2011-2012
College Catalog

Trinity College: Preparing Health Care Professionals for the Global Community
Welcome to Trinity College of Nursing & Health Sciences. We are a small, private College with a rich history of preparing individuals for careers in nursing and the health sciences. The educational programs at Trinity are nationally accredited and include nursing, radiography technology and respiratory care.

We align our programs with the mission statement, which is to provide a quality higher learning environment that prepares competent practitioners for their respective health care professions. Since we are 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 respect. Our faculty members are exceptional educators and leaders in their disciplines. Faculty, staff, and students work to achieve the program goals that are built on the domains of Knowledge, Proficiency, and Cultural Care Values. We strive to work outside the boundaries of the College classroom by engaging students in community and civic activities.

Trinity College of Nursing & Health Sciences is affiliated with Trinity Regional Health System, which is recognized for excellence in delivery of care. Trinity Medical Center is a Magnet Hospital, a recognition awarded by the American Nurses Credentialing Center, and a distinction bestowed on hospitals whose people, processes and culture combine to set the highest standards for the nursing profession.

We look forward to your participation and welcome you as a student.

Susan C. Wajert, Ph.D., MSN, MBA, RN
Chancellor
Trinity College of Nursing & Health Sciences
2122 25th Avenue Rock Island, IL 61201
2011-2012 Academic Year Calendar

AUGUST 2011

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JANUARY 2012

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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, which is the primary educational campus. In addition to Trinity’s four 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 & 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 are provided to the student body.

*My Pulse* allows students to access the following:

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

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 homepage of the College website, 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 and External Relations, 309-779-7700.

This Catalog is effective August 1, 2011 to July 31, 2012.

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 - 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 & Health Sciences
A Member of the North Central Association of Colleges and Schools
230 S. LaSalle Street, Suite 7-500
Chicago, Illinois 60604-1413
312-263-0456 or 800-621-7440
www.ncahigherlearningcommission.org

Illinois Board of Higher Education – College of Nursing & Health Sciences
431 East Adams, Second Floor
Springfield, Illinois 62701-1418
217-782-8548
Fax: 217-782-8548
www.ibhe.state.il.us

National League for Nursing Accrediting Commission – Associate of Science in Nursing Program
3343 Peachtree Road NE, Suite 500
Atlanta, Georgia 30326
404-975-5000
Fax 404-975-5020
www.nlnac.org

Commission on Collegiate Nursing Education - Bachelor of Science in Nursing Program
One Dupont Circle, NW, Suite 530
Washington, DC 20036-1120
202-463-6930
Fax: 202-785-8320
www.aacn.nche.edu/

Illinois Department of Financial and Professional Regulation – Nursing Programs
320 West Washington Street, Third Floor
Springfield, Illinois 62786
217-785-0800
Fax: 217-782-7645
www.idfpr.com

Joint Review Committee on Education in Radiologic Technology – Radiography Program
20 North Wacker Drive, Suite 2850
Chicago, Illinois 60606-3182
312-704-5300
Fax: 312-704-5304
www.jrcert.org

Commission on Accreditation for Respiratory Care
1248 Harwood Road Bedford, Texas
76021-4244
817-283-2835
Fax: 817-354-8519
www.coarc.com
Vision

Trinity College of Nursing & Health Sciences is dedicated to preparing health care professionals for the global community.

Mission

Trinity College of Nursing & Health Sciences incorporates innovative teaching and learning strategies in the development of health care professionals who promote the health of individuals, families, and communities. A Trinity education emphasizes best practices, clinical reasoning, artful delivery of culturally competent health care and lifelong learning.

Values

- Best Practices
- Caring
- Diversity
- Integrity
- Lifelong Learning

Learning Domains/College Outcomes

- **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 health care environment

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

Our History

The history of Trinity College of Nursing & Health Sciences can be traced back to 1898 when the Moline Public School of Nursing opened its doors with two students; 1899 when St. Anthony’s Hospital School of Nursing opened its doors with four students; and 1916 when the Lutheran Hospital and its School for Nurses opened its doors to serve students interested in the field of nursing. In the late 1930’s advances were made in the medical community and these three hospitals and their respective schools of nursing served Quad City residents.

In 1951 St. Anthony’s opened the first radiography certificate program followed a year later by both Moline Public and Lutheran Hospitals. These early radiography programs consisted of 18-months of X-Ray Technology coursework at the hospital and a six-month internship leading to a certificate.

In 1959 Lutheran Hospital started the school of inhalation therapy, which later became known as Respiratory Therapy and in 2011 is known as the field of Respiratory Care.

In 1961 Moline Public Hospital began educating surgical technologists, which continued as a tradition until 2011 when the program was discontinued by Trinity College of Nursing & Health Sciences.

In 1972 Moline Public Hospital began educating EMS providers, which continued as a tradition until 2011 when the program was discontinued by Trinity College of Nursing & Health Sciences.

In 1989 Moline Public and Lutheran Hospitals merged to become United Medical Center, and in approximately 1992, United Medical Center merged with the renamed St. Anthony’s Hospital to become Trinity Medical Center.

As the affiliated schools grew and merged over the years, the nursing and allied health programs combined, formally creating Trinity College of Nursing & Health Sciences.

Awarded candidacy status from the North Central Association of Colleges and Schools in 1996, Trinity College was awarded full accreditation status in 1998. Trinity College of Nursing & Health Sciences is also accredited by its professional accrediting organizations in nursing, radiology, and respiratory care.
In 2011 the College has the following programs: Associate of Science Degree in Nursing, Associate of Applied Science in Radiology, Associate of Applied Science in Respiratory Care, and Bachelor of Science in Nursing. The Bachelor of Science in Nursing program has three tracks: BSN-Accelerated for those who hold a baccalaureate degree in another discipline, BSN-Basic for those beginning their nursing careers, and BSN-C for those who wish to pursue an RN-BSN completion program.

Trinity College of Nursing is situated at 2122 25th Avenue in Rock Island, Illinois adjacent to Trinity Medical Center.

Trinity Medical Center is a subset of Trinity Regional Health System, which is part of Iowa Health System, Iowa’s largest health care system.

Trinity Medical Center has always recognized its responsibility to prepare health professionals who will provide quality health care to patients in western Illinois and eastern Iowa. The Trinity College Governing Board along with the Board of Directors at Trinity Medical Center take great pride in supporting an accredited college that provides top programs that are in the forefront of nursing and health sciences education.

Learning First

Trinity College of Nursing & 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 health care 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 health care.

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 incorporating innovative technology and learning strategies in the development of health care professionals, 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. The Dwyer Friendship Court is also available as an outdoor garden and picnic area. 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 – Rock Island.

Library and Learning Resources

The Health Sciences Library has two locations. The first is located in Trinity Medical Center–Rock Island adjacent to Trinity College. The second is located at the Bettendorf 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. The Health Sciences Library is located in the Jardine Center on the lobby level of Trinity Medical Center. Library hours are Monday-Friday from 8:00 a.m. - 4:30 p.m. The library is closed on weekends, and may be closed at other times during the week when the librarian is unavailable. A schedule of hours is posted on the door of the library, and is posted on the library website as well.

The College recognizes that a strong library is critical to its academic environment. The library’s book collection contains over 5,000 volumes. The library is a member of the Prairie Area Library System, a consortium of area public, private, and academic libraries. Academic libraries accessible through this consortium include Black Hawk College, Eastern Iowa Community College, and St. Ambrose University. Students and faculty also have access to the library at Augustana College, 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://search.prairiecat.info

The library has four public-access computers with internet access for library users. The library maintains a subscription to OvidSP which provides access to Medline, Evidence-Based Medicine resources, PsychInfo, MD Consult, Nursing Consult, and Up To Date. The subscription to EBSCOhost Research Databases provides access to the Cumulated Index to Nursing and Health Sciences Literature (CINAHL) and other databases to support the faculty and students of the College. The library also maintains access to over 7000 print and electronic journals, available from our E-Journal Portal. Students and faculty may access this information from any internet-connected computer. Select library resources are available off campus using the Electronic Library located in MyPulse, the student course management software. Links, usernames and passwords for Ovid, CINAHL, and the EBSCOhost databases are available off campus through MyPulse. Please contact the librarian for any access issues.

The Health Sciences Library holds memberships in the Quad City Area Biomedical Consortium, Bi-State Academic Libraries, Prairie Area Library System, Consortium of Academic and Research Libraries in Illinois (CARLI), 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 interlibrary loan services to exchange books and journal articles with libraries across North America; participation in FreeShare encourages reciprocal borrowing at no charge to the participants. The library also utilizes reciprocal borrowing with the libraries in PrairieCat, for direct borrowing between local libraries.

The Harriet Olson Learning Lab is available to students to use throughout their respective curriculum. The lab is an NLN Simulation Innovation Resource Center (SIRC). The Learning Labs is available to students throughout their 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 at Trinity Medical Center Rock Island Campus should park in the College lot. Students on clinical experiences other than the Rock Island Campus should park in employee designated lots. Trinity Medical Center Security is responsible for twenty-four hour security service. No student or staff member is authorized to park in the doctors’ lot west of the College building. Parking citations will be issued for violation of the parking policies.
ADMISSIONS INFORMATION

General College Admission Policy

Trinity College maintains a selective admission 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, including the following evidence:

• Quality of high school work (overall GPA)
• ACT
• Previous college credit / GPA, if relevant
• 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 December 20th. All students will be notified of admission decisions beginning February 1st.

Discrimination Policy

Trinity College of Nursing & Health Sciences admits students regardless of race, color, creed, sex, national or ethnic origin, disability, or sexual orientation.

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 coursework at the College must follow this procedure:

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.

Nursing Students should refer to ASN/BSN Program Progression Policy (page 58 for ASN, pages 63-64 for BSN) for Request for Readmission Policy/Procedure.

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<td>Mathematics</td>
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<td>Algebra (introductory through advanced), geometry, and trigonometry</td>
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<td>Social Studies</td>
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<td>Emphasizing history and government</td>
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<td>Science</td>
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<td>One year each of biology and chemistry, and one additional year of lab science or its equivalent</td>
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# Programmatic Admission Requirements and Placement Standards

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

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| Associate of Science in Nursing                    | • ACT score of 21 or above or 24 hours of completed college coursework 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 Program| • RN licensure  
  • Must demonstrate organic chemistry and statistic readiness through Compass Math Placement and/or prior coursework. |
| Bachelor of Science in Nursing – Basic Program     | • Completion of 48 to 52 credits of general education courses with a grade of a C or higher.  
  • Minimum GPA of 2.75 or higher  
  • Required science courses completed within the last seven years prior to enrollment. |
| Bachelor of Science in Nursing – Accelerated Program| • 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 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 coursework 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 coursework with a cumulative GPA of 2.5 or above.  
  • Cumulative High School GPA of 2.5 on a 4.0 scale.  
  • Compass Test placement above Basic Algebra Level. |

**NOTE:** Accepted students are required to complete a criminal background check. No student is 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 transcript from high school 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)
7. Confirmation of fluency in the English language or a minimum Test of English as a Foreign Language (TOEFL) score of 550 (written), 213 (computer-based), or 79-80 (internet-based) with a score of at least 23 on the speaking portion of the exam. Information on this test can be obtained at www.toefl.org.
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 & Health Sciences
2122 25th Avenue
Rock Island, IL 61201-5317

Verification of High School Completion

1. Acceptable Formats for High School Transcripts
   - An official transcript is one which is validated, issued, and mailed directly by the previous institution in a sealed institutional envelope to the Student Services Office of Trinity College of Nursing & Health Sciences, 2122 25th Ave., Rock Island, IL 61201.
   - The College does not accept faxed transcripts.
   - The College does not accept electronic transcripts sent through a recognized third party transcript provider at this time.

2. Inspection Process
   - If a school has a CEEB code, then the College typically accepts the credentials unless we have reason to suspect fraud.
   - The College will check each transcript for the school seal and/or signature to determine if the transcript is official.

   - The College does not accept any copies of transcripts.

3. Tracking Diploma Mills
   - The College has taken steps to track diploma mills. It has established a code to track “unknown” high schools, home school associations, and also codes for a school recognized by a department of education that may not have a CEEB code.
   - If the College receives a transcript from a school that does not have a CEEB code, then research is completed to determine if the school is recognized by the Department of Education in the State.
   - If a school is recognized by the State Department of Education, then the College will create its own code to track the high school and will generally accept the transcript. The application may be flagged for review if the College has any question about an unusual grading system.
   - If a school is not recognized by a department of education or has no physical address, then the College will research, usually on the web, to determine if this is a for-profit school or diploma mill. If so, then the College will create a code designating that the school is a diploma mill and make note to not accept the transcript. A student would be required to submit a GED before the College would evaluate the application.

4. Home-Schooled Students
   - For home-schooled students, the student must go through an approved home school association or local high school. If the student did not use an approved home school organization, the College would require the student present a GED.

5. International Students

Students who have a non-English transcript must have a certified translated transcript from a recognized foreign credential evaluation agency.

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 institutional accrediting organizations. The Dean of Nursing & Health Sciences and/or the Registrar must approve transfer credit. 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. 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. The student’s transcript will indicate the institutions where the approved transfer courses were taken and the semester hours that were earned. 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.

To receive credit for previous college course work from HLC accredited institutions, advanced placement exams (AP), CLEP exams and DSST exams, official transcripts must be submitted for evaluation. Applicants may be required to take a proficiency exam to determine the transferability of academic credits from non-accredited sources.

**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.

Current students seeking transfer credit advisement for an additional program (such as ASN graduates continuing to the BSN-C program) must request a review of transcript(s). Transcripts will be reviewed for relevant transfer credit. This process can be initiated through the registrar.

### Articulation Agreements

The College maintains articulation agreements with other colleges to provide general education courses for the College’s academic programs.

Registration, billing, and financial aid for all coursework is completed through 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. 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 post-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 Dean of Nursing & Health Sciences. In addition, students must submit to the Student Services Department:

- Proof of appropriate licensure (if required)
- Proof of course prerequisites (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 at Trinity College may petition the Dean of Nursing & Health Sciences (in writing) to request that coursework taken under continuing education status be accepted in meeting requirements for a degree. 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. There is no guarantee that coursework taken as continuing education will be counted toward a degree program.

### Background Checks

See policy located under General Standards of Behavior on page 47 of catalog.
HEALTH & SAFETY REQUIREMENTS

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 nursing or 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. Students must also provide documentation indicating that they are immune to or have been immunized against:

- Measles, Mumps, Rubella
- Varicella (Chicken Pox)
- Hepatitis B
- Annual Seasonal Influenza

Measles, Mumps, and Rubella immunity can be documented with any one of these records:

- a physician’s statement that the student was treated for the disease
- records of two immunizations against Measles, Mumps, & Rubella (baseline and one month from baseline)
- positive results of antibody titers for all three diseases

Protection against tetanus is demonstrated by documentation of a tetanus immunization. Tetanus must be updated with any breach in skin integrity.

Varicella immunity can be documented with these papers:

- a stated history of the disease from the student
- records of the immunization against Varicella (Varivax series if no history of 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 lifelong 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 is considered to be non-immune to Hepatitis B. 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 without meeting all of the health and safety requirements of the College.
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.
- Upon graduation from the College, all students will be mailed 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 withdrawal for students who have withdrawn at which time they will be destroyed. During the program, the student may review their record upon request to the College Secretary.
- 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.

Infection Control

Any 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 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 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 intent of the College to maintain a drug-free, healthy, safe, and secure educational environment. 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 Nursing & Health Sciences. The Dean of Nursing & Health Sciences will then refer the individual to an appropriate agency for professional evaluation. The findings of the evaluation must be submitted to the College Chancellor. 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.

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 must provide evidence of treatment progress and participate (see Authorization for Release of Health Information) 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.

If a student continues to exhibit problematic behavior indicating ongoing substance abuse, further evaluation may be necessary. 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 800-383-7900.

Students may make an appointment for referral of substance abuse and/or addictions counseling by calling the Director of Student Services and External Relations 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 Avenue
  Davenport IA 52804
  563-383-1900

Treatment:
- Riverside
  Trinity Medical Center Rock Island Campus
  2701 17th Street
  Rock Island IL 61201
  309-779-3000

- Rock Island County Council on Addictions
  1607 John Deere
  East Moline, IL 61244
  309-792-3000, ext. 200

Support Groups:
- Narcotics Anonymous
  1706 Brady Street
  Davenport, IA 52803
  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.
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 coursework is set by the providing institution. To obtain current information regarding tuition and fee schedules for articulated educational agreements with other institutions, please contact the Student Services Department at 309-779-7700.

Nursing Programs

**ASN**
- **Tuition 1st & 2nd Year**: $478.00 per semester hour
- **Auxiliary Fee**: $318.00 per semester
- **2nd Year**: $322.00 per semester
- **Nursing Lab Kit Fee**
  - **1st Year**: $132.00 per semester
  - **2nd Year**: $73.00 per semester
- **General Service Fee**: $162.00 per semester
- **Graduation Fee**: $232.00 paid final semester
- **Technology Fee**: $100.00 paid online course

**BSN-A**
- **Tuition**: $623.00 per semester hour
- **Auxiliary Fee**: $318.00 per semester
- **Nursing Lab Kit Fee**
  - **1st Year**: $264.00 first semester
  - **2nd, 3rd, & 4th Semester**: $73.00 per semester
- **General Service Fee**: $162.00 per semester
- **Graduation Fee**: $232.00 paid final semester
- **Technology Fee**: $100.00 paid online course

**BSN-B**
- **Tuition**: $623.00 per semester hour
- **Auxiliary Fee**
  - **1st & 2nd semester**: $318.00 per semester
  - **3rd & 6th semester**: $88.00 per semester
  - **4th & 5th semester**: $338.00 per semester
- **Nursing Lab Kit Fee**
  - **1st & 2nd semester**: $132.00 per semester
  - **3rd, 4th, 5th, & 6th semester**: $73.00 per semester
- **General Service Fee**: $162.00 per semester
- **Graduation Fee**: $232.00 paid final semester
- **Technology Fee**: $100.00 paid online course

**BSN-C**
- **Tuition 3rd & 4th Year**: $623.00 per semester hour
- **Auxiliary Fee**: $88.00 per semester
- **General Service Fee**: $162.00 per semester
- **Graduation Fee**: $232.00 paid final semester
- **Technology Fee**: $100.00 paid online course

Radiography Program

- **Tuition**: $478.00 per semester hour
- **Professional Activities Fee**: $64.00 per semester
- **Auxiliary Fee**: $49.00 per semester
- **General Service Fee**: $162.00 per semester
- **Technology Fee**: $100.00 paid online course
- **Graduation Fee**: $232.00 paid final semester
- **Clinical Manual**: $65.00 per year
- **Supplies Fee**: $18.00 per semester
- **Background Check**: $35.00

Respiratory Care Program

- **Tuition**: $478.00 per semester hour
- **Supplies Fee**: $82.00 per semester
- **Auxiliary Fees**
  - **1st Year**: $49.00 per semester
  - **2nd Year**: $138.00 per semester
- **General Service Fee**: $162.00 per semester
- **Professional Activities Fee**: $82.00 per semester
- **Technology Fee**: $100.00 paid online course
- **Graduation Fee**: $232.00 paid spring semester
- **Clinical Manual**: $60.00 paid fall semester, 1st year

Clinical Make-Up Unit (CMU)

- **CMU 100**: $239.00 per unit
- **CMU 200**: $478.00 per unit
Transcript Fee
A one-time transcript fee of $8.00 will be assessed the first semester of enrollment for all students. This fee allows students unlimited transcripts through the registrar’s office.

Fee Description

Auxiliary Fee
The student auxiliary fee is assessed to students on both full-time 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:

- Admissions to social activities and special programs
- Funding for student clubs, organizations and activities
- Needle-sticks testing/services and follow-up

GraduationFee
Students who apply for graduation will be assessed a fee which covers the ceremony charges, diploma cover, invitations, 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

The College uses the following guidelines and policy in determining refunds for students.

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

A student will receive a full 100% tuition refund in a semester if a licensed physician submits a statement recommending that the student withdraw from all 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, and Eastern Iowa Community College District. The Refund Policy varies by institution in which the courses are offered; therefore students should check the Refund Policy for each institution.

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.

<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>
<tr>
<td>1 to 2 Weeks</td>
<td>One business day prior to the start of the class</td>
<td>Not Available</td>
<td>After one business day prior to the start of class</td>
</tr>
</tbody>
</table>

After the 100% refund period of the semester, any drop is considered a withdrawal from a course and becomes part of the student’s permanent academic record and is recorded as a WP withdrawal passing or WF withdrawal failing (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 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.

The responsibility for dropping a course rests with the student. Withdrawal or non-attendance may result in loss of financial aid. A student is financially responsible for tuition and fees for all classes not officially dropped by the appropriate refund date. If a withdrawal request is sent by mail, the date the request is received by the College will determine the percentage of the refund. No refunds are granted if a student is dismissed for disciplinary reasons.

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.
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 student’s account as a credit until semester hour credit for the course is awarded. A student 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. 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 and External Relations.

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. 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 & Health Sciences and mailed or presented to the address below:

Trinity College of Nursing & Health Sciences
Attention: Bursar
2122 – 25th Avenue
Rock Island, Illinois 61201-5317

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 19th
Spring Semester January 16th
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 assessed 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 at 309-779-7733.

Bookstore

Textbooks

Students can order textbooks for Trinity College 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 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 home page. Select the course from the drop-down menu and select the textbook(s) for purchase. The total text book 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.

Apparel and Gifts

Trinity College’s online bookstore may be viewed at the college website: www.trinitycollegeqc.edu. Select the Bookstore tab. Items available for purchase include trinity College logo apparel and gifts. Selection will vary with the change of seasons. Purchased items may be shipped directly to your home or delivered to Trinity College for you to pick up.
FINANCIAL AID

Financial Aid is the available federal, state and/or scholarship funding that a student may receive to be used toward 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 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 Direct Stafford Loans (subsidized and unsubsidized), and the Illinois Monetary Award Grant (MAP). Students will need to enter the institutional code for Trinity College (006225). 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 paperwork 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 1st OF EACH YEAR. Files completed after this date will be considered based on the availability of funds.

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 (BSN Students Only)</td>
</tr>
<tr>
<td>Senior</td>
<td>90 &amp; above (BSN Students Only)</td>
</tr>
</tbody>
</table>

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.

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 Federal Direct 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.

**Last Day of Attendance Policy**

Trinity College of Nursing & Health Sciences complies with all Department of Education (DOE) rules and regulations in regard to the Last Day of Attendance (LDA) reporting for an institution that is not required to take attendance.

A student withdrawing from Trinity College of Nursing & Health Sciences must secure a signed College Withdrawal Form from the Dean of Nursing & Health Sciences and Faculty Advisor in order to "officially withdraw". The official withdrawal date will be the date the required form is signed by the Dean of Nursing & Health Sciences/Advisor.

A student withdrawing from Trinity College of Nursing & Health Sciences who fails to notify the College and does not complete the withdrawal process will be dropped from all coursework and withdrawn from the College as determined by the College. The last day of attendance is determined in compliance with federal regulations. Either the date at which Trinity College becomes aware of the student’s withdrawal, or the mid-point of the term, whichever is earliest.

Any student who fails to register for classes prior to the start of a semester will be considered to have withdrawn from the College. The last day of attendance will be reported as the last academic day of the preceding semester.

**Enrollment and Eligibility**

Following are the enrollment requirements for the various aid programs. If a student changes enrollment after the aid is awarded, the aid may be adjusted.

- Enrollment level (three credits or higher) – Pell Grant, SEOG and Illinois State Grant (MAP)
- At least half-time (6 credits per semester) – Federal Direct Loans, Plus Loans, GradPLUS Loans
- Full-time (12 credits or more per semester) – Trinity College Scholarships and Grants.

**Verification**

Selection for verification is determined by the U.S. Department of Education. Students will receive a message on their FAFSA results known as a Student Aid Report (SAR) indicating the selection. Students must submit a signed and complete verification worksheet and any appropriate signed tax returns. Verification must be complete before any financial aid, state need-based aid, can be disbursed. Documents must be submitted by the beginning of the semester. Failure to complete the verification process may result in loss of aid and an administrative withdrawal.

**Revisions of Aid Packages**

The Financial Aid Office has the right to revise financial aid packages according to federal, state, and institutional policies and regulations. Aid awards will be revised when there are changes in originally reported information or when additional scholarships are received.

**Satisfactory Academic Progress for Financial Aid**

Students must meet satisfactory academic progress to continue receiving financial aid. Reviews are completed at the end of semester. Students who are academically suspended in any academic term (summer, fall or spring) will have their financial aid suspended.

**Quantitative**

Students must complete registered course work at the end of each year at a 67% pass rate. All courses attempted are considered in this calculation. They include letter grades, pass/fail, withdrawn, repeated courses, incompletes and hours transferred in from other schools as determined by the Registrar’s Office.

<table>
<thead>
<tr>
<th>Quantitative 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 following cumulative grade point average (GPA) requirements:
Qualitative Student Progress

<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>

A student who falls below these minimums will be placed on financial aid warning for one semester (no appeal is required). If the student fails to make Satisfactory Academic Performance (SAP) by the end of the warning period they will have their financial aid suspended.

The quantitative and qualitative standards used to judge academic progress include all periods of the students’ enrollment, even periods in which the student did not receive FSA funds.

Appeals

Students may appeal a financial aid suspension for mitigating circumstances. These appeals will be reviewed by the Financial Aid committee. The student must document, in writing, the unusual situation and provide an academic plan to plan to demonstrate future success.

If the appeal is approved, the student will be placed on probation for one semester. If the student passes all of the registered course work and maintains a 2.00 grade point average for that semester, the student can stay on probation for the next semester.

Students who fail to pass all courses for the probationary semester and do not meet the grade point average requirement for the hours taken, will be ineligible for additional financial aid until they can reestablish their eligibility by meeting the required satisfactory academic progress criteria.

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) grant. Trinity College of Nursing & 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 the expected family contribution (EFC) of the FAFSA.

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 website for specific dates. College scholarship applications are reviewed by the College Scholarship Committee and awards are made based on funding availability. Contact the Student Services Department for additional information and application information.

Outside Scholarships

Unless otherwise specified by the donor or organization, outside gift aid will replace existing self help aid. Recipients of outside financial aid awards are required to submit to the Trinity College Financial Aid Office notification of any outside awards as soon as possible. Acceptable documentation will include a letter from the organization or donor that specifies the terms of the scholarship, total dollar amount, and renewal information. Again, submit as soon as possible to ensure the award will be credited to your account.

Federal Loans

Federal loans offered through Trinity College include the Federal Direct Loan Programs, the Federal Nursing Student Loan Program, Federal Direct Parent Plus, and the 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 Financial Aid Office in the Student Services Department will certify an alternative loan based on the student’s cost of education minus other financial aid the student may be receiving.
Veteran Educational Benefits

Trinity College is veteran approved by the Department of Veterans Affairs for education programs including the Montgomery GI Bill and the Post 9/11 Bill. Applications for VA benefits should be made to the VA Regional Office in St. Louis, MO. Certification of veterans for educational benefits will be processed by the Financial Aid Office.

To find out more about VA benefits, you may contact the VA at 888-442-4551 or visit their website at www.gibill.va.gov/. Additional information about the application for admission to Trinity College, financial aid and registration procedures can be found on the Trinity College website at http://local.trinityqc.com.

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.
ASSESSMENT & ORIENTATION

Assessment

Trinity College is a satellite site for administering the COMPASS Placement Test. The COMPASS determines course placement at institutions for which Trinity College has articulation agreements. Students who wish to take the COMPASS Placement Test may set up an appointment with the Student Services Secretary.

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 the requirements of his/her selected program curriculum.

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 nursing health science program and facilitates course selection, career development, and academic progress. The student is required to meet with the advisor each semester prior to registration. 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

To register, students must follow these steps:

1. Meet with an assigned Trinity College faculty advisor,
2. Complete appropriate cooperating institution paperwork with faculty advisor assistance,
3. 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 credit hour 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 week of a 16-week semester. However, after the 100% refund period of the course, any drop from a course becomes part of the student’s permanent academic record and is recorded as a WP withdrawal passing or WF withdrawal failing (see Academic Warning).

Students should follow this procedure to add or drop a course:

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.
5. Students registering late for a course are still responsible for all coursework missed and penalties for non-attendance.
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 a Trinity email address at the time of registration.

An online orientation course is offered to students 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 used by the College.

In order to participate in an online learning course, students must have access to a computer and the internet.

Students should visit the Embanet website http://supportcenter.embanet.com/trinity to check their browser status. Currently Embanet supports Internet Explorer 8 and Mozilla Firefox 3.6. The technical Support number for Embanet is (866) 575-0575 and they provide 24/7 coverage.

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

Family Education Rights and Privacy Act
Annually, Trinity College of Nursing & Health Sciences informs students of the Family Education Rights and Privacy Act of 1974. This act, with which the College intends to comply fully, was designated to protect the privacy of education records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with The Family Education Rights and Privacy Act Office concerning alleged failures by the institution to comply with the Act. Written complaints should be directed to The Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920 Phone: 800-USA-LEARN (800-872-5327).

A student’s academic records are considered confidential information. Without the student’s expressed written permission, they are accessible only to the college personnel and individuals contracted with the College who keep the records or need to have information to help the student. However, upon request, the College discloses education records without consent to officials of another college in which a student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the students’ enrollment or transfer.

To whom and under what conditions can colleges disclose personally identifiable information?

- to anyone, if the college has obtained prior written consent from the student
- to anyone in response to requests for directory information

What is directory information?
It is information that is generally not considered harmful or an invasion of privacy if disclosed. Trinity College Nursing & Health Sciences has two categories of directory information.

- **Category I**: Name, address, telephone number, dates of attendance, class roster, class schedule, class standing, e-mail address
- **Category II**: Previous institution(s) attended, majors, awards, honors (including Dean’s list and degrees) conferred and dates, degree candidacy, status (full, part-time).

How may a student withhold directory information?
A student may request that directory information be withheld by submitting a signed, written request specifying the category of directory information to be withheld. Students may file a privacy restriction at any time during the school year. However, if the request is not received in the Registrar’s Office one week after the semester begins it will be assumed that the above information may be disclosed for the remainder of the current academic year.
Transcripts

The College will release transcripts of academic records only upon the written request of the student and the student has no financial obligations to the College. Transcripts will include all courses taken at the College and its cooperating institutions while enrolled as a Trinity student.

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

- 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 $8.00 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 one academic year.
ACADEMIC REGULATIONS & INFORMATION

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, graduates will have the following competencies:

- Demonstrate an appreciation for the arts, music and literature
- Ability to communicate effectively by writing and speaking clearly and concisely
- Ability to use critical thinking skills for analysis and problem-solving
- Demonstrate an understanding of the scientific method in the content of the natural and social sciences
- Demonstrate an understanding of human behavior and the differences of individuals and groups
- The ability to make ethically informed decisions while considering the beliefs of others

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 lifespan
- 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 communication 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 Dean of Nursing & Health Sciences.
The student should note that some courses listed in the clusters may have prerequisite requirements such as Compass test scores and/or remedial courses 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 Dean of Nursing & Health Sciences has final approval of courses not previously identified as part of a cluster.

### 2011-2012 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>**ENG 102</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 105</td>
<td>Composition I</td>
</tr>
<tr>
<td></td>
<td>**ENG 106</td>
<td>Composition II</td>
</tr>
<tr>
<td></td>
<td>ENG 107</td>
<td>Composition I: Technical Writing</td>
</tr>
<tr>
<td></td>
<td>ENG 108</td>
<td>Composition II: Technical Writing</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 102</td>
<td>Contemporary Social Problems</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>
</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** 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 261/263** Organic Chemistry I  
**PHY 162** College Physics I

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

#### Anthropology

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

#### Ethics

<table>
<thead>
<tr>
<th>College</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black Hawk College</td>
<td><strong>PHIL 103</strong> Ethics</td>
</tr>
<tr>
<td>Eastern Iowa Community College</td>
<td><strong>PHI 105</strong> Introduction to Ethics</td>
</tr>
</tbody>
</table>

#### Humanities Elective

One 3 credit hour course in the following categories are accepted:

- Art
- Communication
- Cultural Studies
- English
- Foreign Language and Literature
- Humanities
- Music
- Philosophy (including Logic)
- Religion
- History
- Theatre

** 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 the number of credit hours for which they are registered.

<table>
<thead>
<tr>
<th>Student Enrollment Status</th>
<th>When enrolled in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>At least 12 credit hours during a semester (6 hours during the summer session)</td>
</tr>
<tr>
<td>Three-fourths time</td>
<td>9-11 credit hours during a semester</td>
</tr>
<tr>
<td>Half-time</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 66). Also reference Radiography (page 74), and Respiratory Care (page 84) programs for specific grading criteria.

An incomplete grade (I) may be given for "exceptional circumstances." This term indicates that circumstances beyond the student’s control prevent completion of a course by the end of the regular semester term. A written agreement signed by both the student and instructor will be placed in the student’s file.

The deadline for completion for all work is set by the instructor and can be no later than 30 calendar days following the date final grades are due. After 30 calendar days the (I) will be changed to an F on the student’s transcript if the course is not completed. Students may not graduate with an (I) on their record.

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 Appeals

Grade appeals must be made within two weeks of the end of the course. Students should discuss grade concerns with the instructor, then the Program Coordinator. Unresolved concerns may then be addressed to the Dean of Nursing & Health Sciences who will make the final decision. Once final grades have been submitted, assignment of “W,” “WP,” or “WF” will not be permitted.

Academic Honesty and Integrity

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

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 action.

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.

If plagiarism is suspected, the faculty member will discuss the “suspect” work with the student. The student in question may prepare a written statement of facts regarding the work in question. If the student has plagiarized, he/she 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 assignment,
• assigning a fail grade for the course,
• or dismissal from the College.

Students should refer to their course syllabus for how each instructor handles incidents of plagiarism.

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. Each student is responsible for the authenticity of his/her work.

At the beginning of the semester, each instructor should inform students about the College policy on academic honesty and integrity. The student bears the ultimate responsibility for being aware of College policy, regardless of whether the faculty member has provided this information.

All Trinity College of Nursing & 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(s). 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 an approved absence. The Dean of Nursing & Health Sciences 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
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, 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 their nursing program.
   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 ASN Program Progression or 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 an 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. Exception: Nursing students refer to item 1.b.

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 course(s) that follow.

**Academic Calendar**

The College operates on a 16 week semester calendar. The College offers certain courses on alternative schedules.

- Fall, spring and summer

**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.

**Class & Clinical Attendance**

Regular class attendance is important 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 the course outcomes/objectives/requirements for the missed material. The student is expected to follow the established attendance guidelines for the course. Faculty may set individual attendance policies for their course(s).

Clinical experiences are planned to use health care 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 member(s). 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.” Specific institutional policies apply in clinical and field rotations.

Name Badges

Student name badges are distributed through the Student Services Department. The name badge is utilized for identification purposes as needed. 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. Students will be assessed a $45.00 fee for badges that are not returned upon graduation or program withdrawal.

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 facilities 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:

- While at clinical, individuals representing Trinity must maintain an acceptable level of personal hygiene, be appropriately dressed and be properly groomed. No clothing or adornments may be worn during working hours and in work areas which could expose the employee, patients, visitors or co-workers to the risk of injury, discomfort or embarrassment. Because of the diversity of patients served, extremes of dress and appearance are not appropriate during work time.

- Trinity identification badges will be provided to students at Trinity, and must be worn at all times while on duty. The badge must be visible, non-defaced and worn above the waist. Non-Trinity issued buttons, patches or tags are not to be worn while on duty unless prior approval has been received from Trinity Human Resource Department.

- Proper body cleanliness and use of deodorant must be maintained. When makeup is worn, it should be used with discretion and good taste. 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 compliment 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. White or neutral hosiery/socks should be worn with the pant uniform. Shirts worn under uniform tops must be plain white. Uniform pants should be navy blue. A white, non-regulation maternity dress or pant uniform, identified with the College insignia, may be worn during pregnancy. College insignia is to be sewn two inches down from the left shoulder seam, and in non-faded condition. Shoes should be leather, all white, with clean shoe laces. No clogs, open-backed, or open-toed shoes may be worn.

- 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 (no more than two per earlobe and do not drop below the lobe) is unacceptable in all clinical situations. 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. 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.

- NO VISIBLE TATTOOS. Tattoos need to be covered during clinical hours.

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 week 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 (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 (either traditional classroom or online) during the first two weeks of a 16-week semester course. No grade notation will be made on the student’s transcript.

If a student has been absent for four class periods (consecutive or cumulative) without explanation, the faculty may withdraw the student from the course administratively. The student may then receive a WF and be placed on academic warning.
All course refunds are subject to the College refund policy and schedule.

**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 non-attendance, disciplinary problems, non-payment of tuition/fees, or incomplete admission/health records. The student may receive a WF and be placed on academic warning.

**Medical Withdrawal**

All medical withdrawals and/or medical leaves of absence REQUIRE documentation from the student’s physician indicating the medical condition and the condition must be the student’s. All information will be submitted to the Academic Dean for approval. All requests are handled on a case by case basis.

The student will be billed and financially responsible for any and all payment(s) due to the College resulting from the above policy.

**Program Withdrawal Procedures**

A student wishing to withdraw from the College is strongly encouraged to seek counsel with their faculty advisor. Students who wish to withdraw from an academic program must follow these steps:

1. Complete a College Withdrawal Form with the advisor
2. Complete a course drop form for all articulated institutions
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 withdrawal 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. A leave of absence refers to the specific time period during an ongoing program when a student is not in academic attendance. It does not include non-attendance for a scheduled break in a student’s program. The student who has an approved leave of absence is considered to remain in an in-school status. A leave of absence is an approved leave if it meets the following requirements:

- The student must apply in advance for the Leave of Absence, except for extenuating circumstances, which require approval by the Dean.
- The Leave of Absence must be in writing specifying the reason for the Leave of Absence and expected date of return.
- A student will not be granted more than two leaves of absences in a 12 month period.
- The 12 month period would begin on the first day of the student’s Leave of Absence.
- The college determines that there is a reasonable expectation that the student will return to the college.
- The leave of absence does not involve additional charges by the college.
- The leave of absence or any additional leaves of absence may not exceed 180 days in any 12 month period. Please refer to program specific progression requirements as applicable.

If the student is a Title IV loan recipient, all Title IV funding will stop during the leave of absence period. The student also understands that a leave of absence may affect their current financial aid and that failure to return from a leave of absence may affect their student aid loan repayment terms, including the exhaustion of the student’s grace period. Therefore, all students who receive financial aid and request a leave of absence should meet with the Financial Aid Specialist for counseling.

A Leave of Absence Form may be obtained from the Student Services Office or at the college website. Students requesting a leave of absence must first meet with their academic advisor when requesting the leave. A completed leave request form must be submitted to the Student Services Office with all required signatures. If approved, the student must return on the requested re-entry date. If a student fails to return from a leave of absence, they will be immediately withdrawn from the College. The student loan lender will be advised of the student’s withdrawal, which will affect the grace period of the loan.

Students returning from an approved leave of absence must complete an Intent to Return Form, which may be obtained from the Student Services Office or at the college website. The student may be required to demonstrate proficiency prior to re-entry into their program of study.

(Also see page 48 Background Check)
Program Transfer

To withdraw from one program and transfer to another within the College, students must notify the Director of Student Services and External Relations 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 Standards

A 2.0 GPA is necessary to graduate from Trinity College. Any time the semester GPA or cumulative GPA is below 2.0, the student should reassess educational objectives and study habits. The student should seek assistance from instructors and/or academic advisors and counselors during this process. Students whose GPA remains below a 2.0 for two consecutive semesters of enrollment will be withdrawn from the College.

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) D or F 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 Media Policy

Although the college does not seek to control a student’s right to personal communications on his or her own time, publishing and engaging in conversations on the internet via a social media site may affect the College or Iowa Health Systems (IHS). Appropriate use of systems and features, as well as the appropriate content of electronic communication, is required.

- Use of the internet for purposes not authorized by the College or College faculty and use of social media or networking sites during class or clinical time is strictly prohibited.
- Students who are posting to a non-IHS sponsored social media site should write in the first person, use a personal email address, and where the student’s connection to IHS or the College is apparent, make clear he/she is speaking for him/herself and not on behalf of the College or IHS. Students may want to include this disclaimer “The views expressed on this blog are my own and do not reflect the views of my College or IHS.”
- All applicable laws, regulations and IHS policies should be followed when communicating on a social media site (HIPAA, anti-harassment, workplace violence, etc.)
- Students are prohibited from posting any content that includes client personal health information (or College or IHS related information such that someone could deduce the identity of the person referenced in the posting) including patient images, on any social media site.
- Students should be respectful and professional regarding fellow students, College faculty and staff, employees, and business partners of the College or IHS.
- Students are legally responsible for their postings and, therefore, may be held liable if the posts are found to be defamatory, harassing, tortuous or in violation of any other applicable law.
- Any student who believes this policy has been violated should report these findings to the program coordinator.
Any student who believes this policy has been violated should report these findings to the program coordinator.
Any violation of this policy by a Trinity College student is grounds for action under the Standards of Behavior and may result in corrective action which may result in dismissal from the College.

**Copyright and Peer-to-Peer File Sharing Policy**

Trinity College of Nursing & Health Sciences computer users are prohibited from distributing copyrighted materials through illegal downloading, via web pages, email, or peer-to-peer distribution of illegal property. The policy applies to both computer-owned and personally-owned computers that have access to the College network. The distribution of copyrighted material from any computer that includes music, games, videos, etc., for which users do not have the owner’s permission, is a violation of federal law (Digital Millennium Copyright Act).

The College’s plan to combat the unauthorized distribution of copyrighted material by users of College networks includes:

1. Utilizing one or more technology-based deterrents
2. Educating and informing the College community about appropriate and inappropriate use of copyrighted material
3. Providing consumer information upon request to prospective and enrolled students
4. Procedures for handling unauthorized distribution of copyrighted material, including disciplinary action
5. Offer legal alternatives to illegal downloading or otherwise acquiring copyrighted material
6. Reviewing the effectiveness of the plan on an annual basis

All students, faculty, and staff will be provided with a disclosure letter at the beginning of each semester. Refer to College Website for complete policy information.

**Identity Theft Prevention Program Policy**

To verify the identity of students attending Trinity College of Nursing & Health Sciences as required by the Trinity Regional Health System Identity Theft Prevention Program (Policy # 43732.165) (732), Trinity College of Nursing & Health Sciences student accounts qualify as covered accounts as defined in the TRHS -ITPP program, and therefore, Trinity College of Nursing & Health Sciences is subject to the student verification and subsequent policies and procedures regarding Identity Theft Prevention and Red Flag rules.

This policy is effective for all students of Trinity College of Nursing & Health Sciences. Each student must provide a government-issued form of identification upon matriculation to any Trinity College of Nursing & Health Sciences program as proof of identity.

**Procedures**

1. Upon matriculation to any Trinity College of Nursing & Health Sciences program, the student must submit to the Office of Student Services a government-issued form of identification with photograph (e.g. passport, driver’s license, etc.).
2. The Office of Student Services will confirm that the government-issued photo provided is a match to the matriculated student. A copy of the government-issued form of identification will be made for the College’s record-keeping system.
3. After steps 1 and 2 are completed, a student photo identification badge will be made, which will provide access to Trinity College of Nursing & Health Sciences facilities, events, and services. This badge will also identify Trinity students at their clinical sites.
4. If at any time Trinity College of Nursing & Health Sciences identifies potential red flags regarding a Trinity College student’s identity, College personnel will follow the guidelines set forth in the TRHS-ITPP as required by notifying the Identity Theft Prevention Officer.
5. Trinity College of Nursing & Health Sciences provides students with password-protected email accounts and password-protected accounts to the college portal and course management system.
6. The following policies require students to complete their own work and not to allow others to use their ID or computer access for any purpose:
   - Academic Integrity Policy (college catalog)
   - Use of Student Email and My Pulse Portal Systems.

At orientation or upon matriculation students will receive the Academic Computing Policy and sign the Computer Access and Information Resources Agreement. These forms will be kept in the student’s file.

**Privacy Protection:** In response to Federal Trade Commission’s recent ruling, steps have been taken to
ensure protection of individual’s private information as related to employment and education. Trinity College of Nursing & Health Sciences is required by federal regulations to collect and use social security numbers as identifiers. The use of social security numbers as identifiers is limited to those situations and to those agencies requiring this information in relation to the awarding of student financial aid, loans and/or licensure.
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 coursework 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. The Phi Theta Kappa (PTK) Honor Society induction ceremony is held every spring prior to graduation.

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
- The Bachelor of Science in Nursing Honor Society induction ceremony is held every spring prior to graduation.

Dean’s List

After each fall and spring semester, students who have achieved a grade point average of 3.5 or higher are eligible for inclusion on the Dean’s List. To be eligible for semester honors, a student must be in good standing, complete a minimum of 12 semester hours of credit in courses graded (A, B, C, D or F) and receive no grades lower than C.

To be eligible for Summer Session honors, a minimum of 6 semester hours of credit is required.

Commencement Awards

The College wishes to recognize those students who have achieved outstanding academic performance. To receive these awards, students must complete more than fifty percent of their major semester hours at Trinity College. Special awards are conferred at the graduation ceremonies.

Honors

Graduation honors are calculated based upon a student’s cumulative GPA the previous semester. Students earning an Associate Degree with a cumulative GPA of 3.5 or higher on a 4.0 scale graduate with honors.

Graduating with Academic Distinction

To graduate with academic distinction, BSN candidates must have completed more than fifty percent 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 recognized during graduation ceremonies. The “Graduated with Honors” notation on a student’s final transcript will be awarded based on all work completed for the degree.
Valedictorian & Salutatorian

Trinity College believes that the graduation ceremony should be specific and personal to the graduating class of a given year. With that in mind, students will be recognized at the graduation ceremony for their academic achievements.

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 commencement exercises; 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 Honor’s Induction Ceremony.
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 program requirements.

Students must apply for graduation and refer to the graduation checklist posted on the College website. Diplomas 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 May and August, Trinity College conducts a graduation ceremony where the Board of Trustees and special guests, faculty, staff, family and friends come together to recognize academic achievements. All eligible degree 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 Dean of Nursing & Health Sciences for approval by the midterm of the spring semester of graduation.

The following degrees may be earned:

- Associate of Science in Nursing
- Bachelor of Science in Nursing
- Associate of Applied Science in Radiography
- Associate of Applied Science in Respiratory Care

Requirements for graduation for degree programs include:

- Successful completion of general education courses and specific major courses required by the appropriate 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

Awarding of an AAS Degree Post Certificate

Trinity College of Nursing & Health Sciences is dedicated to promoting further education and providing degreed health care 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 and online. The student will be assessed degree audit and graduation fees consistent with other College fees.

All degree requirements must be completed within 5 years from the date of certificate program completion. The final certificates were awarded on May 2011, therefore certificate graduates will have until May 2016 to complete the Associate of Applied Science in either Emergency Medical Services or Surgical Technology. May 2016 will be the final time the “AAS” will be awarded in these fields.
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 Faculty/Advisor/Program Coordinator or Dean. 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 800-383-7900 or 309-779-2273. Services are located at 3416 Blackhawk Rd, Rock Island, 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 and External Relations, 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 and External Relations 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, 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. Quality staff are the key to their success in child development programming. Child care 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.

ATM’s

Automatic Teller Machines (ATMs) are available in the elevator lobby at the Trinity Rock Island Campus and just off the lobby at the Trinity Moline Campus.

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 is needed to prevent injury.
• These areas need to be maintained by cleaning up after oneself.
• 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 the Executive Assistant at 309-779-7730. 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: 6:00 a.m. to 9:00 p.m. Sunday through Saturday, except holidays.
- The majority of Computer-Assisted Instruction (CAI) 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 7:30 a.m. to 4:00 p.m. from the Student Services 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 Student Services 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.
- 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 from course faculty for practice in the Lab. These items must then be returned to the faculty member 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.
- Follow the procedure outlined 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**

Trinity College of Nursing & Health Sciences is committed to providing educational opportunities for qualified students with documented disabilities through the provision of reasonable accommodations, in compliance with the provisions of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973 (Section 504). 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. Trinity College of Nursing & Health Sciences requires a copy of an evaluation by a licensed psychologist, psychiatrist or physician. This document must be sufficient to establish the presence of a disability. The documentation submitted must be less than three years old. The Director of Student Services and External Relations 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 begins his/her course of study. 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 and External Relations relates to students as reasonable adults with the independent right to make educational decisions. No accommodations will be provided without appropriate documentation. In addition,
Trinity College of Nursing & Health Sciences is unable to provide accommodations in the classroom if the student does not give permission to notify faculty that accommodations are needed. Information regarding a student’s disability is considered confidential. Information will not be released to anyone without the express written permission of the student. Notification to faculty or other relevant college personnel can be accomplished without disclosing the exact nature of the disability. Disclosure of a disability is voluntary and does not adversely impact admission decisions. The student must reapply for this accommodation with each new course and term. 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 and External Relations is the Disabilities Coordinator.

**Handicapped Accessibility**

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

**Duplicating Services**

A copy machine is available in the College Commons. Students may make copies for a fee. Information regarding copyright restrictions are 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 and assists students in the enrollment process.

**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 scholarships, 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](http://www.trinitycollegeqc.edu). Hours are Monday – Friday 8:00 a.m. – 4:30 p.m. 309-779-7740.

**Registrar**

This office is responsible for scheduling of classes, transfer evaluation, degree audit checks, graduation approval, veteran’s certification and transcripts in addition to other academic services. Hours are Monday – Friday (except Wednesday) 8:30 a.m. – 3:00 p.m. 309-779-7704.

**Admissions**

Trinity College of Nursing & Health Sciences admissions office works with prospective students and their families during the entire admissions process. Campus visits are encouraged and can be arranged to meet the student’s schedule. Hours Monday – Friday 8:00 a.m. – 4:30 p.m. 309-779-7700
STUDENT JUDICIAL AFFAIRS

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 though 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 & 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 14 days, the Program Coordinator or designee 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 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 14 days, the Dean of Nursing & Health Sciences may grant a waiver.

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

The Program Coordinator or 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 Program Coordinator or designee and the involved party shall keep one copy.

The original form of the documents from both parties shall be maintained in the Director of Student Services and External Relations office in a confidential and secure grievance file.

The Program Coordinator or 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 Program Coordinator or 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 two student members 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 Director of Student Services and External Relations 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 with the Director of Student Services and External Relations.
- 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 audiotape will be available for review by both the student and the involved faculty member if they desire. The audiotape of the meeting(s) will be safeguarded and kept by the Director of Student Services and External Relations.
- 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’s decision will be made the day of the meeting.
- 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 and will be given to the student within 14 days following the request.

Sexual Harassment Policy

Trinity College of Nursing & Health Sciences is committed to providing an environment that is free of sexual and/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 interfere 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 the student’s 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 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 and External Relations.

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 and External Relations
- Dean of Nursing & Health Sciences
- Faculty
- Employee Relations Manager, Human Resources, Trinity Medical Center
- Corporate Compliance 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 and External Relations 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. Standards that will be utilized in the evaluation of expected behavior and the determination of unprofessional 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
- American Registry of Radiologic Technology Code of Ethics 2009
- American Association for Respiratory Care Professional Code of Conduct
- Nursing Critical Objectives Policy

Students are expected to recognize their professional responsibility to themselves, patients, families and other health care professionals. They are also expected to adhere to a code of conduct that is considered acceptable as a professional health care 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 health care environments.
- Practice within the legal and ethical limits of professional health care, 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, social media and electronic downloads)
- 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 health care)
- 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 health care 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 nursing and 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 progression in a student's program.

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. NOTE: If a student is required to drop his/her program of study due to the results of this background check all tuition and fee charges owed will be assessed as appropriate based on College policy. See refund table on page 16 of catalog.

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. It is the student’s responsibility to inform the Director of Student Services and External Relations (Program Coordinator) of any offense that may occur after admission to the program. If a student’s enrollment is interrupted for any reason, a new background check must be completed before a student may return to the clinical setting.

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

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 health care 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.
ORGANIZATIONS & ACTIVITIES

Activity Programming Guidelines

Activities that are planned by students must receive approval from the Director of Student Services and External Relations 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 integral 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, and assisting with community service projects. Participation is available through the Student Government Association and professional honor societies such as Phi Theta Kappa and BSN Honor Society. Students may also volunteer to represent all students on College standing committees or on the Governing Board. Representatives are chosen by the Dean of Nursing & Health Sciences from the volunteers who have identified themselves at the time representatives are needed.

Campus Ambassadors

College Ambassadors are volunteers who serve under the Director of Student Services and External Relations 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 Director of Student Services and External Relations 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 health care 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. This committee also develops, reviews and approves policies related to curriculum and instructional resources. One student representative serves on this committee.

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. One student representative from each program serves on this committee.

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. One student representative from each program serves on this committee.
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 Augustana College. Students are encouraged to attend many of Trinity Medical’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.
EMERGENCY AND CAMPUS SAFETY PLANS

Maintaining a Safe Campus Community

Trinity College of Nursing & Health Sciences complies with the Higher Education Opportunity Act, which includes Campus Safety and Security (PL 110-315).

Trinity College of Nursing & Health Sciences 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. Trinity College is located adjacent to the Trinity Medical Center and is a relatively safe area; but no place is crime-free. To ensure your safety and security and that of your friends and colleagues, pay attention to your surroundings and use common sense.

If you witness or are a victim of crime, call 911 and if on medical center grounds 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 needed area. The security officer(s) will notify local fire and/or police officers if needed.

Crimes can also be reported to the Director of Student Services and External Relations at 309-779-7720 or to the Dean of Nursing & Health Science at 309-779-7708.

Crime Awareness

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 safety and security.

Crimes can be reported to campus security by dialing Trinity Medical Center’s Switchboard at 779-5000 or “0” when on the Trinity Medical Center Campus. The Manager of Security can also be notified by dialing 779-2872, Rock Island Campus.

Campus Safety Resources

Exterior Lighting - 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.

Blue Light Station - Located in the Trinity College of Nursing & Health Sciences parking lot is a BLUE LIGHT EMERGENCY STATION. This is a direct line to the Trinity Safety and Security department. This 9’ tall tower acts as a crime deterrent and serves as an emergency communication system. This tower is wheelchair accessible and has a highly visible push button on its faceplate. A single touch on the push button summons campus officers to the location and triggers the bright blue police-type strobe light on top of the phone, which brightly lights the surrounding area.

Emergency Alert System - This alert system is used to notify the campus community of threats to physical safety in emergency situations (tornado, violence, hazardous material incident, college closure, severe weather, etc.). The Trinity Alert allows Trinity College administrators to send recorded or electronic emergency messages (Trinity Alerts) to Trinity College students, faculty and staff by cell phone, home phone, office phone, and e-mail (all at once) using contact information from the College Directory. The entire campus community can be notified simultaneously. In an emergency situation the College will, without delay, send out an announcement taking into account the content of the notification, and initiate the Trinity Alert System, unless the notification will, in the professional judgment of authorities, compromise efforts to assist victims or to contain, respond to, or otherwise mitigate the emergency.

Administration or a designated person will determine the severity and extent of the emergency and to whom the Alerts (via the Trinity Alert System) should be sent. Administration or the designated person will determine the content of the message and subsequently initiate the notification system (Trinity Alert System). The Director of Student Services and External Relations is the primary contact person for the Trinity Alert System.
If the emergency extends beyond the College and Trinity Medical Center Campus, a panic button (several of which are located throughout the campus) will be pushed and local police will respond to the incident. The local police will handle any expanding situation.

The Trinity Alert is built upon the Connect-ED System, developed specifically for schools, colleges, and universities by Blackboard Connect. Emergency Alerts will also be posted on the website.

It is imperative that the College has up-to-date contact information so you can be notified in an emergency situation. It is also recommended that a cell phone number is provided for emergency alert purposes. The mobile phone number will not be published.

**Note:** Trinity Alert calls will come from 309-779-7700, the College main line. It is recommended that students program a unique and audible ring tone for calls coming from that number, especially if the mobile phone is usually on vibrate mode.

The Emergency Alert System will be tested at least once annually.

**Panic Alarms** - 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.

If the panic alarm is heard throughout the building all classroom doors should be closed and locked, and the lights turned off unless in the affected area. Students, faculty and staff should stay away from windows and doors. Windows may be used for evacuation purposes if the situation warrants. If faculty and staff are in the impacted area, they need to seek safety in another part of the building or evacuate. When police officers and/or campus security officers arrive, they will handle the emergent situation. Administration/faculty and/or staff will work with security personnel to diffuse the situation in the safest and most efficient way possible.

**See Policy: TMC Code Silver – Active Violence**

In the event of an individual on any Trinity Medical Center Campus who is using or displaying a weapon, T.R.H. S. will institute procedures to minimize the risk to our patients, visitors, and employees by evacuation, facility lockdown and/or “shelter in place” procedures and by containing the incident as much as possible.

**Supporting Information:**

Weapons are not permitted on the College property, except of persons who are authorized by law to carry a weapon in the performance of their duties such as city, county, state, or federal law enforcement officers.

“Shelter in Place” is a term used to seek shelter outside of public view; Faculty/Staff should remain calm and clear the hallway of students, visitors, faculty and staff, close all blinds, turn out all lights, silence all cell phones, and remain quiet.

Any faculty/staff/student who encounters or suspects a person brandishing or using a weapon on College property should:

- Call the Emergency Code Line by **Dialing “55”** (Inside Phone) or **(309) 779-5000 from outside line or cell phone.**
- Depress the nearest “Panic” Alarm

After ensuring that you are in a safe location; provide Hospital Operator with the following:

1. Location
2. Number of suspects
3. Type of weapon displayed or using i.e. gun, knife, etc.
4. Any casualties
5. Direction of Travel
6. Physical Description of the Suspect (Include Clothing Description)

The hospital operator will overhead page “Code Silver” three times followed by the location of the incident. (College will be noted as the Location) Operator will immediately contact the Rock Island Police Department via 911 and provide as much information as possible.

The Trinity Alert system will be put into place at the College for all students and a College-wide email will be sent to all faculty/staff/students.

An all clear will not be given at the College until face-to-face contact is made with College Administration and local law enforcement/campus security. An all-clear will be sent via the Trinity Alert system and College-wide email.

**Post-Event (as needed basis):**

- Care of Casualties
- Psychological and Grief Support
- Media Relations
- Damage Assessment & Repair
- Cleanup
- Debriefing
**ID Badges** - Each student, faculty, staff member, and Trinity employee can be identified with a Trinity ID badge. Anyone who is not wearing an ID badge can be asked whether he/she needs assistance.

### Trinity College of Nursing & Health Sciences Crime Statistics

<table>
<thead>
<tr>
<th>Crime Statistics</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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</thead>
<tbody>
<tr>
<td>Criminal Homicide</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>Intimidation (2010)</td>
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<td>Burglary</td>
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**Arrests Made for Crimes**

<table>
<thead>
<tr>
<th>Crime Statistics</th>
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<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Trinity College is not liable for stolen or damaged property.

### Emergency Weather Closure

The Dean of Nursing & Health Sciences 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 at 309-779-7700 to access messages regarding cancellation of classes or clinical experiences. In addition, if classes or clinical experiences are cancelled, a call will be made to the following media: Television stations WHBF Channel 4, WQAD Channel 8, and WKQC Channel 6; Radio stations WOC AM 1420, WLLR FM 103.7, KCQQ FM 106.5, KMXG FM 96.1, and KUUL FM 101.3. The announcement will also be posted on the College website. The announcement will be made after 5:45am. Upon cancellation, the College is cancelled for the entire day, including evening (PM) experiences. If the weather becomes severe during the daytime, evening (PM) experiences will be cancelled two hours prior to the experience.

### 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 Chancellor, Dean of Nursing & Health Sciences or a delegated person shall decide when the plan is to be put into effect. The Trinity Alert system will be activated.

**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.

- **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 issued for the geographic area, 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.

**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 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”.

- If at the College, the faculty, staff and students, should turn on all lights, close doors and blinds. Notify all faculty/staff/students in building and move to the following locations: Executive Conference Room, Storage Room by Classroom 120, Men’s Bathroom, or Leininger Conference Room.

**Fire Plan and Evacuation**

Fire and evacuation routes are posted in each classroom, office areas, and hallways. Students need to become familiar with these routes and are provided information at orientation. If a fire is discovered, an individual should:

**R** – 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 and 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 of Nursing & Health Sciences conducts fire drills to ensure the integrity of the system and process. All student and personnel are required to evacuate the facility using the designated routes and exits as posted.

**Vocabulary Term:**

Fire: Any instance of open flame or other burning in a place not intended to contain the burning or in an uncontrolled manner.”
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 4000 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 Bachelor of Science Program. The career-ladder approach to nursing education and practice is one valid choice for students and forms the basis for lifelong 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](image)

Knowledge

Culture Care Values

Proficiency

...
The Department of Nursing offers two programs: an Associate of Science in Nursing and a Bachelor of Science in Nursing.

**Associate of Science in Nursing Program Description**

The Associate of Science in 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 principles, and teaching-learning principles in their practice.

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 lifelong 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

**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.
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 100 (W), 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 in the spring semester.

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 unencumbered LPN licensure
- 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 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
- Placement 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 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 64 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 re-admission 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 through the ASN Program Coordinator. This process must be initiated by the student. It is the student’s responsibility to complete this process in order to be considered for re-admission into the ASN Program, and 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. These students will not be eligible for re-admission.

Standardized Assessment Test for ASN Graduation

A standardized nursing assessment test, the ATI Comprehensive Predictor, is a graduation requirement for the ASN degree. The ATI Comprehensive Predictor must be passed in order to graduate and, therefore, before taking the NCLEX-RN examination. If a student does not pass
the ATI Comprehensive Predictor on the first attempt, he/she will be required to take the Virtual ATI (VATI). When the VATI proctor releases the student to take the NCLEX-RN, graduation requirements will be fulfilled. The minimum required score for passing is a 95% probability and is based on national norms. The assessment test is given before commencement in May.

**Graduation Requirements for an ASN Degree**

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

- Fulfill the course requirements of the Associate of Science in Nursing curriculum
- Complete the last 24 semester hours in Nursing at the College
- Earn 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
- Attain a passing score on the ATI Comprehensive Predictor
- Meet all financial obligations incurred with the College
- Be recommended by Faculty and approved by the College Governing Board for graduation

(No degree will be awarded until all requirements are met)
# CURRICULUM
## ASSOCIATE OF SCIENCE IN NURSING DEGREE
### 2011-2012

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
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</thead>
<tbody>
<tr>
<td>NUR101: The Art &amp; Science of Nursing Practice #</td>
<td>NUR 102: Adult Health Nursing #</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology I ^2</td>
<td>NUR 212: Pharmacology #</td>
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<tr>
<td>Oral Communication ^1^</td>
<td>Anatomy &amp; Physiology II ^2</td>
</tr>
<tr>
<td>Psychology ^2^</td>
<td>Growth &amp; Development ^2</td>
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<td><strong>TOTAL</strong> 17 SH</td>
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<table>
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<tr>
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<tbody>
<tr>
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<tr>
<td>Written Communication ^2</td>
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</thead>
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<tr>
<td>NUR 200: Human Disease Processes #</td>
<td>NUR 203: Maternal-Newborn Nursing #</td>
</tr>
<tr>
<td>NUR 201: Life Span Nursing I #</td>
<td>NUR 202: Life Span Nursing II #</td>
</tr>
<tr>
<td>Sociology ^1^ ^2^</td>
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<td><strong>TOTAL</strong> 15 SH</td>
<td><strong>TOTAL</strong> 15 SH</td>
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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

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

Advanced Placement LPNs begin the curriculum in either the fall or spring semester of the first year based upon placement test scores. If receiving advanced placement as an LPN, students must take NUR 100(W); Math for clinical practice.

**GENERAL EDUCATION TOTAL** 30 SH

**NURSING TOTAL** 42 SH

**ASN PROGRAM TOTAL** 72 SH

**THE LAST 24 SEMESTER HOURS OF PROGRAM MAJOR COURSES MUST BE COMPLETED AT TRINITY COLLEGE OF NURSING & HEALTH SCIENCES TO MEET GRADUATION REQUIREMENTS.**
Bachelor of Science in Nursing Program Description

The Bachelor of Science in Nursing Program (BSN) offers three options for obtaining a BSN degree: The Accelerated Bachelor of Science in Nursing option (BSN-A), the Basic Bachelor of Science in Nursing option (BSN-B), and the Bachelor of Science in Nursing Completion option (BSN-C).

BSN-A
The Accelerated BSN (BSN-A) option is a full-time course of study designed to enable students with a previous baccalaureate degree to earn a Bachelor of Science in Nursing. This is an intensive, fast-paced program, which builds upon previous education while providing the nursing art and science content in a 15-month program. The 15-month program combines both didactic and clinical nursing experiences.

BSN-B
The Basic Bachelor of Science in Nursing (BSN-B) option is a basic or generic option that allows a student who has completed all general education courses required in a baccalaureate nursing program to take the nursing courses for a baccalaureate nursing degree over six semesters. The basic program also combines both didactic and clinical nursing experiences.

Both the BSN-A and BSN-B program option allow the graduate to apply for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) to qualify for practice as a Registered Nurse.

BSN-C
The BSN-C is an RN to BSN Completion program that provides advanced education for the graduate of an associate degree or diploma nursing program who has passed the NCLEX-RN and already has a nursing license. The two-year program of study combines didactic and precepted clinical nursing courses and general education courses. Students may pursue the BSN-C in a full-time or part-time capacity.

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 Bachelor of Science in Nursing prepares professional nurses to function as providers, managers, and leaders of direct and indirect comprehensive care in a variety of health care settings. The care is provided for diverse individuals, families, groups, and communities. Graduates of the BSN program function as collaborative members within the discipline of nursing and the interdisciplinary health care team. Graduates of the BSN program critique research findings for evidence-based practice and are aware of current trends and issues facing nursing. 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. Education is emphasized as a major nursing function when providing/directing care for both health promotion and illness management. The BSN program further reinforces accountability for lifelong learning and professional career development.

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

BSN Admission Policies

Accelerated BSN (BSN-A) Admission Policy:
Admission to the BSN-A option is highly selective and is based upon proven academic achievement attesting to the student’s ability to successfully complete an academically rigorous curriculum. In addition to the general College admissions requirements, students seeking entrance into the BSN-A program must meet the following criteria:

• 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 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
• Required science courses must have been completed within the last seven years prior to enrollment

The BSN-A option student will be awarded 52 credit hours of advanced standing credit upon transcript evaluation of their non-nursing bachelor’s degree. In addition, the Registrar will evaluate the student transcript and complete a credit guide to formally approve the following specific courses that must be completed with a C or above.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy &amp; Physiology I</td>
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</tr>
<tr>
<td>Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>Advanced Science</td>
<td>4</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Growth and Development</td>
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<tr>
<td>Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Anthropology</td>
<td>3</td>
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<tr>
<td>Ethics</td>
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<tr>
<td>Statistics</td>
<td>3</td>
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<tr>
<td>English Comp. I</td>
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</tr>
<tr>
<td>Oral Communication</td>
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<tr>
<td><strong>Total General Education Credits</strong></td>
<td><strong>52</strong></td>
</tr>
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</table>

Note: BSN-B students must progress through the curriculum as prescribed. A student cannot change program “at will.” A change would necessitate reapplication with no guarantee of acceptance in the ASN Program. BSN-A and BSN-B students must complete the entire Bachelor of Science program of study before being eligible to apply for NCLEX-RN.

BSN-B Admission Policy:

In addition to the general college admission requirements, students seeking entrance into the BSN-B program must have met the following criteria:

• Minimum GPA of 2.75 on a 4.0 scale
• Completion of all required prerequisite general education courses with a grade of C or higher

The Registrar will evaluate the student transcript and complete a credit guide to formally approve the following specific courses that must be completed with a C or above. Science courses must be taken within the last 7 years prior to the date of enrollment in the program. One of the following courses may be taken in the first semester of the BSN-B program (with the exception of Anatomy and Physiology I or II or Microbiology) in order to be full-time.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>Advanced Science</td>
<td>4</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>English Comp. I</td>
<td>3</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>English Comp. II</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Electives X 2</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total General Education Credits</strong></td>
<td><strong>52</strong></td>
</tr>
</tbody>
</table>

Note: BSN-B students must progress through the curriculum as prescribed. A student cannot change program “at will.” A change would necessitate reapplication with no guarantee of acceptance in the ASN Program. BSN-A and BSN-B students must complete the entire Bachelor of Science program of study before being eligible to apply for NCLEX-RN.

BSN-C Admission Policy:

The BSN-C policy will vary according to whether a student has a non-nursing bachelor’s degree. Below are the policies:

A. BSN-C (for student without a bachelor’s degree)

In addition to the general College admission requirements, students seeking entrance into the BSN-C program must have:

• Proof of unencumbered licensure from a state board of nursing
• Demonstration of organic chemistry and statistics readiness through testing and/or prior coursework.
• Minimum GPA 2.75 on a 4.0 scale

Students with an associate degree or diploma in nursing who have been officially accepted into the RN-BSN Completion option are awarded 71 credit hours upon transcript evaluation for their basic RN program. If the student has taken any courses in the
RN-BSN Completion curriculum, these courses will be credited on an individual basis.

B. RN to BSN-C (with a non-nursing bachelor’s degree)

In addition to the general College admission requirements, students seeking entrance into the BSN-C program must have:

- Proof of unencumbered licensure from a state board of nursing
- Application, application fee, signed clinical performance standards form and all college and high school transcripts
- Confirmation of fluency in the English language
- Minimum GPA 2.75 or higher on a 4.0 scale

The RN-BSN Completion option student, who has already earned a non-nursing bachelor’s degree, will be awarded 71 credit hours upon transcript evaluation for their RN program. In addition, this student will be granted 12 credit hours of advanced standing upon transcript evaluation toward the BSN degree. These 12 credit hours will replace the general education courses of ethics, anthropology, advanced communication, and a humanities elective. There is no time limit on the acceptance of credits. The Registrar will evaluate student transcripts and complete a credit guide to formally approve the following specific courses that must be taken with a C or above:

1. Advanced Science with a lab
2. Statistics

Field Study Policy

In some courses, BSN students apply concepts from the course in a professional setting by interviewing people (who determine what hours 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 the 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.

Program Progression BSN-A

Students must progress through the curriculum as prescribed in the Accelerated BSN curriculum option. Students receiving a WF or grade below a C in a nursing course will be prohibited from progressing in the Accelerated BSN curriculum. There is no part-time BSN-A option. Students who are unsuccessful in one course are eligible to either apply for readmission in the following curriculum cycle or apply for admission into the BSN-B option. Students who have been unsuccessful in more than one course will be withdrawn from the program. Neither re-admission in the BSN-A option or admission in the BSN-B program option is guaranteed and is based on seat availability. A student will be considered for only one re-admission.

It is the student’s responsibility to meet with the BSN Coordinator regarding curriculum options. If the student chooses the BSN-B option and is approved, an individual curriculum plan will be developed to integrate into the BSN-B curriculum.

Any student receiving a WF or grade below a C in a nursing course and retakes a nursing course will be withdrawn from the College if they subsequently achieve a WF or grade below a C.

Program Progression BSN-B

BSN-B students receiving a WF or grade below a C in a required course will be prohibited from progressing in the BSN-B curriculum. Students may apply for readmission to the BSN-B Program for the following academic year. Re-admission is not guaranteed. Students will be ranked by the BSN 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 processed through the BSN Program Coordinator. This process must be initiated by the student. It is the student’s responsibility to complete this process in order to be considered for re-admission into the BSN Program.
A student will only be considered for one re-admission into the 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 subsequent WF or grade below a C.

Any student receiving two grades of WF or two grades below a C (or any combination of the two) will be withdrawn from the BSN Program.

**Program Progression BSN-C**

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 BSN-C option, but summer enrollment is not required. If a student cannot maintain continuous enrollment, the student must contact the academic advisor and complete either a Leave of Absence or Withdrawal form (please refer to pages 34 – 35 for the Leave of Absence and Withdrawal policies). 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 re-admission into the program but there is no guarantee of admission. Applicable forms and fees apply for re-admission. A ten year maximum time limit from time of admission is set for program completion.

Students in the BSN program who do not successfully progress through the curriculum due to one course, may be considered for re-admission. They must complete the Request for Re-admission process and submit to the BSN Coordinator. It is the student’s responsibility to complete this process in order to be considered for re-admission into the program. A student will only be considered for one re-admission. 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 Program if they subsequently achieve a WF or grade below a C.

**Test Average Policy**

In the BSN-A and BSN-B program options, 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 the catalog.

**Standardized Assessment Test Requirement For BSN-A Graduates**

A standardized nursing assessment test, the ATI Comprehensive Predictor, must be passed as a requirement in order to graduate and, therefore, before taking the NCLEX-RN. The minimum required score for passing is at a 95% probability and is based on national norms. The assessment test is given during the final senior seminar course. The student will have two opportunities to pass the ATI. If a student does not pass on the second attempt, graduation will be delayed. The student will continue to work with a virtual ATI coach until “released” to take the NCLEX-RN. When the College receives notifications of this “release”, the standardized nursing assessment requirement will be met.

**Standardized Assessment Test Requirement For BSN-B Graduates**

A standardized nursing assessment test, the ATI Comprehensive Predictor, must be passed as a requirement in order to graduate and, therefore, before taking the NCLEX-RN. The minimum required score for passing is at a 95% probability and is based on national norms. The assessment test is given during the final senior seminar course. The student will have two opportunities to pass the ATI. If a student does not pass on the second attempt, graduation will be delayed. The student will continue to work with a virtual ATI coach until “released” to take the NCLEX-RN.
Graduation Requirements for a BSN Degree

Requirements for a Bachelor of Science in Nursing Degree in the BSN-A 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 coursework 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
• Be recommended by Faculty and approved by the College Governing Board to graduate

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

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

• Fulfill the course requirements of the BSN-B curriculum option of the Bachelor of Science in Nursing
• Complete the last 35 semester hours of 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 course and general education courses in the curriculum
• Meet all financial obligations incurred with the College
• Attain a passing score on the standardized nursing assessment test
• Be recommended by Faculty and approved by the College Governing Board to graduate

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

• 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 courses in the curriculum
• Meet all financial obligations incurred with the College
• Be recommended by Faculty and approved by the College Governing Board to graduate

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. Course-related corrective actions related to the course critical objectives should be carefully documented by faculty, shared with students and program coordinator/Dean (as applicable), and maintained in secure files in the office of the Dean of Nursing & Health Sciences.

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 maternity dress uniform if desired 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-C program option 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>
</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>78-85</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>70-77</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>69-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>

Clinical Grading

The nursing programs utilize a Pass/Fail system for clinical evaluation. The course Clinical Evaluation Tool delineates clinical outcomes and objectives that must be met by the end of the course. Students must meet all clinical objectives and outcomes to successfully complete a course. Failure to pass the clinical component of a course results in a grade of F regardless of the didactic score.

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, 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**


**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 health care 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, and for shaping social policy.
CURRICULUM
BACHELOR OF SCIENCE IN NURSING
BSN-A 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>
<tbody>
<tr>
<td>Nursing A101 The Art and Science of Nursing Practice 7 SH</td>
<td>Nursing A102 Adult Health Nursing 9 SH</td>
</tr>
<tr>
<td></td>
<td>Nursing A212 Pharmacology 1 SH</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>TOTAL</strong></td>
</tr>
<tr>
<td></td>
<td>17 SH</td>
</tr>
</tbody>
</table>

FALL SEMESTER | SPRING SEMESTER

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing 200 Human Disease Processes 3 SH</td>
<td>Nursing 202 Life Span Nursing II 8 SH</td>
</tr>
<tr>
<td>Nursing 201 Life Span Nursing I 9 SH</td>
<td>Nursing 203 Maternal-Newborn Nursing 4 SH</td>
</tr>
<tr>
<td>Nursing 302 Advanced Health Assessment 3 SH</td>
<td>Nursing A213 Pharmacology 1 SH</td>
</tr>
<tr>
<td>Nursing 411 Nursing Research 3 SH</td>
<td>Nursing 303 Nursing Pathophysiology 3 SH</td>
</tr>
<tr>
<td></td>
<td>Nursing 410 Transcultural Nursing 3 SH</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>TOTAL</strong></td>
</tr>
<tr>
<td>18 SH</td>
<td>19 SH</td>
</tr>
</tbody>
</table>

SUMMER SESSION

<table>
<thead>
<tr>
<th>SESSION I</th>
<th>SESSION II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing A301 Nursing Leadership and Management 4 SH</td>
<td>Nursing 402 Professional Issues in Nursing 3 SH</td>
</tr>
<tr>
<td>Nursing A401 Nursing in the Community 4 SH</td>
<td>Nursing A420 Senior Seminar 4 SH</td>
</tr>
<tr>
<td><strong>Session Total</strong></td>
<td><strong>Session Total</strong></td>
</tr>
<tr>
<td>8SH</td>
<td>7 SH</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>TOTAL</strong></td>
</tr>
<tr>
<td>15 SH</td>
<td>19 SH</td>
</tr>
</tbody>
</table>

All general education prerequisites must be completed prior to admission to the Accelerated BSN Program. All natural science courses must have been taken within the past seven years. Transfer credit evaluated on a course by course basis.

PRE-REQUISITE GENERAL EDUCATION TOTAL 52 SH
NURSING TOTAL 69 SH
BSN-ACCELERATED PROGRAM TOTAL 121 SH

A MINIMUM OF 35 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
BSN-B OPTION

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

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing 101 The Art and Science of Nursing Practice</td>
<td>8 SH    Nursing 102 Adult Health Nursing 9 SH</td>
</tr>
<tr>
<td>Nursing 410 Transcultural Nursing</td>
<td>3 SH    Nursing 212 Pharmacology 1 SH</td>
</tr>
<tr>
<td>*One general education course</td>
<td>3-4 SH  Nursing 402 Professional Issues in Nursing 3 SH</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>14-15 SH  <strong>TOTAL</strong> 13 SH</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUMMER SESSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing 302 Advanced Health Assessment 3 SH</td>
</tr>
<tr>
<td>Nursing 411 Nursing Research 3 SH</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing 200 Human Disease Processes 3 SH</td>
<td>Nursing 202 Life Span Nursing II 8 SH</td>
</tr>
<tr>
<td>Nursing 201 Life Span Nursing I 9 SH</td>
<td>Nursing 203 Maternal-Newborn Nursing 4 SH</td>
</tr>
<tr>
<td>Nursing 401 Community Health Nursing 4 SH</td>
<td>Nursing A213 Pharmacology 1 SH</td>
</tr>
<tr>
<td></td>
<td>Nursing 303 Nursing Pathophysiology 3 SH</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>16 SH</strong>  <strong>TOTAL</strong> 16 SH</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUMMER SESSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing A301 Nursing Leadership and Management 4 SH</td>
</tr>
<tr>
<td>Nursing A420 Senior Seminar 4 SH</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>

One general education course from the prerequisite list may be taken during the first semester in order to be a full time student. This course may not include Anatomy & Physiology I, Anatomy and Physiology II, or Microbiology. These courses must be taken before admission to the program.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE-REQUISITE GENERAL EDUCATION TOTAL</td>
<td>52 SH</td>
</tr>
<tr>
<td>NURSING TOTAL</td>
<td>70 SH</td>
</tr>
<tr>
<td>BSN-BASIC PROGRAM TOTAL</td>
<td>122 SH</td>
</tr>
</tbody>
</table>

A MINIMUM OF 35 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
BSN-C 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>3 SH</td>
</tr>
<tr>
<td>Nursing Elective</td>
<td>2 SH</td>
</tr>
<tr>
<td>English Comp II</td>
<td>3 SH</td>
</tr>
<tr>
<td>NUR 302 Advanced Health Assessment</td>
<td>3 SH</td>
</tr>
<tr>
<td>Ethics</td>
<td>3 SH</td>
</tr>
<tr>
<td>TOTAL 14 SH</td>
<td>TOTAL 13 SH</td>
</tr>
</tbody>
</table>

FOURTH YEAR

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 401 Community Health Nursing</td>
<td>5 SH</td>
</tr>
<tr>
<td>NUR 411 Nursing Research</td>
<td>3 SH</td>
</tr>
<tr>
<td>Nursing Elective</td>
<td>2 SH</td>
</tr>
<tr>
<td>Statistics</td>
<td>3 SH</td>
</tr>
<tr>
<td>TOTAL 13 SH</td>
<td>TOTAL 12 SH</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 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
RN ADVANCED STANDING CREDIT 71 SH

BSN-COMPLETION PROGRAM TOTAL 123 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
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 four major facilities: Rock Island Campus, Moline Campus, Bettendorf and Muscatine Campus. 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.

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 54 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 health care 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 area. 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 1969. The JRCERT accreditation process offers both a means of providing public assurance of a program meeting accreditation standards and a stimulus to programmatic improvement.
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 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 lifelong 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 being 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 52704
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
2011-2012

FIRST YEAR

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<td>RT 224 Procedures IV</td>
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<td>RT 232 Clinical Applications IV</td>
<td>6 SH</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

GENERAL EDUCATION TOTAL 23 SH
MAJOR TOTAL 54 SH
AAS PROGRAM TOTAL 77 SH

A MINIMUM OF 27 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, and consist 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. Students should be aware that travel will be required to clinical rotation sites. All clinical education settings are within a fifty mile radius of the College and every attempt will be made to minimize commute or limit the time a student is scheduled at a distant site.

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

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<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Value</th>
<th>Significance</th>
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<td>A</td>
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<td>B</td>
<td>3.0</td>
<td>85-92</td>
<td>Good</td>
</tr>
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<td>C</td>
<td>2.0</td>
<td>77-84</td>
<td>Satisfactory</td>
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<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>
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<td>Audit</td>
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<tr>
<td>R</td>
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<td></td>
<td>Repeat</td>
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</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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
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<tr>
<td>B</td>
<td>89-94%</td>
</tr>
<tr>
<td>C</td>
<td>84-88%</td>
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</tbody>
</table>

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 a minimum of 27 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 approved 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.

- 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 re-admission 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
  - A pregnant student has the right to rescind her declaration of pregnancy at any time during gestation. If rescinded the student is no longer considered pregnant and no allowances for her condition will be made.

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 re-admission criteria as stated previously

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  - A pregnant student has the right to rescind her declaration of pregnancy at any time during gestation. If rescinded the student is no longer considered pregnant and no allowances for her condition will be made.
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 (2009) 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.

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/). 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 clinical competency requirements of 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.

Cardiovascular Interventional 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 Cardiovascular Interventional Imaging. 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 cardiovascular imaging. Students apply to the University of Iowa’s Radiography Clinical Internship Program and request to perform the clinical component at Trinity College. (http://www.radiology.uiowa.edu/advanced0/CVI/CVIIntern/ProgramInformation). 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 competencies in cardiac, peripheral vascular and interventional procedures as well as sterile technique and image display/post processing. The goal is for the student to be prepared for the clinical competency requirements of the ARRT national certification examination in Cardiovascular Interventional Imaging.

The University of Iowa didactic courses complimenting the clinical component are Vascular Anatomy, Cardiovascular Imaging Principles, ECG & Hemodynamics, Peripheral Procedures and Pathology, Cardiovascular Imaging Neuro & Nonvascular Procedures and Pathology, Cardiovascular Interventional Cardiac Procedures and Pathology. It is strongly recommended that Vascular Anatomy be completed before beginning the clinical component.
# CURRICULUM
## COMPUTED TOMOGRAPHY CLINICAL INTERNSHIP
### 2011-2012

## OPTION 1

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<tr>
<td>676: 130 CT Physical Principals Quality Control</td>
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<td>676: 110 Pathology for the Imaging Sciences</td>
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### SPRING SEMESTER
<table>
<thead>
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<tr>
<td>RT 331 CT Clinical Internship</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 & 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.
# CURRICULUM
## CARDIOVASCULAR INTERVENTIONAL CLINICAL INTERNSHIP
### 2011-2012

## OPTION 1

<table>
<thead>
<tr>
<th>SUMMER SESSION</th>
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<tbody>
<tr>
<td>675: 110 Vascular Anatomy</td>
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<th>FALL SEMESTER</th>
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<tr>
<td>675: 120 CVI Principles</td>
<td>4 SH</td>
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<tr>
<td>675: 130 Electrocardiogram &amp; Hemodynamics</td>
<td>3 SH</td>
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<tr>
<td>RT 332 CVI Clinical Internship</td>
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## OPTION 2

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<td>675: 110 Vascular Anatomy</td>
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<tr>
<td>675: 120 CVI Principles</td>
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<td>TOTAL</td>
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<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
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</thead>
<tbody>
<tr>
<td>675: 130 Electrocardiogram &amp; Hemodynamics</td>
<td>3 SH</td>
</tr>
<tr>
<td>675: 140 CVI Peripheral Procedures &amp; Pathology</td>
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<td>675: 160 Cardiac Procedures &amp; Pathology</td>
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CVI DIDACTIC EDUCATION TOTAL 20 SH
CLINICAL INTERNSHIP TOTAL 6 SH
CVI INTERNSHIP PROGRAM TOTAL 26 SH

All “675” courses are offered online through the University of Iowa CVI Clinical Internship Program. RT 332 CVI Clinical Internship is completed through Trinity College of Nursing & 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 332 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 & 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. Initial accreditation was received July 2010 from the Committee on Accreditation for Respiratory Care (CoARC).

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, 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 health care 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 experiences 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 Illinois and Iowa. Students are assigned clinical rotations at all three campuses, local health care institutions, and additional neonatal acute care experience at a Level II regional 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 though the College. The cost of the drug screen will be a self pay in the fall semester of the first year.

**Respiratory Care Observation**

Accepted Respiratory Care students are encouraged to complete a four-hour observation in a Respiratory Care clinical setting prior to matriculation into the program. The faculty arranges the clinical observation after acceptance in the program.

**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**

To prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs).

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 (recommended)

Respiratory Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Value</th>
<th>Significance</th>
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</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>76-84</td>
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<tr>
<td>D</td>
<td>1.0</td>
<td>68-75</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>67-Below</td>
<td>Failure</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td></td>
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</tr>
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<td></td>
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<td>Withdrawal Passing</td>
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<tr>
<td>WF</td>
<td></td>
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<td>Withdrawal Failing</td>
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</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.

A  95-100%
B  87-94%
C  80-86%

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 on Accreditation for Respiratory Care.
• Fulfill the course requirements of the Associate of Applied Science in Respiratory Care curriculum.
• Complete the last 26 semester hours in Respiratory Care at the College.
• Earn a minimum of 75 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
2011-2012

### FIRST YEAR

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

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<tr>
<td>RES 220 Intro to Mechanical Ventilation</td>
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<th>FALL SEMESTER</th>
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</tr>
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<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>
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<tr>
<td>RES 255 Clinical Practice II</td>
<td>RES 275 Clinical Practice III</td>
</tr>
<tr>
<td>Psychology</td>
<td>Humanities</td>
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<tr>
<td>Oral Communication</td>
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<tr>
<td>18 SH</td>
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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 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 26 SEMESTER HOURS OF PROGRAM MAJOR COURSES MUST BE COMPLETED AT TRINITY COLLEGE OF NURSING & HEALTH SCIENCES TO MEET GRADUATION REQUIREMENTS
COLLEGE COURSE DESCRIPTIONS

All nursing and health science courses include the course number, semester hours, prerequisites, and a course description. The semester is 16 weeks unless otherwise noted.

Course descriptions for all cluster courses are available through Student Services or the 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 Dean of Nursing & Health Sciences may approve additional courses.

COURSE ABBREVIATION KEY

CMU    Clinical Make-Up Unit
HCE    Health Career Exploration
RES    Respiratory Care
NUR    Nursing
RT     Radiography
CMU 100

Clinical Make-up Unit 100 is a course designed for students requiring clinical make-up hours for a Nursing or Health Sciences 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 for an evening, night or weekend shift. It is the student’s responsibility to adjust their schedule to meet the predetermined dates/times/shifts. Refer to the specific course syllabus for CMU registration guidelines. Refer to Tuition and Fees for charges.

CMU 200

Clinical Make-up Unit 200 is a course designed for students requiring clinical make-up hours for a Nursing or Health Sciences 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 predetermined dates/times/shifts. Refer to the specific course syllabus for CMU registration guidelines. Refer to Tuition and Fees for charges.

HCE 101 HEALTH CARE SYSTEMS AND CAREER EXPLORATION – 3 SH

Prerequisite: High school diploma/GED or junior/senior at participating high school.
Health Care Systems and Career Exploration is an in-depth exploration of health care careers and employment expectations to assist in health care education and career development decisions. 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 shadowing experiences in a medical center as well as in community health care settings will provide the student with exposure to a wide range of health care career experiences and health system models. This course is open to undeclared students. See Health and Safety Record policy regarding requirements for clinical participation.

NUR 100-W MATH FOR CLINICAL PRACTICE – 1 SH

This course is designed for LPN’s who advance place into the second semester of the ASN program. 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.

1 Credit Hour (Online)

NUR 101 THE ART AND SCIENCE OF NURSING PRACTICE - 8 SH

Co-requisite: Anatomy & Physiology I, Psychology and Oral Communication
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, evaluation 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 student will become comfortable with medication and IV calculations. Basic math skills will be reviewed and applied to clinical practice. Step by step rules, explanations and examples, followed by practice problems and exercises that will test and reinforce the student’s knowledge will be offered. 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 acute care client settings.

8 Credits: 6 Credits Didactic, 2 Credits Clinical/Learning Laboratory (1 Credit Mental Health)

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

Prerequisites: Accelerated BSN students only
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, evaluation 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 acute care client settings.

7 Credits: 5 Credits Didactic (1 Credit Mental Health), 2 Credits Clinical/Learning Laboratory

NUR 102 ADULT HEALTH NURSING - 9 SH

Prerequisites: NUR 101, Anatomy and Physiology I, 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 Anatomy and Physiology I. 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 Credits: 5.5 Credits Didactic (1 Credit Mental Health) and 3.5 Credits Clinical/Learning Laboratory (0.5 Credits Mental Health)
NUR A102 ADULT HEALTH NURSING - 9 SH

Prerequisites: Nursing A101 The Art and Science of Nursing Practice. Accelerated BSN students only. This course builds on the knowledge and skills from Nursing A101, the Art and Science of Nursing Practice, and all prerequisite general education coursework 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 Credits: 5.5 Credits Didactic (1.5 Credits Mental Health) and 3.5 Credits Clinical/Learning Laboratory (0.5 Credits Mental Health)

NUR 200 HUMAN DISEASE PROCESSES – 3 SH

Prerequisites: NUR 101 or NUR A101; NUR 102 or NUR A102; NUR 212 or NUR A212; Anatomy & Physiology I; Anatomy & Physiology II and Microbiology.

Human Disease 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, immune disorders, and genetic considerations will be emphasized.

3 Credits: 3 Credits Didactic

NUR 201 LIFE SPAN NURSING I – 9 SH

Prerequisites: All first year nursing and general education courses. Concurrent enrollment in NUR 200, 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 Credits: 6 Credits Didactic (0.5 Credits Mental Health, 1.25 Credits Pediatrics), 3 Credits Clinical/Learning Laboratory (0.5 Credits Mental Health and 0.75 Credits Pediatrics)

NUR 202 LIFE SPAN NURSING II – 8 SH

Prerequisites: All first year nursing and general education courses. All second year, first semester nursing 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 Credits: 4 Credits Didactic (1.25 Credits Pediatrics), 4 Credits Clinical/Learning Laboratory (0.75 Credits Pediatrics)

NUR 203 MATERNAL – NEWBORN NURSING – 4 SH

Prerequisites: All first year nursing and general education courses, NUR 200, 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 Credits Didactic, 1.5 Credits Clinical/Learning Lab.

NUR 212 PHARMACOLOGY – 1 SH

Prerequisites: All first year first semester nursing courses and general education courses. Concurrent enrollment in NUR 102. 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-assisted 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 and physiology) 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 (Web-Assisted)

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 (Online)
NUR A213 PHARMACOLOGY - 1 SH
Prerequisites: NUR A101; NUR A102; NUR 200; NUR A212; NUR 302; NUR 411. Concurrent Enrollment in NUR202; NUR 203; NUR 303; and NUR 410.
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 (Web-Assisted)

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 301 NURSING LEADERSHIP AND MANAGEMENT – 3 SH
Leadership and Management 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 Credits (Web-Assisted and Field Study)

NUR A301 NURSING LEADERSHIP AND MANAGEMENT – 4 SH
Prerequisites: NUR A101; NUR A102; NUR A212; NUR 202; NUR 203; NUR 213; NUR 302; NUR 303; NUR 410; NUR 411
Nursing Leadership and Management 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.
4 Credits: 3 Credits Didactic, 1 Credit Clinical (Web-Assisted)

NUR 302 ADVANCED HEALTH ASSESSMENT – 3 SH
Prerequisites for Accelerated BSN: NUR A101; NUR A102; NUR A212; Concurrent enrollment in NUR200; NUR 201; and NUR 411
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 system’s 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 occur in learning laboratory. 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 Credits: 32 Lab Hours (Web-Assisted) (2.33 Credits Didactic, 0.67 Credit (32 contact hours) Learning Laboratory)

**NUR 303 NURSING PATHOPHYSIOLOGY – 3 SH**

Prerequisites for Accelerated BSN: NUR A101; NUR A102; NUR 200; NUR 201; NUR A212; NUR 302; NUR 411
Co-requisite for Accelerated BSN: NUR 203; NUR A213; NUR 410

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 Credits (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 Credits (Web-Assisted)

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

Prerequisites: NUR 302; 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 Credits: 3 Credits Didactic, 2 Credits Clinical (Web-Assisted)

**NUR A401 NURSING IN THE COMMUNITY –4 SH**

Prerequisites for Accelerated BSN: NUR A101; NUR A102; NUR 200; NUR 201; NUR 202; NUR 203; NUR A212; NUR A213; NUR 302; NUR 303; NUR 410; and NUR 411. Concurrent enrollment in NUR A301

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.

4 Credits: 3 Credits Didactic; 1 Credit Clinical (Web Assisted)
**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 Credits (Online)

**NUR 410 TRANSCULTURAL NURSING – 3 SH**

Prerequisites: For BSN-C: Anthropology or cultural anthropology before or concurrently. Cultural Anthropology preferred. For BSN-A: NUR A101; NUR A102; NUR A212; NUR 200; NUR 201; NUR 302; NUR 411. Concurrent enrollment in NUR 202; NUR 203; NUR A213; and NUR 303.

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 Credits (Web-Assisted with Field-Study)

**NUR 411 NURSING RESEARCH – 3 SH**

Prerequisites: For BSN-C: Statistics; either Sociology or Cultural Anthropology before or concurrently. For BSN-A: NUR A101; NUR A102; NUR A212; NUR 200; NUR 201; and NUR 302. Concurrent enrollment in NUR 200; NUR 201; and NUR 302.

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 quantitative analysis from the required general education math course will be integrated. 3 Credits (On-line)

**NUR 420 SENIOR SEMINAR – 1 SH**

Prerequisites: All courses in BSN curriculum before or concurrently with NUR 410

This course provides a framework guiding an independent student paper/project which demonstrates integration, synthesis, and application of concepts from courses in the curriculum. Students will review the literature on a self-selected health care delivery issue and then develop a strategy to address that issue. Attainment of the BSN-Completion Program Goals will be assessed as part of this final course in the BSN-Completion curriculum. 1 Credit (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 A213; NUR 303; NUR 410; NUR A301; NUR A401. Concurrent enrollment in NUR 402

This course provides a framework for assisting students to integrate the BSN 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 is written to present this information. The clinical component whereby the student works with a practicing RN in a “realistic” assignment, will assist in the transition from education to practice. Attainment of the BSN Program Goals and readiness for NCLEX-RN will be assessed through standardized testing and questionnaires.
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 Credits (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 Credits (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 Credits (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 maintaincy are emphasized. Social, economic, physiological and psychological influences on care are considered.

2 Credits (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 Credits (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 Credits (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 Credits (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 diagnostician, 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 Credits (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 Credits (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 health care issues.

2 Credits (Web-Assisted)

RES 110 RESPIRATORY PROCEDURES – 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 – 4 SH

Prerequisite: RES 110, RES 112, RES 114, RES 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, RES 112, RES 114, RES 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, RES 112, RES 114, RES 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, RES 112, RES 114, RES 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, RES 122, RES 124, RES 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, RES 233, RES 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, RES 233, RES 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 255 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 III – 6 SH

Prerequisite: RES 230, RES 233, RES 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 124 PROCEDURES – TRAUMA RADIOGRAPHY – 1 SH**

Prerequisite: Completion of the Fall Semester, Year 1 of the Radiography Program

Trinity Radiography provides the student with the knowledge to construct and organize steps necessary to perform trauma radiographic procedures of the torso, extremities, spine, head, and facial bones. The student practices skills necessary to position the patient, the x-ray equipment and image receptor without causing undue harm to the patient while obtaining the required anatomical structures necessary to demonstrate the required anatomy. Emphasis is placed on patient assessment and communication, fractures and other traumatic injuries. Laboratory practice emphasizes critical thinking skills, multi-exam organization, image critique, radiation protection and culturally congruent patient care.

2 Lecture Hours per Week for 8 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 133 CLINICAL APPLICATIONS II – 4 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.

17 Clinical Hours per Week for 15 Weeks
RT 140 PATIENT CARE – 2 SH

Prerequisite: RT 121
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

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.

**RT 332 CARDIOVASCULAR INTERVENTIONAL IMAGING CLINICAL INTERNSHIP – 6 SH**

Prerequisite: Certification in Radiography by the American Registry of Radiologic Technology (RTR) and
acceptance into the University of Iowa CVI Internship Program. IDPH and IEMA licenses required.
The Cardiovascular Interventional Clinical Internship course is designed to enhance the registered
radiographer’s skills with the science and practice of cardiovascular interventional imaging. The student
completes competencies and objectives in the ARRT required CVI categories of right and left cardiac heart
catheterizations, angioplasty, atherectomy, thrombolysis, coronary angiogram, left ventriculogram, and
hemodynamic measurements. Upon successful completion of the CVI Clinical Internship the radiographer
will have met the ARRT technical requirements to sit for the ARRT national certification examination in
cardiovascular interventional imaging.
640 Clinical Hours to be completed in a maximum of 20 consecutive weeks.
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