provision of culturally-appropriate care to aggregates, and the historical and political aspects of nursing roles. The clinical experience includes delivering care to clients in the home.

5 Credit Hours: 3 Didactic and 96 Clinical Hours (Web-Assisted)

**NUR A401 NURSING IN THE COMMUNITY -5 SH**

Prerequisites: NUR A101; NUR A102; NUR A212; NUR 200; NUR 201; NUR 302; NUR 411; NUR 202; NUR 203; NUR 303; NUR 410

Community health nursing is a didactic and clinical course focusing on collaborative strategies to improve the health of populations. Public health concepts such as epidemiology, levels of prevention, and screening are applied to the study of communicable and chronic diseases as well as to the environment. Other major course topics include home care nursing, community and family assessment, provision of culturally-appropriate care to aggregates, and the historical and political aspects of nursing roles. The clinical experience includes delivering care to clients in the home.

5 Credit Hours: 3 Credit Hours Didactic; 2 Credit Hours Clinical
NUR 402 PROFESSIONAL ISSUES IN NURSING – 3 SH

This didactic course is designed to foster professionalism and the use of collaborative strategies to address nursing practice issues. Special attention is focused on the evolution of professional nursing and issues that impact current nursing practice. Nursing theorists and their organizing frameworks are presented. Health policy, financing, cultural/social competency and other timely issues will be discussed.
3 Credit Hours (Web-Assisted)

NUR A402 PROFESSIONAL ISSUES IN CLINICAL NURSING - 3 SH

Prerequisites: NUR A101; NUR A102; NUR A212; NUR 200; NUR 201; NUR 302; NUR 411; NUR 202; NUR 203; NUR 303; NUR 410; NUR A301; NUR A 401

This web assisted didactic course is designed to foster professionalism and the use of collaborative strategies to address nursing practice issues. Special attention is focused on the evolution of professional nursing and issues that impact current nursing practice. Nursing theorists and their organizing frameworks are presented. Health policy, financing, cultural/social competency and other timely issues will be discussed.
3 Credit Hours (Web-Assisted)

NUR 410 TRANSCULTURAL NURSING – 3 SH

Prerequisites: Anthropology or cultural anthropology before or concurrently with NUR 410. Cultural Anthropology preferred.

This course examines transcultural nursing concepts, theories and practices in relationship to human caring. Frameworks for performing a cultural assessment and for planning and implementing culturally appropriate nursing care are explored. Cultural influences on beliefs, values, and practices in relation to health, illness, and health-seeking behaviors are examined. This course provides opportunity for students to reflect on culture in relation to oneself and nursing practice roles.
3 Credit Hours (Web-Assisted with Field-Study)

NUR 411 NURSING RESEARCH – 3 SH

Prerequisites: Statistics and either Sociology or Cultural Anthropology before or concurrently with NUR 411.

Nursing Research provides an introduction to the theoretical foundation for scientific investigation, the research process, contributions of research to the Nursing Profession, and the impact of research on historical, current, and future trends. Major emphasis is on the application of the research process for use in practice as well as the process of critiquing research. Various types of research and research methods will be addressed. The nurse’s role in research, including the rights and responsibilities toward human subjects and additional legal-ethical concerns are discussed. Evidence based nursing and using research in the practice setting are stressed. Statistical knowledge and qualitative analysis from the required general education math course will be integrated.
3 Credit Hours (On-line)

NUR 420 SENIOR SEMINAR – 1 SH

Prerequisites: All courses in BSN curriculum before or concurrently with NUR 410

This course is designed to demonstrate higher level thinking processes and nursing practice. Concepts from general education and nursing courses in the curriculum will be integrated in a independent student project. Students will review the literature on a self-selected health care delivery issue and then develop, implement, and evaluate a strategy to address that issue. Attainment of the BSN- completion curriculum.
1 Credit Hour (Independent Project with Field Study)
NUR A420 SENIOR SEMINAR - 4 SH

Prerequisites: NUR A101; NUR A102; NUR A212; NUR 200; NUR 201; NUR 302; NUR 411; NUR 202; NUR 203; NUR 303; NUR 410; NUR A301; NUR A401

This course provides a framework for assisting students to integrate the ABSN program goals. Students will select a clinically oriented topic of project, review the literature, and then develop a strategy to address that issue. A formal paper and presentation is given to present this information. The clinical component whereby the student works with a practicing RN in a "realistic" assignment, will assist in transition from education to practice. Attainment of the BSN-Completion Program Goals and readiness for NCLEX-RN will be assessed through standardized testing and questionnaires.
4 Credit Hours: 1 Credit Hour Didactic; 3 Credit Hours Clinical

Nursing Electives

Nursing electives will be offered to non-licensed nursing students and non-nursing students with permission of the instructor. All prerequisites must be met. All non-licensed nursing students and non-nursing students must submit a written request to the course coordinator. The course coordinator will approve or deny the request by writing on the student request. ASN students may seek approval to enroll in a BSN nursing elective only if the following two criteria have been met:

- Successful completion of all first year nursing and general education courses
- Attainment of a Level II or above on ATI Fundamentals of Nursing proctored exam

NUR 315 WOMEN’S HEALTH CARE ISSUES – 2 SH

Women’s Health Care Issues presents an overview of current issues and future trends in women’s health care. This course, building upon previous knowledge of health assessment and therapeutic nursing interventions, will investigate selected cultural, biological, psychological, political, legal-ethical, economic and environmental aspects of health care affecting women. A wellness approach will be the focus of discussing women’s health; however, selected health problems will also be included.
2 Credit Hours (Web-Assisted)

NUR 316 GERONTOLOGICAL NURSING – 2 SH

Gerontological Nursing provides the opportunity for the learner to continue building a positive perspective towards the aging process and the older adult. This didactic course focuses on the health promotion and protection of the older adult and includes functions of the interdisciplinary team, individualized care, and evidence based protocols. Health policy, theories of aging and health protection will be explored in addition to cultural dimensions, and polypharmacy. The inter-relatedness of the biophysical and psychosocial alterations and health problems resulting from multisystem alterations will be studied. Settings of care and the future of gerontological nursing will be discussed.
2 Credit Hours (On-line)

NUR 317 CRITICAL CARE – 2 SH

This elective course provides BSN Program Students, graduates, and other Registered Nurses, with in depth knowledge of the nursing process and legal-ethical challenges to meet the critical needs and problems for clients of all ages, their families, and significant others. Major emphases will be on the critical client’s general systems needs and problems as well as the rationale for specific critical care procedures. The nursing management of these clients requires critical thinking abilities and knowledge of a total body assessments and multi-disciplinary collaboration. General systems theory including cardiac and respiratory; fluids and electrolytes; pharmacology; acid-base; neurological; burns; critical stress, and trauma will be presented.
Course faculty recognize a longer clinical orientation period is required for proficiency in critical care nursing. This course will not include specific protocols in critical care units or ACLS certification.

2 Credit Hours (Web-Assisted)

NUR 318 INTRODUCTION TO FORENSIC SCIENCE – 2 SH

This course presents web assisted, classroom, and observational experiences that emphasize the unique aspects of forensic nursing. This course provides a comprehensive overview of specialized topics in clinical forensic practice and pathology, including an overview in collection of data and scientific investigation of injury and death. Culturally sensitive caregiving and cultural maintenance are emphasized. Social, economic, physiological and psychological influences on care are considered.

2 Credit Hours (Web-Assisted)

NUR 319 ADOLESCENT HEALTH – 2 SH

Adolescent Health presents an overview of development in the second decade of life. Interactions of adolescents with family, school and society are presented. Major public health issues relevant to adolescents are presented with an emphasis on prevention and health promotion strategies. The effectiveness of public programs and policies is investigated.

2 Credit Hours (Web-Assisted)

NUR 322 SPIRITUALITY – 2 SH

This course explores the spiritual dimension of health and healing. Concepts included are: Historical and biblical perspectives on religion and medicine, spirituality and the mind/body/spirit connection, religious doctrines and practices, cultural beliefs and practices, spirituality across the life span, chronic illness and spiritual distress, death, dying and spiritual care. Parish Nursing and spiritual needs in mass casualty disasters will also be addressed.

2 Credit Hours (Web-Assisted)

NUR 323 HEALTH PROMOTION AND PROTECTION – 2 SH

This course presents didactic concepts that emphasize knowledge and interventions to encourage positive health practices to improve the health status of individuals, families, groups and communities. Cultural aspects of health promotion and protection are integrated throughout the course. Health concepts related to primary, secondary and tertiary interventions for health promotion and protection will be discussed. Current health promotion research studies will be examined. Legal and ethical decision making aspects of health promotion and protection will be explored. National health promotion and protection goals and objectives will be studied.

2 Credit Hours (Web-Assisted)

NUR 324 CRITICAL THINKING – 2 SH

This course applies the process of critical thinking to complex, realistic patient scenarios that occur across the life span and in a variety of settings. This process includes questioning, analysis, synthesis, interpretation, application, and creativity. It focuses on theory-based and evidence-based professional nursing practice, and operationalizes the roles of diagnostian, communicator, problem-solver, change agent, teacher, and manager of care. The student is required to make independent and interdependent decisions affecting the health of patients and their families. A comprehensive review of the nursing process, used as a framework for making clinical judgments and a basis of comparison to other critical thinking processes, is included. The student also analyzes and applies other problem-solving processes, as concept mapping and critical pathways. Case studies and weekly discussions are the primary learning strategies for this course.

2 Credit Hours (Web-Assisted)
NUR 325 HEREDITY AND HEALTH – 2 SH

This course will provide a brief overview of inheritance patterns, discussion of select genetic disorders, and a review of the influence of heredity on the development of acute and chronic health problems throughout the life span. The effects of environment, culture, and behavior on the genetic make-up of individuals will also be considered.
2 Credit Hours (Web-Assisted)

NUR 328 ETHICAL ISSUES IN NURSING – 2 SH

This course examines the influence of ethical and moral principles of behavior and decision-making in nursing practice. Opportunities are provided in this course to foster development of the ethical decision-making model for nursing practice from a practical approach through case-studies and comparison of institutional practices. This course will heighten awareness of “good” nursing practice, fostering certain ethical decisions, and resulting in an understanding of healthcare issues.
2 Credit Hours (Web-Assisted)

NOTE: The following courses have been designated for ABSN students only. Non-ABSN students must receive approval from the Nursing Program Director to enroll in these courses.

NUR 303 NURSING PATHOPHYSIOLOGY – 3 SH

Prerequisites: NUR A101; NUR A102; NUR A212; NUR A200; NUR A201; NUR A302; NUR A411
Nursing Pathophysiology focuses on alterations in physiologic mechanisms involved in disease. Topics for this course include mechanisms of disease, cellular biology, cell injury and death, neurological pathophysiology, cardiovascular pathophysiology, renal pathophysiology and endocrine pathophysiology. The etiology, pathogenesis, manifestations and nursing care for selected diseases will be presented. Evidence-based nursing practice will be emphasized.
3 Credit Hours (Web-Assisted)

PAR 201 PARAMEDIC I/MODULE I – 5 SH

Prerequisite: EMT-Basic Licensure
This course is in conjunction with Paramedic 202, 203 and 204 that comprise Paramedic I. The materials included are Preparatory, Pre-hospital environment, including Role and Responsibilities in Legal, Ethical Decision Making, Medical Terminology, General Anatomy and Physiology, Stress Management, Rescue Triage, Multiple Casualty Incident, CISD, Hazmat Patient Assessment, and Radio/Written Communication. Within this course additional paramedic concepts are introduced including Pharmacology, Medication Administration, Basic Trauma Life Support- Basic (BTLS) Completion, Fluid and Electrolytes/Acid Base Balance, Blood Preparations, and Shock. Upon successful completion, the student may proceed to PAR 202. All (3) three modules and the Clinical/Field Course must be successfully completed in the same semester to meet the Paramedic I requirements as governed by the Department of Transportation (DOT) Emergency Medical Services Curriculum and approved by the Illinois Department of Public Health (IDPH). The exception to this policy are licensed EMT-Intermediate students who may need to complete portions of Paramedic I as a requirement before enrolling in Paramedic II.
10 Lecture Hours, 2 Lab/Practical Hours per Week for 7 Weeks

PAR 202 PARAMEDIC I/MODULE II – 2 SH

Prerequisite: PAR 201 or 1985 DOT curriculum EMT-Intermediate License without advanced airway module
This course is in conjunction with Paramedic 201, 203 and 204 that comprise Paramedic I. The concepts include the Respiratory System and Respiratory Assessment, Mechanics of Ventilation, Oxygen
Administration and Airway Management. Additional concepts include Adult Medical and Surgical Emergencies and Geriatric Medical Emergencies. Upon successful completion, the student may proceed to PAR 203. All (3) three modules and the Clinical/Field Course must be successfully completed in the same semester to meet the Paramedic I requirements as governed by the Department of Transportation (DOT) Emergency Medical Services Curriculum and approved by the Illinois Department of Public Health (IDPH). The exception to this policy are licensed EMT-Intermediate students who may need to complete portions of Paramedic I as a requirement before enrolling in Paramedic II.

10 Lecture Hours per Week for 3 Weeks – 1 Lab/Practical Hour per Week

PAR 203 PARAMEDIC I/MODULE III – 4 SH

Prerequisite: PAR 201, PAR 202 or 1985 DOT curriculum EMT-Intermediate License with advanced airway module

This course is in conjunction with Paramedic 201, 202 and 204 that comprise Paramedic I. The concepts include the Cardiac System and Cardiac Assessment, EKGs, Medication Management, Advanced Cardiac Life Support (ACLS) Completion, Pediatrics & Obstetrics to include Neonatal Resuscitation Program (NRP) Completion. Upon successful completion, the student may proceed to Paramedic II. All (3) three modules and the Clinical/Field Course must be successfully completed in the same semester to meet the Paramedic I requirements as governed by the Department of Transportation (DOT) Emergency Medical Services Curriculum and approved by the Illinois Department of Public Health (IDPH). The exception to this policy are licensed EMT-Intermediate students who may need to complete portions of Paramedic I as a requirement before enrolling in Paramedic II.

10 Lecture Hours, 2 Lab/Practical Hours per Week for 6 Weeks

PAR 204 PARAMEDIC I CLINICAL/FIELD COURSE – 3 SH

Prerequisite: Concurrent with PAR 201, PAR 202, and PAR 203

This course is designed to provide the Paramedic I student with educational experience in the clinical and field environment. The student is required to complete a minimum number of hours of field and clinical experience. Clinical experiences include Trauma Center, Obstetrics, Surgery/Recovery, Respiratory Therapy, Neonatal Special Care Unit, and Pediatric Clinic. Field experiences are completed with approved ambulance service affiliates. This is a Pass/Fail Course.

18 Clinical/Field Hours per Week for 16 Weeks

PAR 204E PARAMEDIC I CLINICAL/FIELD EXTENSION COURSE – 1SH

This course is designed to provide the Paramedic I student an extension of clinical and/or field time to successfully attain the Intermediate entry level status required for the Program. The student is required to complete a minimum number of hours of field and/or clinical experience. Clinical experiences include Trauma Center, Obstetrics, Surgery/ Recovery, Respiratory Therapy, Neonatal Special Care Unit, and Pediatric Clinic. Field experiences are completed with approved ambulance service affiliates. At the end of this extension, a grade of Pass/Fail will be submitted.

One (1) Time, Ten (10) Week Extension Only

**Permission required by EMS Faculty and/or Program Coordinator

PAR 205 PARAMEDIC I CLINICAL/FIELD COURSE: PARAMEDIC COMPLETION – 1-2 SH

Prerequisite: Students who are EMT-Intermediate Licensed, concurrent with PAR 202 &/or PAR 203

This course is designed to provide the Paramedic Completion students with educational experiences in the clinical and field environment. The student is required to complete a minimum number of hours of field and clinical experience. Clinical experiences include Trauma Center, Obstetrics, Neonatal Special Care Unit, Pediatric Clinic, Surgery and Respiratory Therapy. Field experiences are completed with approved ambulance service affiliates. This is a Pass/Fail Course.

16 Clinical Hours per week for 6-9 weeks
PAR 206 PARAMEDIC II/MODULE I – 4 SH

Prerequisite: Paramedic I or 1998 DOT Curriculum EMT-Intermediate License (or equivalent).
This course is in conjunction with Paramedic 207, 208 and 209 that comprise Paramedic II. The concepts include Advanced Cardiovascular Disorders and Management, Cardiac Failure, Advanced Pharmacology and Medication Calculation, Advanced Respiratory Disorders and Management, Pediatric Care, Pediatric Advanced Life Support (PALS) Completion, and Burns. Upon successful completion, the student may proceed to PAR 207. All three (3) modules and the Clinical/Field Course must be successfully completed in the same semester to meet the Paramedic II requirements as governed by the Department of Transportation (DOT) Emergency Medical Services Curriculum and approved by the Illinois Department of Public Health (IDPH).
10 Lecture Hours, 1 Lab/Practical Hours per Week for 6 Weeks

PAR 207 PARAMEDIC II/MODULE II – 3 SH

Prerequisite: PAR 206
This course is in conjunction with Paramedic 206, 208 and 209 that comprise Paramedic II. The concepts include Endocrine System Disorders and Management, Nervous System Disorders and Management, Abdominal Conditions and Management, Anaphylaxis, Poisoning, Drug and Alcohol Abuse Management, Behavioral Emergencies, Infectious Disease, Environmental Issues, Gerontological Assessment, Alzheimer’s Disease, and Elder Abuse. Upon successful completion, the student may proceed to PAR 208. All (3) three modules and the Clinical/Field Course must be successfully completed in the same semester to meet the Paramedic II requirements as governed by the Department of Transportation (DOT) Emergency Medical Services Curriculum and approved by the Illinois Department of Public Health (IDPH).
10 Lecture Hours per Week for 5 Weeks

PAR 208 PARAMEDIC II/MODULE III – 4 SH

Prerequisite: PAR 207
This course is in conjunction with Paramedic 206, 207 and 209 that comprise Paramedic II. The concepts include Home Care, Sensory Impairments, Trauma Assessment, Chest/Abdomen Trauma, Musculoskeletal Trauma, and Basic Trauma Life Support-Advanced (BTLS-Advanced) Completion. All (3) three modules and the Clinical/Field Course must be successfully completed in the same semester to meet the Paramedic II requirements as governed by the Department of Transportation (DOT) Emergency Medical Services Curriculum and approved by the Illinois Department of Public Health (IDPH).
10 Lecture Hours, 2.5 Lab/Practical Hours per Week for 5 Weeks

PAR 209 PARAMEDIC II CLINICAL/FIELD COURSE – 3 SH

Prerequisite: Concurrent with PAR 206, PAR 207, and PAR 208
This course is designed to provide the Paramedic II student with educational experience in the clinical and field environment. The student is required to complete a minimum number of hours of field and clinical experience. Clinical experiences include Trauma Center, Medical Intensive Care Unit, Surgical Intensive Care Unit, Surgery/Recovery, Pediatrics, Psychiatric Unit, Home Health, and Burn/Wound Clinic. Field experiences are completed with approved ambulance service affiliates. This is a Pass/Fail Course.
18 Clinical/Field Hours per Week for 16 Weeks

PAR 209E PARAMEDIC II CLINICAL/FIELD EXTENSION COURSE – 1 SH

This course is designed to provide the Paramedic II student an extension of clinical and/or field time to successfully attain the Paramedic entry level status required for the Program. The student is required to complete a minimum number of hours of field and/or clinical experience. Clinical experiences include Trauma Center, Medical Intensive Care Unit, Surgical Intensive Care Unit, Surgery/Recovery, Pediatrics,
Psychiatric Unit, Home Health, and Burn/Wound Clinic. Field experiences are completed with approved ambulance service affiliates. At the end of this extension, a grade of Pass/Fail will be submitted. One (1) Time, Ten (10) Week Extension Only

**Permission required by EMS Faculty and/or Program Coordinator**

**PHARMACY 100**
Pharmacy 100 is an 8 credit course (6 credits didactic and 2 credits lab/clinical)
During the 16 weeks of the Pharmacy Technician Certificate course the students will learn 6-8 weeks of mathematical skills. A strong knowledge of basic Algebra is highly recommended. The mathematical section is made up of proportions, equations, roman numerals, and basic problem solving/drug dosage calculations. Additionally, students will learn medication dilution, compounding, and medication preparation. Students will learn aseptic technique and chemotherapeutics. By the end of the semester students will have had the video training component, live demonstration, and clinical experience of each. The students will be tested on dilutions, compounding, and technique. Students will also focus on learning medication names and common usage. Weekly testing ensures proper knowledge acquisition.

**PHI 200 ETHICAL ISSUES – 3 SH**
Ethical Issues is designated to educate nursing professionals on the ethics of nursing, in compliance with the National Council of State Boards (NCSBN) standards. It provides an overview of the basis of ethics and how personal and professional values relate to ethics in nursing practice. Specifically, the course provides an introduction to ethics and common ethical issues in health care, to include biomedical ethics (end of life issues), reproductive technologies, and issues in biomedical research. These issues will be used to examine reasoning, ethical theories and principles, and the use of cases and narrative in ethics.

**PSY 105 INTRODUCTION TO PSYCHOLOGY – 3 SH**
Prerequisite: None
Introduction to Psychology provides an overview of the field of psychology and its basic concepts, theories, methodologies, and contributions to the understanding of human behavior. Topics to be covered include: perception, motivation, learning and memory, social behavior, personality and an overview of clinical psychology.

**PSY 110 HUMAN GROWTH & DEVELOPMENT – 3 SH**
Prerequisite: PSY 105 or permission of instructor
Human Growth & Development provides an overview of human growth and development from point of conception to death, with an emphasis on the lifespan perspective. Framed within the context of major cognitive, psychosocial, behavioral, and socio-cultural theories that guide the field, the course will provide students an overview of the impact of exposure to genetic, environmental, social, and psychological factors on the developing individual.

**RES 110 RESPIRATORY PROCEDURES I – 5 SH**
Prerequisite: Matriculation into the Respiratory Care Program.
This course provides theory, equipment operation and application with laboratory exercises in oxygen and other gas therapy; airway management techniques, humidity therapy, bland aerosol therapy, and aerosol drug therapy. An introduction to airway clearance modalities are also included. 4 Lecture Hours per week and 2 Lab Hours per week for 16 weeks.

**RES 112 CARDIOPULMONARY ANATOMY AND PHYSIOLOGY – 3 SH**
Prerequisite: Matriculation into the Respiratory Care Program
This course is a detailed study of the respiratory and circulatory systems as they apply to respiratory therapy. This course provides a foundation for the study of the respiratory and cardiovascular disorders and the interventions made to alleviate them. Mechanics of ventilation, respiration, gas transport, and neurologic control of ventilation will be stressed. The renal system will also be covered.
3 Lecture Hours per week for 16 weeks.

**RES 114 INTRODUCTION TO RESPIRATORY CARE – 4 SH**

Prerequisite: Matriculation into the Respiratory Care Program

This course introduces the student to the history of respiratory care, professional organizations, and trends affecting respiratory care. The student is provided with the necessary instruction and competencies to conduct a general head-to-toe patient assessment with an emphasis on the cardiovascular and pulmonary assessment. Review of math skills and an introductory to respiratory care pharmacology and respiratory diseases will also be included. Sterilization and disinfection of respiratory equipment, isolation techniques, medical terminology, and critical thinking are incorporated into this course.

4 Lecture Hours per week for 16 weeks

**RES 120 RESPIRATORY PROCEDURES II – 4 SH**

Prerequisite: RES 110, 112, 114, 115

This course provides continuation of concepts included in Respiratory Procedures I. Topics included are: arterial puncture and interpretation of arterial blood gases, non-invasive ventilation, and performance and evaluation of pulmonary function testing. Techniques used in the assessment of patient need for ventilatory support. The course also includes techniques utilized in airway care including suctioning, tracheotomy care and endotracheal intubation.

3 Lecture hours per week and 2 Lab hours per week for 16 weeks

**RES 122 RESPIRATORY PHARMACOLOGY – 2 SH**

Prerequisite: RES 110, 112, 114, 115

This course places an emphasis on the drugs administered by the respiratory therapist. Topics include: general principles of pharmacology, dosage calculation, autonomic nervous system, bronchodilator therapy, corticosteroids, anti-asthmatics, cardiovascular drugs, and neuromuscular drugs.

2 Lecture hours per week for 16 weeks

**RES 124 RESPIRATORY DISEASE – 2 SH**

Prerequisite: RES 110, 112, 114, 115

This course provides an in-depth discussion of diseases which affect the pulmonary system. Topics include the etiology, pathophysiology, clinical manifestations, and management of cardiopulmonary diseases.

2 Lecture hours per week for 16 weeks

**RES 155 CLINICAL PRACTICE I – 4 SH**

Prerequisite: RES 110, 112, 114, 115

This course emphasizes physical assessment and the development of the ability to administer general patient care. The student refines skills in the administration of oxygen therapy, humidity and aerosol therapy, hyperinflation therapy, bronchial hygiene therapy, and chest physiotherapy. The student will also practice techniques associated with airway care, sampling and analysis of arterial blood gases, pulmonary function testing, and non-invasive ventilation. The student will also obtain exposure to the home care environment.

16 Clinical Hours per week for 16 weeks

**RES 220 INTRODUCTION TO MECHANICAL VENTILATION – 2 SH**

Prerequisite: RES 120, 122, 124, 125

This course introduces the student to a knowledge base necessary for the management of mechanical ventilation to include: types of mechanical ventilators, modes of ventilation and problem solving of various ventilators.

8 Lecture hours per week for 4 weeks
RES 230 RESPIRATORY PROCEDURES III – 4 SH

Prerequisite: RES 235
This course further emphasize the skills involved in the management of mechanical ventilation to include: types of mechanical ventilators, modes of ventilation, blood gas management and interpretation. Physiological effects of mechanical ventilation on the respiratory, cardiac, and renal systems will be covered. An introduction to pulmonary rehabilitation and fetal and neonatal development will also be included.
3 Lecture hours and 2 Lab hours per week for 16 weeks

RES 233 CARDIO- PULMONARY MONITORING – 3 SH

Prerequisite: RES 235
This course places an emphasis on the monitoring and care of the patient in the critical care unit. Topics include: ventilator graphics, non-invasive monitoring, hemodynamic monitoring, and capnography monitoring. Interpretation and performance of electrocardiograms will also be covered. An introduction to pleural drainage systems and polysomnography will be included.
3 Lecture Hours per week for 16 weeks

RES 240 RESPIRATORY PROCEDURES IV– 4 SH

Prerequisite: RES 230, 233, 245
This course emphasizes all concepts learned in previous semesters, to include: patient assessment, treatment plans, therapist driven protocols, artificial airway management, ventilator management, analysis and evaluation of data obtained invasively and non-invasively. This course emphasizes neonatal and pediatric critical respiratory care. Congenital cardiac disease, neonatal and pediatric pulmonary diseases are covered along with fluid and electrolyte balance. Other topics included are ECMO, Nitric oxide administration and ACLS.
3 Lecture hours and 2 lab hours per week for 16 weeks

RES 250 RESPIRATORY SEMINAR – 3 SH

Prerequisite: RES 230, 233, 245
Respiratory seminar analyzes student strengths and weaknesses, reinforces key principles of previously studied content areas, and enhancement of problem solving skills. Preparation for the credentialing examinations is also included. A research project is required for completion of this course.
3 Lecture hours per week for 16 weeks

RES 265 CLINICAL PRACTICE II – 5 SH

Prerequisite: RES 235
This course emphasizes the care of patients in the critical care settings. The student continues to refine skills previously learned with the management of artificial airways. Continued development of skills to include: management of patients on mechanical ventilation, interpretation of ventilator graphics, and non-invasive and invasive monitoring.
20 Clinical Hours per week for 16 weeks

RES 275 CLINICAL PRACTICE V – 6 SH

Prerequisite: RES 230, 233, 245
This course emphasizes the integration of previously learned material from all semesters in the clinical setting. Emphasis is placed on critical care patients and their environment. The student will also practice skills in management of patients in the neonatal and pediatric setting.
24 Clinical hours per week for 16 weeks
RT 101 PRINCIPLES OF EXPOSURE I – 3 SH

Prerequisite: RT 121
Principles of Exposure I provides foundation knowledge required to understand the creation of the x-ray beam. Basic mathematics and units of measurement are reviewed. Radiation concepts including atomic theory are presented followed by electricity and electromagnetism; the groundwork to understanding control of the x-ray beam. Final units address x-ray equipment and production focusing on the role physics plays in creating the x-ray beam.
3 Lecture Hours per Week for 16 Weeks

RT 102 PRINCIPLES OF EXPOSURE II – 3 SH

Prerequisite: Fall Semester Year One in the Radiography Program
Principles of Exposure II provides the student with the foundation of radiographic exposure theory. Factors, which govern and influence the production of a radiographic image are presented and experiments conducted to reinforce the key concepts. Students will expand understanding of the interaction of radiation with matter. As a result, students develop the ability to analyze patients and determine appropriate exposure factors to produce a diagnostically valuable radiograph. The course incorporates the following aspects: creating the radiographic image, selecting optimal technical factors, determining/maintaining image diagnostic value, understanding and utilizing alternative exposure systems and methods.
3 Lecture Hours per Week for 16 Weeks

RT 121 PROCEDURES I – 3 SH

Prerequisite: Matriculation into the Radiography Program
Procedures I provides the student with the foundational principles of the Imaging Profession. The student will develop the skills required to perform standard radiographic procedures of the visceral torso to include chest, abdomen, and urinary systems. Communication and patient instruction are emphasized. Criteria for determining the successful production of required anatomical views is presented. Radiation protection is reinforced and monitored as a part of laboratory skills testing.
8 Lecture Hours and 2.5 Lab Hours per Week for 6 Weeks

RT 122 PROCEDURES II – 3 SH

Prerequisite: RT 121
Procedures II provides the student with the knowledge to construct and organize the steps necessary to perform standard radiographic procedures of the gastrointestinal system and appendicular skeleton. Communication and culturally congruent patient instruction are emphasized. Criteria for determining the successful production of required anatomical views are addressed and applied. Radiation protection is reinforced and monitored as a part of laboratory skills testing.
2.5 Lecture Hours and 1 Lab Hours per Week for 16 Weeks

RT 123 PROCEDURES III – 3 SH

Prerequisite: Completion of Fall Semester Year One in the Radiography Program
Procedures III provides the student with the knowledge to construct and organize the steps necessary to perform pediatric, trauma and mobile radiographic procedures that were presented in RT122. The student practices the skills necessary to properly position specific anatomical structures of the bony thorax and cranium so that a diagnostically radiographic image is produced. The student applies technical concepts as criteria for determining the successful production of required anatomical views. Laboratory practice emphasizes culturally congruent communication, patient instruction, and radiation protection.
2.5 Lecture Hours and 1 Lab Hours per Week for 16 Weeks
RT 130 SECTIONAL IMAGING – 1 SH

Prerequisite: Completion of Summer and Fall Semesters, Year 1 of the Radiography Program
Sectional Imaging provides the basics of anatomy identification in the axial, coronal, and sagittal planes. The head, neck, thorax, abdomen, and pelvis are emphasized. Basic computed tomography equipment is introduced in preparation for clinical rotations in the computed tomography department.
2 Lecture Hours per Week for 8 Weeks (On-line)

RT 131 CLINICAL APPLICATIONS I – 4 SH

Prerequisite: RT 121
The student’s initial clinical experiences begin with observation and assisting with patients. The student becomes comfortable with equipment manipulation and familiar with routine protocols during the majority of first rotation objectives. Securing adult chest and abdomen competencies are a key area of focus. As the student progresses in the semester, opportunities to secure additional competencies of the visceral torso and appendicular skeleton are pursued.
17 Clinical Hours per Week for 15 Weeks

RT 132 CLINICAL APPLICATIONS II – 5 SH

Prerequisite: Completion of Fall Semester Year One in the Radiography Program
At this level of a student’s clinical education, confidence with basic equipment should be present. Retention and improvement of previously acquired competencies is monitored and evaluated. Emphasis is placed on non-routine and trauma imaging of previously learned material. Clinical experience expands as the student begins initial experiences in spine, bony thorax and cranial imaging and begins assignments in a variety of rotations.
21 Clinical Hours per Week for 15 Weeks

RT 203 PRINCIPLES OF EXPOSURE III – 3 SH

Prerequisite: Completion of Year One in the Radiography Program
Principles of Exposure III emphasizes the basic principles of the interaction of radiation with living systems. Radiation effects on biologic molecules and organisms as well as factors affecting biological responses are presented. Short and long term radiation effects are discussed. Radiation protection responsibilities of the radiographer for patients, personnel and the public are emphasized. The concept of As Low As Reasonably Achievable (ALARA) is discussed and compared with Dose Equivalent Limit (DEL) concept. Regulatory agencies are identified and their involvement in radiation protection discussed.
3 Lecture Hours per Week for 16 Weeks

RT 204 SEMINAR – 3 SH

Prerequisite: Completion of Fall Semester, Year Two in the Radiography Program
Seminar analyzes student strengths and weaknesses, reinforces key principles of previously studied content areas, enhances problem solving skills, increases student comfort with the American Registry of Radiologic Technologists (ARRT) testing process and prepares students for entry into the profession.
3 Lecture Hours per Week for 16 Weeks

RT 205 RADIOGRAPHIC PATHOLOGY – 3 SH

Prerequisite: Completion of Year One in the Radiography Program
The study of Radiographic Pathology enables the student to develop an awareness of the symptoms and radiographic appearance of specific diseases. Understanding the additive and destructive impact of disease processes improves the radiographer’s accuracy in formulating appropriate exposure factors.
Analysis of the diagnostic value of resultant images is enhanced. The ability to offer optimal patient care through an increased understanding of the physical and psychological changes a patient may be experiencing is a key area of focus.

Web- Assisted.
3 Hours per Week for 16 Weeks (On-line)

**RT 224 PROCEDURES IV – 3 SH**

**Prerequisite:** Completion of year one in the Radiography Program

Procedures IV continues to address dedicated imaging studies. Contrast media, procedural techniques and specialized imaging equipment are emphasized. Vascular imaging and neuroradiography are primary areas of focus.

3 Lecture Hours per Week for 16 Weeks

**RT 231 CLINICAL APPLICATIONS III – 3 SH**

**Prerequisite:** Completion of Spring Semester Year One in the Radiography Program

The focus of Clinical Applications III is the student’s acceptance of and comfort with increased clinical independence. Portable, surgery, and trauma experience is emphasized. Specialized mini-rotations into advanced imaging modalities is expected. Students begin patient case study assignments in special imaging areas. Students are expected to complete a minimum of 45% of all mandatory competencies.

32 Clinical Hours per Week for 6 Weeks

**RT 232 CLINICAL APPLICATIONS IV – 6 SH**

**Prerequisite:** RT 231

Clinical Applications IV focuses on the completion of a minimum of 70% of all required terminal competencies. The student is assigned a greater number of clinical hours which continues rotations to off campus clinical settings and special imaging areas such as computerized tomography, ultrasonography, magnetic resonance imaging, vascular imaging, orthopedics, surgery and mobile radiography. Assigned case studies continue as part of special imaging rotations.

26 Clinical Hours per Week for 15 Weeks

**RT 233 CLINICAL APPLICATIONS V – 6 SH**

**Prerequisite:** Completion of Fall Semester, Year Two in the Radiography Program

The focus of Clinical Applications V is 100% completion of all required terminal competencies and the demonstration of consistent independent capability in the performance of all documented competencies. Rotations and case studies in special imaging areas are completed. Competency in pediatrics, trauma, surgery, and mobile radiography to include alternative measures and technique modification must be documented.

26 Clinical Hours per Week for 15 Weeks.

**RT 331 COMPUTED TOMOGRAPHY CLINICAL INTERNSHIP – 6 SH**

**Prerequisite:** Certification in Radiography by the American Registry of Radiologic Technology (RTR) and acceptance into the University of Iowa CT Internship Program. IDPH and IEMA licenses required.

The Computed Tomography Clinical Internship course is designed to enhance the registered radiographer’s skills with the science and practice of computed tomography. The student completes competencies and objectives in the ARRT required CT categories of head, neck, spine/musculoskeletal, chest, abdomen, pelvis, and special procedures to include quality assurance and image display/post processing. Upon successful completion of the CT Clinical Internship the radiographer will have met the ARRT technical requirements to sit for the ARRT national certification examination in computed tomography.

640 Clinical Hours completed in a maximum of 20 consecutive weeks.
SOC 105 SOCIOLOGY OF HEALTH CARE – 3SH

Prerequisite: None
Sociology of Health Care introduces students to the socio-behavioral dynamics of health care, healing, and the experience of illness. As such, it will focus on providing an introduction to the central optics of sociology of medicine, health, and illness. To accomplish this goal, the Weeks of market relations that codify health care, the work sites in which medical practice is articulated, the research arenas in which medical knowledge is transformed, the systems of cultural meaning within which ideas of health and disease circulate, the social inequalities that structure the experience of illness and access to care, the social movements that challenge biomedical authority and expertise, and the bodies and selves that experience and are remade by illness will be explored.

ST 101 FUNDAMENTALS – 4 SH

Prerequisite: Matriculation into Surgical Technology Program
This course provides the beginning student with the foundational knowledge necessary to perform the duties of the surgical technologist in the operating room. Theory instruction includes; aseptic technique, specific equipment and supplies, instrumentation, suture, needles, and operating room department policies and procedures. The student is required to participate in 4 observations and 2 surgical scrub practice/observations within the Trinity surgical departments throughout this course. The operating room department policies and procedures are reviewed.
4 Lecture Hours and 12 Lab/Clinical Hours per Week for 8 Weeks

ST 102 FUNDAMENTALS CLINICAL – 3 SH

Prerequisite: Matriculation into Surgical Technology Program
This course provides the student opportunity to learn, practice, and apply basic skills. The student will participate in interdepartmental rotations which allow an opportunity to shadow professionals performing peri-operative care of the patient. The student will actively participate as a member of the operating room team.
18 Clinical Hours per Week for 8 Weeks

ST 106 SURGICAL PRINCIPLES – 3 SH

Prerequisite: Matriculation into Surgical Technology Program
The student will review medical terminology and basic principles of microbiology with identification of important organisms and methods of transfer. Students will understand principles of normal wound healing and consequences of infection. Importance of sterilization and methods of sterilization are emphasized. The principles of surgical pharmacology and anesthesia with an understanding of the medication’s effect in clinical application are reviewed. Instructions on electrical and laser application, as well as safety issues are provided. The uses of robotics in the surgical unit are introduced.
3 Lecture Hours per Week for 16 Weeks

ST 200 OR TECHNOLOGY I – 3 SH

Prerequisite: ST 101, ST 102
This course introduces general and minor surgical procedures with a focus on surgical anatomy, diagnosis, intervention, and patient care. This course builds on the theory learned in ST 101 and ST 102, increasing the student’s ability to apply surgical technology skills. Students will present an inservice on equipment used within the surgical setting.
3 Lecture Hours per Week for 16 Weeks
ST 201 CLINICAL PRACTICE I – 1 SH

Prerequisite: ST 101, ST 102
This course allows the participant to apply specific skills and techniques in the surgical setting. The individuals will perfect their clinical skills in the general and specialty surgery areas. The individuals will continue to gain experience as a 1st scrub on the surgical team. This course runs for 2 weeks 1 SH = 48 hours in the clinical area.

ST 205 SURGICAL PROCEDURES II – 4 SH

Prerequisite: ST 101, ST 102
This course continues theory of specific surgical aspects of preoperative, intraoperative, and post-operative care of the patient. The focus is on entry level practice as an operating room team member. The student will recognize instrumentation, describe operative procedures, and provide safe and efficient patient care.
4 Lecture Hours per Week for 16 Weeks.

ST 206 CLINICAL PRACTICE II – 8 SH

Prerequisite: ST101, ST 102
This course advances the application of theory learned in ST 200. Students apply specific skills and techniques in the operating room setting. The student advances into specialty areas, while continuing to perfect skills in the general surgery areas.
24 Hours per week arranged by Instructor for 16 weeks.

ST 207 PROFESSIONAL DEVELOPMENT – 2 SH

Prerequisite: Enrolled in ST 205 and ST 206
The student will compile their resume and develop a cover letter. They will have the opportunity to participate in a mock interview, as well. The student will write a review of an article from the AST professional journal. This course also provides the student with skills to prepare and review for the certification exam. This course is web-based. The class will meet on two separate occasions to be announced.
2 Didactic Hours per Week for 16 Weeks.
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