



Make a Difference

Be the Future of Health Care

College Catalog

2019-2020



Trinity College of Nursing
& Health Sciences
UnityPoint Health

WELCOME	1	Tuition Rate.....	25
ACADEMIC CALENDAR	4	Bachelor of Science in Health Sciences.....	25
APPROVALS AND ACCREDITATION	5	Undergraduate Nursing Programs.....	25
COLLEGE INFORMATION	6	Master of Science in Nursing Programs.....	26
Governance.....	6	Radiography Program.....	27
TRINITY’S VALUES & HISTORY	7	Respiratory Care Program.....	28
Vision.....	7	Clinical Make-Up Unit (CMU).....	28
Mission.....	7	Description of Fees.....	29
Values.....	7	Course Withdrawal.....	31
Learning Domains/Related Competencies.....	7	College Withdrawal.....	31
Strategic Plan.....	8	Medical Withdrawal.....	31
Our History.....	9	Withdrawal Procedures.....	31
Learning First.....	10	SCHOLARSHIPS	32
FACILITIES	11	Trinity College Scholarships.....	32
Campus.....	11	Dean’s Scholarship.....	32
Library.....	11	External Scholarships.....	32
Learning Labs.....	12	ORIENTATION	33
Computer Lab.....	12	New Student Orientation.....	33
Health Assessment Lab.....	12	OPERATING SYSTEM	34
Study Rooms.....	12	Microsoft® Windows® Operating System.....	34
Parking.....	12	Apple® Mac OS® Operating System.....	34
ADMISSIONS INFORMATION	13	ACADEMIC REGULATIONS & INFORMATION	35
General College Admission.....	13	Overview.....	35
Minimum High School Requirements.....	13	College Assessment Plan.....	35
Application Deadlines.....	13	General Education Philosophy.....	35
Admission Decisions.....	15	General Education.....	35
Change of Major or Program Option.....	16	Definition of Advanced Science.....	36
Readmission/Reapplication.....	16	General Education Course Clusters.....	37
Programmatic Admission Requirements and Placement Standards.....	17	Enrollment Status.....	40
Clinical Performance Standards.....	19	Course Grading System.....	40
Application for Admission Procedure.....	21	Incomplete Grade.....	40
Verification of High School Completion.....	22	Grade Reports.....	41
Admission of Transfer Students.....	22	Grade Point Average.....	41
Early Degree Guarantee Entry.....	23	Undergraduate Grade Point Average.....	41
Shadow Visits.....	23	Graduate Grade Point Average.....	41
HEALTH INFORMATION	24	Examination Proctoring for Online and Distance Courses.....	42
Insurance Coverage.....	24	Written Work.....	42
TUITION & FEES INFORMATION	25	Family Educational Rights and Privacy Act.....	43
Payment of Tuition and Fees.....	25	Time Limit for Completion of Program.....	45
		Academic Calendar.....	45
		Unit of Credit/Credit Hour Definition.....	45

Course Timeframes and Delivery Formats..... 45

Academic Standards 46

Academic Course Progress..... 46

Good Standing..... 46

Academic Warning 46

Removal from Academic Warning..... 46

HONOR SOCIETIES 47

Phi Theta Kappa International Honor Society 47

Sigma Theta Tau Nursing Honor Society..... 47

Dean’s List..... 48

ACADEMIC ACHIEVEMENT 49

Valedictorian & Salutatorian 49

Baccalaureate Degree: Graduating with Academic Distinction 49

Associate Degree: Graduating with Honors 49

Commencement Awards 49

GRADUATION REQUIREMENTS 50

SERVICES TO STUDENTS 51

My Pulse..... 51

E-mail..... 51

Change of Information..... 51

Counseling Services..... 51

Student Success Center..... 52

Tutoring 52

Textbooks..... 52

Career Services..... 52

ATMs 52

Computer, Health Assessment, and Learning Laboratories 53

Admission & Enrollment Services 54

ORGANIZATIONS & ACTIVITIES..... 55

Activity Programming Guidelines 55

Organizations Overview 55

Student Government Association (SGA)..... 55

Student Representation in Governance 55

Campus Violence Prevention Committee..... 56

Social, Recreational and Religious Activities 56

Health Information Privacy 56

ANNUAL SECURITY REPORT 57

COLLEGE POLICIES 59

Academic Computing & Identity Theft Prevention Program
Policy 59

Academic Honesty and Integrity Policy 60

Accessibility Services Policy.....61

Active Duty/Reservists/National Guard Service Members Called
to Extended Active Duty..... 65

PURPOSE..... 65

Attendance Policy67

Background Check Policy69

Campus Violence Prevention Policy71

Copyright and Peer-to-Peer File Sharing Policy79

Corrective Action Policy80

Course Repeat Policy81

Electronic Device Policy.....82

Fair Treatment Policy for Students.....83

Financial Aid Policy88

Financial Obligation Policy93

General Standards of Behavior Policy95

Health and Safety Requirements Policy97

Human Subjects Review Committee: Policy & Procedure..... 100

Minors on Campus Policy 102

Non-Discrimination Policy 104

Registration Policy 107

Sexual Misconduct Policy 109

Social Media Policy 128

Student Dress Code Policy 129

Substance Abuse Policy 131

Transcript Policy..... 134

Transfer Credit Policy..... 135

Tuition & Fee Refund Policy..... 137

Weather and Fire Safety Policy..... 138

UNDERGRADUATE PROGRAMS..... 140

BACHELOR OF SCIENCE IN HEALTH SCIENCES 140

History..... 140

Program Description..... 140

Program Philosophy..... 140

Program Goals 141

Admission Requirements 141

Limited Acceptance into the Bachelor of Science in Health
Sciences Program..... 142

Bachelor of Sciences in Health Sciences Attendance Policy .142

Contact Hour Description 142

Dress Code 142

BSHS Grading Scale..... 143

Internship..... 143

Program Progression.....	143	Job Description	161
Graduation Requirements for BSHS	144	Program Description	161
Critical Objectives.....	144	Program Philosophy.....	162
BACHELOR OF SCIENCE IN HEALTH SCIENCES PROGRAM CURRICULUM PLAN	145	Program Goals	162
BACHELOR OF SCIENCE IN NURSING PROGRAM.....	146	Program Core Values.....	162
History.....	146	Certification/Licensure.....	163
Program Philosophy	146	ASSOCIATE OF APPLIED SCIENCE IN RADIOGRAPHY PROGRAM CURRICULUM PLAN	164
Learning Domains and Program Goals.....	146	Radiography Attendance.....	165
Programs of Study.....	146	Lab/Clinical Contact Hour Description	165
Bachelor of Science in Nursing Program Options and Descriptions.....	147	Dress Code	165
BSN Program Goals.....	148	Radiography Grading Scale.....	165
BSN Admission.....	148	Exam Average.....	165
Program Progression BSN-A Option.....	150	Clinical Grading Scale.....	166
Program Progression BSN-B Option.....	150	Program Progression	166
Program Progression BSN-C Option.....	151	Graduation Requirement for an AAS Degree in Radiography	166
BSN Test Average.....	151	Ionizing Radiation and Protection	166
Standardized Assessment Test Requirement for BSN-A & BSN-B	151	Pregnancy	167
Graduation Requirements for a BSN Degree.....	152	Radiography Critical Objectives.....	168
Licensed Practical Nurses (LPN Nurses) Admission and Advanced Standing	153	Professional Code of Ethics	169
Military Medic Admission and Advanced Standing.....	153	American Registry of Radiologic Technologists (ARRT) Certification	170
General Nursing Department Information	154	Computed Tomography Clinical Internship.....	171
Critical Objectives.....	154	Cardiovascular Interventional Clinical Internship.....	171
Nursing Department Dress Code	155	COMPUTED TOMOGRAPHY CLINICAL INTERNSHIP CURRICULUM PLAN	172
Math for Medication Administration Requirement	155	CARDIOVASCULAR INTERVENTIONAL CLINICAL INTERNSHIP CURRICULUM PLAN	173
Nursing Program Grading Scale	155	RESPIRATORY CARE PROGRAM	174
Clinical Grading	156	History	174
Clinical Contact Hour Description.....	156	Occupational Description	174
Standardized Testing.....	156	Job Description	174
Licensure	156	Program Description	175
Nursing Glossary of Terms.....	156	Respiratory Care Observation.....	175
Code of Ethics for Nurses.....	157	Program Philosophy.....	175
BACHELOR OF SCIENCE IN NURSING BSN-A PROGRAM CURRICULUM PLAN	158	Program Goals	176
BACHELOR OF SCIENCE IN NURSING BSN-B PROGRAM CURRICULUM PLAN	159	Program Core Values.....	176
BACHELOR OF SCIENCE IN NURSING BSN-C PROGRAM CURRICULUM PLAN	160	Program Progression	176
RADIOGRAPHY PROGRAM.....	161	Credentialing/Licensure	177
History.....	161	Respiratory Care Attendance.....	177
Occupational Description.....	161	Lab/Clinical Contact Hour Description	177
		Dress Code	177
		Respiratory Grading Scale	178

Exam Average 178

Clinical Grading Scale 178

Graduation Requirements for an AAS Degree in Respiratory Care 178

Professional Code of Conduct 179

ASSOCIATE OF APPLIED SCIENCE IN RESPIRATORY CARE PROGRAM CURRICULUM PLAN 180

GRADUATE NURSING PROGRAM..... 181

Program Overview 181

Philosophy/Purpose..... 181

Learning Domains and Program Goals 182

Programs of Study 182

MSN Program Goals 182

ADMISSIONS INFORMATION 183

Graduate Program Admission Policy 183

Application Deadlines 183

 Master of Science in Nursing Direct Entry Program Option 183

 Master of Science in Nursing Education Option 183

Application for Admission Procedure 183

Non-Matriculated Students 184

Admission Decisions 185

Critical Objectives..... 186

Grade Point Average 187

Clinical Grading 187

Clinical Contact Hour Description..... 187

Nursing Glossary of Terms..... 187

Leave of Absence..... 188

Good Standing..... 188

Academic Warning 188

Code of Ethics for Nurses..... 189

MSN Educator Program Option..... 190

MSN Educator Program Goals 190

Admission Requirements..... 190

MSN Educator Progression Requirements 191

MSN Educator Graduation Requirements 191

MSN Direct Entry Program Option 192

MSN Direct Entry Program Goals 192

Admission Requirements..... 192

Standardized Testing..... 193

MSN Direct Entry Program Option Test Average..... 193

Standardized Assessment Test Requirement for MSN Direct Entry Program Option..... 193

Nursing Department Dress Code 193

MSN Direct Entry Progression Requirements..... 194

MSN Direct Entry Graduation Requirements 194

Licensure..... 194

MASTER OF SCIENCE IN NURSING PROGRAM NURSING EDUCATION CURRICULUM PLAN 195

MASTER OF SCIENCE IN NURSING PROGRAM DIRECT ENTRY CURRICULUM PLAN..... 196

COLLEGE COURSE DESCRIPTIONS 197

DIRECTORIES..... 214

Governing Board 214

Administration 214

College Faculty and Staff 215

WELCOME



Welcome to Trinity College of Nursing & Health Sciences. Trinity College is a private, single-purpose institution of higher education with a rich history of preparing individuals for careers in nursing and the health sciences. Our single-purpose, preparing health care professionals for the future, allows Trinity College faculty to focus their educational expertise toward their chosen practice profession and academic discipline. The Mission, Vision, and Core Values of Trinity College provide the framework for all educational endeavors at our College.

It is the mission of Trinity College to incorporate innovative teaching and learning strategies in the development of our students. A Trinity education emphasizes best practices, clinical reasoning, the artful delivery of culturally competent health care, and lifelong learning. Since Trinity is a small College, our faculty and staff strive to provide personal attention in a caring atmosphere. This approach promotes creativity and fosters high levels of student learning and personal growth. Trinity College faculty, students, and staff work together, creating an atmosphere of mutual trust and respect. This provides an environment where students are successful in achieving their educational goals. At Trinity College we strive to work outside the boundaries of the traditional classroom to achieve outcomes in the areas of knowledge, proficiency, and culture care values. A Trinity College education also engages students in service to the community, both locally and nationally.

Trinity College of Nursing & Health Sciences is affiliated with UnityPoint Health – Trinity. This affiliation offers access to state-of-the-art facilities, outstanding staff, and an environment where students can learn within a variety of health care settings.

I look forward to having you as a member of our educational community and welcome you as a Trinity College student.

Tracy L. Poelvoorde, PhD, RN
Chancellor

Trinity College of Nursing & Health Sciences

2122 25th Avenue Rock Island, IL 61201

2019-2020 Academic Year Calendar

MAY 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20SO	21	22	23	24	25
26	27H	28	29	30	31	

JUNE 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

JULY 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4H	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16C	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2H	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11M	12
13	14H	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11H	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28H	29H	30

DECEMBER 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9F	10F	11F	12F	13F	14
15	16B	17B	18B	19B	20B	21
22	23B	24B	25H	26B	27B	28
29	30B	31B				

JANUARY 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1H	2B	3B	4
5	6B	7B	8B	9B	10B	11
12	13S	14	15	16	17	18
19	20H	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17H	18	19	20	21	22
23	24	25	26	27	28	29

MARCH 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6M	7
8	9B	10B	11B	12B	13B	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10H	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

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

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

Trinity College of Nursing & Health Sciences

2122 25th Avenue Rock Island, IL 61201

Summer 2020 Academic Year Calendar

MAY 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20C	21	22	23
24	25H	26SO	27	28	29	30
31						

JUNE 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JULY 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3H	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21C	22
23	24S	25	26	27	28	29
30	31					

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

O All College orientation days

H Holiday (College closed, no classes)

S First contact day of semester

C Commencement

*Refer to Class Schedule for specific course start and end dates

ACADEMIC CALENDAR

Summer Semester 2019

May 20	Summer Session I Begins
May 20	New Student Orientation
May 22	Session I Last Day for 100% Refund
May 25	Session I Last Day for 80% Refund
May 26	Session I 0% Refund Begins
May 27	Memorial Day (College Closed)
May 28	Summer Session II Begins
May 30	Session II Last Day for 100% Refund
June 2	Session II Last Day for 80% Refund
June 3	Session II 0% Refund Begins
July 1	Summer Session III Begins
July 4	Fourth of July (College Closed)
July 7	Session III Last Day for 100% Refund
July 14	Session III Last Day for 80% Refund
July 15	0% Refund Begins

Fall Semester 2019

August 1	New Student Orientation
August 16	Summer Commencement
August 19	Fall Classes Begin
August 25	Last day for 100% Refund
September 1	Last Day for 80% Refund
September 2	Labor Day (College Closed)
September 2	0% Refund Begins
September 17	Constitution Day
September 28	Alumni Banquet
October 7-11	Advising Week
October 11	Mid-Semester
October 14	Columbus Day (College Closed)
October 14-25	Registration for Spring Classes
October 21-25	Respiratory Care Week
November 4-10	Radiologic Technology Week
November 11	Veterans Day (College Closed)
November 28-29	Thanksgiving (College Closed)
November 29	Last Day Withdraw from 16 Week Classes
December 9-13	Final Exams
December 13	Fall Term Ends
December 16	Winter Break Begins
December 19	Grades Due by 12 noon
December 25	Christmas (College Closed)

Spring Semester 2020

January 1	New Year's Day (College Closed)
January 13	Spring Classes Begin
January 19	Last Day for 100% Refund
January 20	Martin Luther King Jr Day (College Closed)
January 26	Last Day for 80% Refund
January 27	0% Refund Begins
February 17	President's Day (College Closed)
March 6	Mid-Semester
March 9-13	Spring Break
March 16-20	Advising Week
March 23-April 3	Registration for Summer & Fall Classes
April 10	Good Friday (College Closed)
May 1	Last day to withdraw from 16 weeks classes
May 6-12	Nurse's Week
May 11-15	Final Exams
May 19	Grades Due by 12 Noon
May 20	Spring Commencement

Summer Semester 2020

May 25	Memorial Day (College Closed)
May 26	Summer Session I & II Begins
May 26	New Student Orientation
May 28	Session I & II Last Day for 100% Refund
May 31	Session I & II Last Day for 80% Refund
June 1	Session I 0% Refund Begins
July 3	Fourth of July (College Closed)
July 6	Summer Session III Begins
July 12	Session III Last Day for 100% Refund
July 19	Session III Last Day for 80% Refund
July 20	0% Refund Begins

APPROVALS AND ACCREDITATION

The Higher Learning Commission – College of Nursing & Health Sciences

230 S. LaSalle Street, Suite 7-500
Chicago, Illinois 60604-1411
312-263-0456 or 800-621-7440
www.hlcommission.org



Illinois Board of Higher Education – College of Nursing & Health Sciences

1 N. Old State Capitol Plaza, Suite 333
Springfield, Illinois 62701-1377
217-782-2551
Fax: 217-782-8548
www.ibhe.org

Commission on Collegiate Nursing Education

655 K Street, NW, Suite 750
Washington, DC 20001
202-887-6791
Fax: 202-887-8476
www.CCNEaccreditation.org

Illinois Department of Financial and Professional Regulation –Nursing Programs

320 West Washington Street, Third Floor
Springfield, Illinois 62786
888-473-4858
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

COLLEGE INFORMATION

Governance

Trinity College of Nursing & Health Sciences operates at 2122 25th Avenue, Rock Island, IL. In addition clinical education is offered at the four UnityPoint Health Campuses: Rock Island, Moline, Bettendorf, and Muscatine, and at other health care facilities located throughout the Quad Cities. The College operates under the guidelines of the Higher Learning Commission, and adheres to Federal and State Laws that govern the workplace. The responsibility of governance, administration, and operation of the College is vested in the appointed Governing Board of Trinity College. The Board delegates responsibility to the Chancellor, faculty, and staff for the practices and procedures that accomplish the mission of the College.

This Catalog is effective beginning the summer of 2019 semester through the spring of 2020 semester.

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.

TRINITY'S VALUES & HISTORY

Vision

Trinity College of Nursing & Health Sciences is dedicated to preparing health care professionals for an ever-changing global community.

Mission

Trinity College of Nursing & Health Sciences incorporates innovative teaching and learning strategies in order to develop health care professionals who promote the health of individuals, families, and communities.

Values

A Trinity education is values-driven, emphasizing clinical reasoning and the artful delivery of culturally competent care.

- Best Practices: Trinity College is committed to the use of best practices in academics and clinical care.
- Caring: Trinity College fosters a culture of caring which reflects compassion and respect.
- Diversity: Trinity College embraces diversity and promotes cultural congruence.
- Integrity: Trinity College faculty, staff, and students uphold professional codes and ethical standards in education and practice.
- Lifelong learning: Trinity College models the importance of knowledge acquisition as a commitment to professional practice.

Learning Domains/Related Competencies

Knowledge

- Ability to examine and explain phenomena
- Ability to construct and organize knowledge
- Ability to integrate and synthesize knowledge
- Ability to apply quantitative and qualitative concepts

Proficiency

- Ability to solve practical problems
- Ability to collaborate with multiple disciplines
- Ability to communicate effectively
- Ability to practice competently and skillfully in a changing health care environment

Culture Care Values

- Ability to preserve/maintain cultural identities
- Ability to accommodate/negotiate diverse life ways
- Ability to re-pattern/restructure health care delivery methods
- Ability to apply ethical and legal principles to health care

Strategic Plan

Trinity College's Strategic plan is built on five pillars which represent the College's vision for the future. Each pillar stands alone but is aligned and integrated with all pillars to support the mission, vision, and values of the College. The pillars are:

1. **Excellence in Nursing & Health Sciences Education:** Prepare health care practitioners who are skilled, guided by evidence-based knowledge, provide culturally congruent health care, and sought by employers
2. **Students:** Provide an academic environment that fosters personal and professional growth while instilling the importance of a life of learning
3. **College Organization:** Maintain a highly qualified and satisfied workforce which is service-driven, guided by best-practices, and accountable for outcomes while striving to attain a workforce that reflects the diversity of students served
4. **Community:** Become recognized in the community as a trusted partner in the education and preparation of health care providers
5. **Fiscal Stewardship:** Ensure financial viability to allow program, human resource, and physical plant/resource growth

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 four 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. With medical advances made in the late 1930's these three hospitals and their respective schools of nursing continued to serve the residents of the Quad City area.

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 today is known as the field of Respiratory Care.

In 1961, Moline Public Hospital began educating surgical technologists. This certificate program continued as a tradition until 2011 when the program was discontinued by Trinity College of Nursing & Health Sciences in an effort to move the College toward degree granting programs.

In 1972, Moline Public Hospital began educating Emergency Medical Services providers. This program offered certificates in Emergency Medical Technician-Basic and Paramedic. This program continued as a tradition until 2011 when the program was discontinued by Trinity College of Nursing & Health Sciences in an effort to move the College toward degree granting programs.

In 1989, Moline Public and Lutheran Hospitals merged to become United Medical Center, thus creating United Medical Center School of Nursing and United Medical Center Schools of Allied Health. On October 1, 1992, United Medical Center merged with Franciscan Hospital to become Trinity Medical Center, creating Trinity Medical Center School of Nursing and Trinity Medical Center Schools of Allied Health.

Trinity School of Nursing transitioned from a diploma awarding program to a 2 + 2 program from 1994 – 1996. In 1996, Trinity School of Nursing applied for candidacy status with the Higher Learning Commission of the North Central Association of Colleges and Schools, seeking the authority to grant associate and baccalaureate degrees in nursing. This degree granting authority, with five years of accreditation, was granted in 1998 and the nursing school assumed the name Trinity College of Nursing.

From 2001 to 2002, Trinity Medical Center Schools of Allied Health transitioned the Radiography certificate program into an Associate of Applied Science program, thus eliminating the certificate option within this program. The Emergency Medical Services and Surgical Technology programs developed associate degree options while maintaining the option for students to obtain a certificate in these allied health fields. With the transition to degree granting status within the allied health programs, Trinity Schools of Allied Health applied for candidacy status within the Higher Learning Commission of the North Central Association of Colleges and Schools. In 2003, the College was named Trinity College of Nursing & Health Sciences.

Trinity College received degree granting authority for an Associate of Applied Science degree in Respiratory Care in 2005. The first class was enrolled in this program in 2007.

The nursing program was expanded in 2008 to include the first pre-licensure baccalaureate degree at Trinity College. The Bachelor of Science in Nursing - Accelerated program was designed for graduates holding a bachelor's degree in a field other than nursing. The Bachelor of Science in Nursing - Basic program was implemented in 2010. This pre-licensure nursing program offered an avenue for obtaining a baccalaureate degree for those who did not already hold a nursing license or a bachelor's degree in an unrelated field.

Trinity College of Nursing & Health Sciences obtained approval to offer a Bachelor of Science in Health Sciences in June, 2013. This program was designed for graduates of associate or certificate health sciences programs. The first cohort of Bachelor of Science in Health Sciences students were enrolled in the fall of 2013. Trinity College of Nursing & Health Sciences was approved to offer a Master of Science in Nursing program in June 2013. The first graduate program at Trinity College enrolled students in spring 2014. Trinity College continues to develop nursing and health sciences programs to meet the health care needs of local and global citizens.

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 a leader and innovator in continual 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 each program 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

Campus

The campus is situated on a 4.5 acre site in the City of Rock Island. The College provides an excellent environment for the education of students. The one-story structure is disability accessible and houses classrooms, learning laboratories, a computer lab, and conference rooms as well as administrative, faculty and staff offices. Classrooms and well-equipped learning laboratories optimize the educational opportunities for students. The College campus and building are non-smoking and are situated just north of UnityPoint Health, Trinity – Rock Island. The Student Commons is a designated area with vending machines and gathering space for study and student life.

Library

The Health Sciences Library is located in UnityPoint Health, Trinity–Rock Island adjacent to Trinity College. The Library serves the College as well as UnityPoint Health, Trinity. The library is a reference and information center for the fields of medicine, nursing, health sciences, health care administration, and consumer health. The Health Sciences Library is a service-oriented center for individual and group study. The Health Sciences Library is located in the Jardine Center on the lobby level of UnityPoint Health, Trinity. Library hours are Monday - Thursday from 10 a.m. to 6:00 p.m. There will be two days designated each semester where the library will remain open until 8:00 p.m. for students. These additional hours are for students only and students need to have their badge to access the library. Once in the library, they will need to sign in.

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, FHN Health Science Library, Genesis Medical Center Libraries, and Rock Island Public Library. 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 two 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, and PsychInfo. The library also has subscriptions to ClinicalKey, ClinicalKey for Nursing, and Up To Date. The subscription to EBSCO host 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 its 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 the MyPulse student portal, the student course management software. Links, usernames and passwords for Ovid, CINAHL, and the EBSCOhost databases are available off-campus through MyPulse. Each student creates a personal login to ClinicalKey or ClinicalKey for Nursing with the guidance of the librarian at New Student Orientation. 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 uses reciprocal borrowing with the libraries in Prairie Area Library System for direct borrowing between local libraries.

Learning Labs

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 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 and faculty-guided practice hours. Stations are set up with specific supply kits for students to practice skills currently being taught. Provision is made to assist students with special needs. A second lab is designated for simulations.

Computer Lab

The computer lab is available to all College students and provides access to the internet and online courses. This lab may be reserved for testing. Students should check the schedule posted outside of the room.

Health Assessment Lab

The Health Assessment Lab is available to undergraduate and graduate students throughout the curriculum. There are scheduled lab classes and testing hours, as well as both open and faculty-guided practice hours. This lab houses five adult exam tables and the needed equipment to perform a head-to-toe assessment.

Study Rooms

The College has two rooms that are reserved for study, room 122 and 123. Room 122 has tables and a white board. Room 123 has three computers with internet access, a white board, two conference tables, and medical textbooks and journals. Both of these study/meeting rooms have 24/7 access. Students may access the building outside of Student Services' office hours from 4:30 am till 9:00 pm, seven days a week from the main College entrance. Rooms 123 and 128 can be accessed by students with their college issued badge; room 122 is always open. Please note that occasionally room 122 may be reserved by faculty. Students are welcome to remain in the building as late as needed to study; however, students should be mindful of the time-sensitive door locks. Students will not be able to access through these doors after the locks engage. These study/meeting rooms are not soundproof; so please keep conversations at an appropriate level. Please report any visible damage to Student Services. If while studying a problem should arise on campus after hours, please call UnityPoint Health – Trinity's Security Department at 309-779-5828 or extension 5828 from any College phone in these study rooms. Problems can include being locked out of an approved study room, your car keys locked in a vehicle, suspicious person on campus, escort needed to vehicle, etc. If the situation is an emergency, call the local police department at 911.

In addition to these two rooms, students are allowed to study in the Student Commons or use the gathering space outside of room 100. Students are also encouraged to study in the UPH-Trinity R.I. Medical Library: hours are Monday-Thursday from 10:00 a.m. – 6:00 p.m. It is closed on weekends.

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 UnityPoint Health, Trinity Rock Island Campus should park in the College lot. Students assigned clinical experiences other than the Rock Island Campus should park in employee designated lots. UnityPoint Health, Trinity 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.

Vehicle registration is required and available at [Vehicle Registration](#)

ADMISSIONS INFORMATION

General College Admission

Trinity College maintains a selective admission process that provides access to higher education in the health professions for 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)
- SAT or ACT if required
- 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 acceptance into an academic program based on committee review of the applications received. Early admission notification for exceptional students will occur on or before December 20. All students will be notified of admission decisions on or before February 1.

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.

Application Deadlines

Applications may be submitted at any time during the year for admission consideration into the nursing, radiography, health sciences, and graduate nursing programs. Each of the programs has a different start date that affects application deadlines. The College has a suggested timeline for applicants described below.

Associate of Applied Science in Radiography

The radiography program begins in May each year, which is considered a summer start date. Students who wish to be considered for early admission are encouraged to apply to the College no later than November 1. Students who receive early admission into the program are notified on or before December 20. All students not receiving early admission are notified of their admission decision on or before February 1. A radiography information session for all entering students is held late winter-early spring with the program faculty. Qualified applicants are expected to meet all admission criteria as well as essential functions of the program.

Bachelor of Science in Health Sciences

The BSHS program begins each fall and spring (August or January). Applications are accepted on a rolling basis and students may be admitted into any one of the two semester start dates. This program is offered primarily online with occasional face to face meetings.

Bachelor of Science in Nursing Program Options

The bachelor of science-accelerated nursing program is a second degree program for those students who have completed a baccalaureate degree from an accredited college. This 15-month program begins in May each year, which is considered a summer start date. Students who wish to be considered for early admission are encouraged to apply to the College no later than November 1. Students who receive early admission into the program are notified on or before December 20. All students not receiving early admission are notified of their admission decision on or before February 1. An orientation session is held the first day of class for the BSN-A students since many are completing their undergraduate degrees just prior to the summer start date at Trinity.

The bachelor of science-basic nursing program begins in August each year, which is considered a fall start date. This program is a six-semester program designed for students who have completed their general education requirements. Students who wish to be considered for early admission are encouraged to apply to the College no later than November 1. Students who receive early admission into the program are notified on or before December 20. All students not receiving early admission are notified of their admission decision on or before February 1.

The bachelor of science-completion nursing program begins each semester (August, January, or May). Applications are accepted on a rolling basis and students may be admitted into any one of the three semester start dates. This program is primarily offered online. Qualified applicants are expected to meet all admission criteria as well as essential functions of the program.

Master of Science in Nursing Program

The Master of Science in nursing – education program option begins each semester (August, January, or May). Applications are accepted on a rolling basis and students may be admitted in to any one of the three semester start dates. This program is primarily offered online.

The Direct Entry Master of Science in nursing program option is a pre-licensure option for those students who have completed a non-nursing baccalaureate degree from an accredited college. This 24-month program begins in May each year, which is considered a summer start date. Students who wish to be considered for early admission are encouraged to apply to the College no later than November 1. Students who receive early admission into the program are notified on or before December 20. All students not receiving early admission are notified of their admission decision on or before February 1. An orientation session is held the first day of class.

Admission Decisions

The materials of each prospective student are reviewed and careful consideration is given to the information in the application, high school grades (if required), post-secondary grades, test scores, and essays (if required). Admission decisions are based on the review of all materials by a selection committee, which is comprised of the program faculty. Trinity College does not discriminate against prospective students based on race, color, religion, age, national and ethnic origin, sexual orientation, gender, disability or military status. Trinity College does not provide any commission, bonus, or other incentive payment based in any part, directly or indirectly, upon success in securing any enrollments or the award of financial aid to any person or entity engaged in any student recruitment or admission activity or in making decisions regarding the award of Title IV, HEA program funds, and/or military education benefits.

When a prospective student has completed the application process, one of the following decisions will be made:

1. Full Acceptance in Good Standing
2. Conditional Acceptance – After review of the application materials the selection committee defines the conditions of admission in a letter of conditional acceptance. Most often the condition is to satisfactorily complete courses in progress at another college or university and to submit a transcript. Upon completion of the conditions and submission of appropriate evidence, the student will receive a Letter of Acceptance indicating Full Acceptance.
3. Limited Admission – Students who participate in the Augustana College pre-nursing program and meet the outlined admission requirements for the BA/BSN-Accelerated program at Trinity College of Nursing & Health Sciences may apply to Trinity College during their junior year at Augustana. Accepted students are permitted to attend one nursing course (NUR 101A) during the summer session at Trinity. Limited Admission is for the time period between the junior and senior year while enrolled at Augustana. The Limited Admission student in Good Standing returns to Trinity College of Nursing & Health Sciences the following year after graduation from Augustana to begin the BSN-Accelerated Program.
4. Limited Acceptance (Bachelor of Science in Health Sciences Program) – Students currently enrolled in an approved associate degree allied health program (radiography, respiratory care, or similar program) may request Limited Acceptance (LA) into the Trinity College Bachelor of Science in Health Sciences Program. To be eligible for this limited acceptance the student must:
 - Have all general education requirements for the associate degree program of study and the BSBS program completed with a 2.0 GPA of higher
 - Have completed two semesters in the associate degree allied health program with a 2.5 cumulative GPA or higher
 - Have a recommendation from the allied health Program Coordinator
 - Maintain a GPA of 2.5 or higher in the allied health program until graduation from the AAS program
 - Take no more than 4 BSBS credits in any one semester
 - Take no more than a total of 15 BSBS credits while meeting allied health degree requirements

Limited Acceptance students must complete a BSBS-LA form to begin the enrollment process. This form can be accessed from the College website.

Students should be aware that the BSBS coursework may not be covered under their current financial aid package. If the student is using financial aid, it is required that the student meet with the Financial Aid Specialist to discuss options. BSBS classes will be billed at the current BSBS tuition rate and the student will be subject to fees associated with the enrolled course.

5. Denied Acceptance – Students who do not meet the admission requirements of the College are denied admission. An applicant may appeal the decision in writing to the Dean of Nursing and Health Sciences. An applicant may re-apply to Trinity College of Nursing & Health Sciences if he/she fulfills the requirements of admission at a later date.
6. Wait List – Students who meet the admission criteria for the College and a specific program may be placed on a wait list. Students may be selected from the wait list if a seat becomes available within a specific program. Students placed on a wait list are not guaranteed acceptance.

Change of Major or Program Option

Students wishing to change their major or change options within the designated major must:

1. Withdraw from the current plan of study;
2. Follow admission policies and procedures for the desired major/program option.

Readmission/Reapplication

Readmission/reapplication pertains to those students who fall into one of the following categories:

- Students who are unable to progress due to unsuccessful course completion or withdrawal with an intended return date of no more than one calendar year.
- Students denied admission who must wait one year before re-application.
- Students who were not admitted from a wait list.
- Students who filed an incomplete application.
- Students who have voluntarily withdrawn.

Students who fall in one or more of these categories should:

- Complete the online college application.
- Submit a \$15.00 nonrefundable fee if within two years of original application.
- Send official transcripts from all post-secondary institutions attended since leaving the College.
- Complete all other general admission requirements as applicable.

High School Requirements

Subject	Years of Study	Topics
English	4	Emphasizing written and oral communication and literature
Mathematics	3	Algebra (introductory through advanced), geometry, and trigonometry
Social Studies	3	Emphasizing history and government
Science	3	One year each of biology and chemistry, and one additional year of lab science or its equivalent

Programmatic Admission Requirements and Placement Standards

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

Program	Requirements & Placement Standards
Bachelor of Science in Nursing Accelerated Program *	<ul style="list-style-type: none"> ▪ 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 ▪ Required science courses completed within the last seven years prior to enrollment ▪ Personal essay in a letter form addressing candidate's professional attributes, ability to manage an accelerated curriculum and career goals
Bachelor of Science in Nursing Basic Program *	<ul style="list-style-type: none"> ▪ Completion of 52 credits of general education courses with a grade of 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 Completion Program *	<ul style="list-style-type: none"> ▪ RN licensure ▪ Minimum GPA of 2.5 or higher ▪ Must demonstrate advanced science and statistic readiness through Compass Math Placement and/or prior coursework
Early Degree Guaranteed Entry (EDGE) for BSN	<ul style="list-style-type: none"> ▪ A score of at least 22 on the ACT or a score of at least 1100 on SAT and a high school GPA of at least 3.2 on a 4.0 scale ▪ Two letters of recommendation (one from a high school mathematics or science teacher and one from a high school guidance counselor) attesting to the student's character and aptitude for a career in nursing ▪ A one page personal essay describing the applicants educational and career goals ▪ A successful interview with a faculty member from the Trinity College nursing department
Early Degree Guaranteed Entry (EDGE) for AAS	<ul style="list-style-type: none"> ▪ A score of at least 22 on the ACT or a score of at least 1100 on SAT and a high school GPA of at least 3.2 on a 4.0 scale ▪ Two letters of recommendation (one from a high school mathematics or science teacher and one from a high school guidance counselor) attesting to the student's character and aptitude for a career in health sciences ▪ A one page personal essay describing the applicants educational and career goals; and ▪ A successful interview with a faculty member from the Trinity College radiography.
Master of Science in Nursing Direct Entry Program	<ul style="list-style-type: none"> ▪ A baccalaureate or higher degree in a non-nursing discipline ▪ Minimum GPA of 3.2 on a 4.0 scale ▪ Completion of all required prerequisite general education courses with a grade of C or higher ▪ Required science courses completed within the last seven years prior to enrollment ▪ Personal essay in a letter form addressing candidate's professional attributes, ability to manage an accelerated curriculum and career goals
Master of Science in Nursing Education Program	<ul style="list-style-type: none"> ▪ Graduation from an ACEN or CCNE accredited baccalaureate nursing program with a GPA of 3.0 or higher on a 4.0 scale. Graduate Record Exam scores (within 5 years) are required for GPA less than 3.0. ▪ Evidence of a current unrestricted professional registered nursing license or RN license prior to second semester of enrollment in MSN Program. ▪ At least one year of nursing practice or currently practicing as an RN ▪ Completion of the following courses with a grade of C or better: <ul style="list-style-type: none"> ○ Community Health Nursing ○ Statistics ○ Health Assessment (N304) ○ Nursing Research ▪ Faculty interview

**Associate of Applied Science
in Radiography ***

- Cumulative High School GPA of 2.5 on a 4.0 scale and ACT score of 20 or above or an SAT score of 1020 or above
- or 12 hours of completed college coursework with a cumulative GPA of 2.5 or above and Accuplacer Test placement at 100 level math
- Applicants who have been out of high school for 6 months or more must complete 12 approved college credit hours with a minimum cumulative GPA of 2.5 on a 4.0 scale.

**Bachelor of Science in Health
Sciences**

- Proof of unencumbered state licensure or certification as a Radiographer, Respiratory Therapist, or other approved allied health profession
- Graduation from a professionally accredited allied health program
- Minimum GPA of 2.5 or higher
- Must demonstrate statistics readiness through Accuplacer Math Placement and/or prior coursework

*= See Clinical Performance Standards on next page

NOTE: Accepted students are required to complete a criminal background check. No student is permitted in a clinical area without verification of a background check (see Background Checks policy). 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, TB testing, and documentation of measles, mumps and rubella vaccinations.

Clinical Performance Standards

To successfully perform clinical functions while enrolled at Trinity College of Nursing & Health Sciences, applicants/students must have sufficient physical strength, coordination, manual dexterity, and mental and sensory processes to provide safe and effective client care. Trinity College of Nursing & Health Sciences reserves the right at any point in the application process/program to require a simulated class or laboratory experience to verify a student's capabilities if the ability to meet any of these clinical performance standards is in question. If the applicant/student cannot meet these clinical performance standards without accommodation, a conference shall be held between applicant/student and the Director of Student Services and External Relations to determine reasonable accommodations. Denial of admission or College withdrawal may occur at any point in the application process/program if these clinical performance standards cannot be met with reasonable accommodations.

Clinical Performance Standards are:

Area		
Sensory	Hearing <ul style="list-style-type: none"> • Detect normal male and female speaking level sounds • Detect voices in situations when not able to see lips • Detect auditory alarms • Detect normal sounds within normal background noise 	
	Sight <ul style="list-style-type: none"> • Accurately read recording and monitoring equipment and measurement devices used in patient care • Identify distances and dimensions • Perceive surroundings outside the direct line of vision • Distinguish between colors and color intensity • Distinguish between shades of gray • Assess patients, medical results, and environment 	
	Touch <ul style="list-style-type: none"> • Detect vibrations • Detect unsafe temperature levels • Detect environmental temperature • Identify differences in surface characteristics • Identify differences in sizes, shapes 	
	Smell <ul style="list-style-type: none"> • Detect odors originating from the patient • Detect smoke • Detect gases or noxious smells 	
	Reading <ul style="list-style-type: none"> • Read and understand written documents using the English language 	
	Motor	Gross Motor Skills <ul style="list-style-type: none"> • Move within confined spaces • Sit and maintain balance • Stand and maintain balance • Reach above shoulders • Reach below waist • Twist, bend, climb, walk, move quickly, stoop/squat
		Fine Motor Skills <ul style="list-style-type: none"> • Pick up objects • Grasp small objects • Write with pen or pencil • Key/type • Pinch and spread skin

- Squeeze objects
- Physical Strength/Endurance
- Move, adjust, and manipulate equipment up to 25 lbs.
 - Strength, mobility, flexibility and coordination to perform client care activities and emergency procedures
 - Ability to perform activities day, afternoon, evening and night
 - Use upper body
 - Stand in-place for prolonged periods
 - Sustain repetitive movements
 - Maintain physical tolerance for 8 or 12 hour period
 - Push/pull, support, lift 25 pounds
- Emotional, Psychological, Mental Stability
- Effective and empathetic behaviors under stressful and rapidly changing situations related to mechanical, technical, procedural, or client care situations
 - Interact with and respect differences in diverse individuals and groups
 - Establish appropriate emotional boundaries
 - Provide emotional support to others
 - Focus attention on task
 - Monitor own emotions
 - Be tolerant of strong emotions
 - Perform multiple responsibilities concurrently
 - Negotiate interpersonal conflict
- Communication Skills
- Teach
 - Explain
 - Interpret
 - Give oral reports
 - Interact with others with respect
 - Recognize, interpret, and respond to nonverbal behavior of self and others
 - Communicate using the telephone
 - Convey information through writing using the English language
 - Accurately elicit information
 - Establish rapport with patients, fellow students and members of the healthcare team
- Critical/Analytical Thinking
- Transfer knowledge from one situation to another
 - Process information
 - Evaluate outcomes
 - Problem solve
 - Prioritize tasks
 - Memorize information for short-term purposes
 - Memorize information for long-term purposes
 - Identify cause-effect relationships
 - Plan/control activities for others
 - Synthesize knowledge and skills
 - Sequence information
 - Make safe, immediate, well-reasoned judgments often in unpredictable situations
 - Perform mathematical computations associated with care

If the ability to meet any of these clinical performance standards is in question, Trinity College of Nursing & Health Sciences reserves the right at any point in the application process/program to require a simulated clinical test to verify applicant/ student capabilities. If the applicant/student cannot meet these clinical performance standards

without accommodation, a conference shall be held between applicant/student and the Director of Student Services and External Relations to determine reasonable accommodations.

Application for Admission Procedure

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

1. Completed application with review and acknowledgement of clinical performance standards
2. Application fee
3. Official transcript from high school attended (or official high school diploma equivalency results)
4. Official transcripts from all post-secondary institutions attended
5. Results of the ACT (American College Test) or the SAT (Scholastic Aptitude Test) if applicable
6. 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 if applicable. Information on this test can be obtained at www.toefl.org.
7. Proof of licensure, if applicable

Applications can be found at the College or online at www.trinitycollegeqc.edu

Send all required information to:

Trinity College of Nursing & Health Sciences
Attn: Admissions
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 Student Services of Trinity College of Nursing & Health Sciences, 2122 25th Ave., Rock Island, IL 61201-5317.
- The College does not accept faxed transcripts.

2. Inspection Process

- If a school has a CEEB code, then the College 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 accept the transcript. However, 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 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. Students are required to submit a GED before the College will evaluate the application.

4. Home-Schooled Students

- For home-schooled students, the student is required to have met the placement standards and high school preparatory requirements.

5. International Students

- Students who have a non-English transcript must have the transcript evaluated by Educational Perspectives, a company recognized by the National Association of Credential Evaluation Services (NACES).

Admission of Transfer Students

A transfer student is defined as a student who has earned college credit at a postsecondary 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 process. Transfer students follow the same application process as all other students in applying for admission to the College.

Early Degree Guarantee Entry

Trinity College of Nursing & Health Sciences offers an excellent opportunity for a select number of exceptional high school students to obtain acceptance to a professional nursing or health sciences program before graduating from high school. The Early Degree Guarantee Entry (EDGE) program assures eligible students a place in one of the health professions programs at Trinity College. Guaranteed entry is contingent upon fulfilling certain requirements.

Acceptance to nursing and health sciences programs is extremely competitive across the country and is particularly challenging for students seeking admission directly out of high school. Students who choose to begin their college career at Trinity College are given an opportunity to apply for the EDGE program in the discipline of Nursing or Radiography. Selection for the EDGE program is determined using high school GPA, SAT score, letters of recommendation, and a one page personal essay. A face-to-face interview with a Trinity College faculty member is also required.

The goals of the Early Degree Guarantee Entry program are:

- To help students and their parents formulate clear educational goals with the steps necessary to achieve them.
- To provide incentive for students to attain the level of academic achievement necessary to excel in a nursing or health sciences program and career.
- To increase the students awareness of available opportunities for post-secondary education.

Requirements for acceptance into the EDGE program are as follows:

Bachelor of Science in Nursing and Associate of Applied Science in Radiography

1. A composite score of at least 22 on the ACT or a score of at least 1100 on the SAT and a high school GPA of at least 3.2 on a 4-point scale;
2. Two letters of recommendation (one from a high school mathematics or science teacher and one from the students high school guidance counselor) attesting to the students character and aptitude for a career in their chosen field;
3. A one page personal essay describing the applicants educational and career goals; and
4. A successful interview with a Trinity College faculty member from the applicant's chosen program.

Requirements for maintenance of EDGE program eligibility are specific to each discipline and are as follows:

Bachelor of Science in Nursing

1. Completion of all general education requirements with a GPA of at least 3.0 on a 4-point scale;
2. Completion of all general education requirements with a grade of 'C' or above (only one course can be repeated); and
3. Completion of general education requirements within two years of graduation from high school.

Associate of Applied Science in Radiography

1. Completion of all general education requirements with a GPA of at least 3.0 on a 4-point scale;
2. Completion of all general education requirements with a grade of 'C' or above (only one course can be repeated); and
3. Completion of general education requirements within one year of graduation from high school.

Shadow Visits

This program is designed to offer high school students and prospective transfer students an opportunity to shadow a Nursing or Radiography classroom and/or laboratory experience and tour the campus at Trinity College of Nursing & Health Sciences. The shadow visit is offered during the Fall and Spring semesters.

HEALTH INFORMATION

Insurance Coverage

Student Health Insurance

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 at Trinity College. If you do not have health insurance, Trinity College of Nursing & Health Sciences offers the option to purchase affordable health insurance at a student group rate with various payment plans and coverage. Contact:

E.J. Smith & Associates, INC./E.J. Smith Insurance Agency
899 Skokie Boulevard
Northbrook, Illinois 60062-4029
(847) 564-3660

Visit the home page at www.ejsmith.com or pick up a brochure in the Student Commons.

Students are advised that UnityPoint Health, Trinity does not provide health care benefits for or on behalf of students. Students must assume responsibility for costs incurred for acute medical and long term health problems.

Health Insurance Marketplace

The Health Insurance Marketplace is for people who don't have health coverage. Students without health insurance provided through a job, Medicare, Medicaid, the Children's Health Insurance Program (CHIP), or another source that provides [qualifying coverage](#), may inquire with the Marketplace for coverage. The link for the Federal Marketplace is <https://www.healthcare.gov> UnityPoint Health has Certified Application Counselors located at every affiliate (Rock Island, Moline, Bettendorf and Muscatine) that can assist students. To schedule an appointment for insurance enrollment in the Quad Cities, call 309-779-4584. The Certified Application Counselor will screen the student and set up an appointment based on possible eligibility.

Student Liability Insurance

Trinity College students are provided coverage for general liability exposure to the same extent as visitors of UnityPoint Health, Trinity. 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 responsibility.

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

TUITION & FEES INFORMATION

Payment of Tuition and Fees

All tuition and fees are due and payable the first day of the month following the start of classes (February 1st for spring semester, June 1st for summer semester, and September 1st for fall semester). Students desiring to utilize financial assistance or information regarding financial assistance should contact the Financial Aid Specialist and/or see the Financial Aid Specialist for more details. All Trinity College tuition and fees are in effect for the academic year and are subject to change at the discretion of the College Board of Directors.

Tuition Rate

Trinity College is a private nonprofit institution and does not assess different 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 College Business Services Specialist at 309-779-7733.

Bachelor of Science in Health Sciences

BSHS Bachelor of Science in Health Sciences	
Tuition	\$697.00 per semester hour
General Service Fee (only applies to courses taken at Trinity College of Nursing & Health Sciences)	\$300.00 per semester (5+ credit hours) (If less than or equal to 4 credit hours the general services fee is \$60.00 per credit hour/per semester)
Graduation Fee	\$275.00 paid final semester
Technology Fee (only applies to courses taken at Trinity College of Nursing & Health Sciences)	\$300.00 per semester (5+ credit hours) (If less than or equal to 4 credit hours the technology fee is \$60.00 per credit hour/per semester)
Student Activities Fee	\$25.00 per semester (fall, spring)

Undergraduate Nursing Programs

BSN-A Accelerated Bachelor of Science in Nursing	
Tuition	\$697.00 per semester hour
Auxiliary Fee	\$403.00 per semester
Supplies Fee	\$286.00 first semester \$80.00 2nd, 3rd, & 4th semester
General Service Fee (only applies to courses taken at Trinity College of Nursing & Health Sciences)	\$300.00 per semester (5+ credit hours) (If less than or equal to 4 credit hours the general services fee is \$60.00 per credit hour/per semester)
Graduation Fee	\$275.00 paid final semester
Technology Fee (only applies to courses taken at Trinity College of Nursing & Health Sciences)	\$300.00 per semester (5+ credit hours) (If less than or equal to 4 credit hours the technology fee is \$60.00 per credit hour/per semester)
Student Activities Fee	\$25.00 per semester (fall, spring)

BSN-B Basic Bachelor of Science in Nursing

Tuition	\$697.00	per semester hour
Auxiliary Fee		
1st, 2nd, 4th, & 5th semester	\$380.00	per semester
3rd & 6th semester	\$98.00	per semester
Supplies Fee		
1st & 2nd semester	\$143.00	per semester
3rd, 4th, 5th, & 6th semester	\$80.00	per semester
General Service Fee (only applies to courses taken at Trinity College of Nursing & Health Sciences)	\$300.00	per semester (5+ credit hours) (If less than or equal to 4 credit hours the general services fee is \$60.00 per credit hour/per semester)
Graduation Fee	\$275.00	paid final semester
Technology Fee (only applies to courses taken at Trinity College of Nursing & Health Sciences)	\$300.00	per semester (5+ credit hours) (If less than or equal to 4 credit hours the technology fee is \$60.00 per credit hour/per semester)
Student Activities Fee	\$25.00	per semester (fall, spring)

BSN-C Completion Bachelor of Science in Nursing

Tuition	\$697.00	per semester hour
Auxiliary Fee	\$100.00	per semester
General Service Fee (only applies to courses taken at Trinity College of Nursing & Health Sciences)	\$300.00	per semester (5+ credit hours) (If less than or equal to 4 credit hours the general services fee is \$60.00 per credit hour/per semester)
Graduation Fee	\$275.00	paid final semester
Technology Fee (only applies to courses taken at Trinity College of Nursing & Health Sciences)	\$300.00	per semester (5+ credit hours) (If less than or equal to 4 credit hours the technology fee is \$60.00 per credit hour/per semester)
Student Activities Fee	\$25.00	per semester (fall, spring)

Master of Science in Nursing Programs

Master of Science in Nursing Program - EDU

Tuition	\$751.00	per semester hour
Practicum Fee	\$75.00	per semester hour (NUR 605; NUR 606; NUR 607)
Thesis	\$75.00	per semester hour (NUR 620)
Technology Fee	\$300.00	per semester (5+ credit hours) (If less than or equal to 4 credit hours the technology fee is \$60.00 per credit hour/per semester)
General Service Fee	\$300.00	per semester (5+ credit hours) (If less than or equal to 4 credit hours the general services fee is \$60.00 per credit hour/per semester)
Thesis Binding or Project Binding *(Paid for by student, not billed by College)	\$250.00	Thesis (for two leather bound copies) \$75.00 Project (for two spiral bound copies)
Graduation Fee	\$275.00	paid final semester
Student Activities Fee	\$25.00	per semester (fall, spring)

Master of Science in Nursing Program - DEP

Tuition	\$751.00	per semester hour
Thesis	\$75.00	per semester hour (NUR 620)
Technology Fee	\$300.00	per semester (5+ credit hours) (If less than or equal to 4 credit hours the technology fee is \$60.00 per credit hour/per semester)
General Service Fee	\$300.00	per semester (5+ credit hours) (If less than or equal to 4 credit hours the general services fee is \$60.00 per credit hour/per semester)
Thesis Binding or Project Binding *(Paid for by student, not billed by College)	\$250.00	Thesis (for two leather bound copies) \$75.00 Project (for two spiral bound copies)
Graduation Fee	\$275.00	paid final semester
Student Activities Fee	\$25.00	per semester (fall, spring)
Auxiliary Fee		
1st, 2nd, 4th, & 5th semester	\$448.00	per semester
3rd semester	\$101.00	per semester
6th semester	\$100.00	Per semester
Supplies Fee		
1st & 2nd semester	\$143.00	per semester
3rd, 4th, 5th, & 6th semester	\$80.00	per semester

Radiography Program

Associate of Applied Science Radiography Program

Tuition	\$535.00	per semester hour
Professional Activities Fee	\$88.00	per semester (fall, spring)
Auxiliary Fee		
1st Year	\$75.00	per semester (fall, spring)
2nd Year	\$100.00	per semester (fall, spring)
General Service Fee (only applies to courses taken at Trinity College of Nursing & Health Sciences)	\$300.00	per semester (5+ credit hours) (If less than or equal to 4 credit hours the general services fee is \$60.00 per credit hour/per semester)
Graduation Fee	\$275.00	paid final semester
Technology Fee (only applies to courses taken at Trinity College of Nursing & Health Sciences)	\$300.00	per semester (5+ credit hours) (If less than or equal to 4 credit hours the technology fee is \$60.00 per credit hour/per semester)
Supplies Fee	\$50.00	per semester (fall, spring)
Student Activities Fee	\$25.00	per semester (fall, spring)

Respiratory Care Program

Associate of Applied Science Respiratory Care Program

Tuition	\$535.00	per semester hour
Professional Activities Fee	\$88.00	per semester (fall, spring)
Auxiliary Fee 2nd Year	\$150.00	per semester (fall, spring)
General Service Fee (only applies to courses taken at Trinity College of Nursing & Health Sciences)	\$300.00	per semester (5+ credit hours) (If less than or equal to 4 credit hours the general services fee is \$60.00 per credit hour/per semester)
Graduation Fee	\$275.00	paid final semester
Technology Fee (only applies to courses taken at Trinity College of Nursing & Health Sciences)	\$300.00	per semester (5+ credit hours) (If less than or equal to 4 credit hours the technology fee is \$60.00 per credit hour/per semester)
Clinical Manual	\$66.00	per year (fall)
Supplies Fee	\$88.00	per semester (fall, spring)
Student Activities Fee	\$25.00	per semester (fall, spring)

Clinical Make-Up Unit (CMU)

Clinical Make-Up Unit (CMU)

CMU 400	\$295.00	per unit
CMU 500	\$395.00	per unit

Description of Fees

Application Fee

Trinity College of Nursing & Health Sciences requires a \$50.00 nonrefundable application fee. This fee is paid through the online application process or by mailing a \$50.00 check made payable to Trinity College of Nursing & Health Sciences. If mailing the \$50.00 nonrefundable application fee, send to:

Trinity College of Nursing & Health Sciences
Attn: Business Services
2122 25th Avenue
Rock Island, Illinois 61201

Re-Application/Renewal Fee

This \$15.00 nonrefundable fee is for students who wish to re-apply, renew, or are requesting re-admission into a program. This fee is paid through the online application process or by mailing a \$15.00 check made payable to Trinity College of Nursing & Health Sciences. If mailing the fee, send to the address noted above under Application Fee.

Students/Graduates from any of the programs at Trinity College of Nursing & Health Sciences who are continuing their education at the College for a second degree will have their application/re-application/renewal fee waived.

Auxiliary Fee (see Tuition and Fee Information)

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

Deposit Fee

A \$100.00 nonrefundable tuition deposit is required of all students within two weeks of receiving a letter of official acceptance. This deposit confirms the student's intention to enroll in the program for which they were accepted. The deposit is credited toward the student's tuition account.

Duplicate Diploma Fee

Duplicate diplomas will be issued for a fee of \$60.00.

EDGE Deposit

A \$50.00 nonrefundable deposit is required of all students accepted into the EDGE program. This deposit confirms the student's intention to enroll in a College program beginning any semester. The deposit is credited toward the student's tuition account.

General Service Fee (see Tuition and Fee Information)

Students are assessed a general service fee which covers funding for academic, student services, and business services support.

Graduation Fee (see Tuition and Fee Information)

Students who apply for graduation will be assessed a fee of \$275.00, which covers the ceremony charges, reception, diploma cover, invitations, cap and gown, commemorative college pin, one student-issued transcript as well as additional services related to the ceremony.

Late Payment Fee

A \$30.00 late fee will be assessed for any deferred option or promissory note payment received after the due date.

Late Registration Fee

A \$25.00 late fee will be assessed for registrations received after the last day of the registration period. A \$25.00 late fee will also be assessed for registrations that are re-processed after students are administratively withdrawn for overdue accounts. This fee must be paid prior to the registration being processed. It is the student's responsibility to check the academic calendar for registration dates.

NSF Fee

A \$25.00 charge will be applied to the student's account for all checks returned due to non-sufficient funds.

Practicum Fee (see Tuition and Fees Information)

This fee includes all resources needed for laboratory, clinical, and didactic instruction.

Service Charge

A \$120.00 service charge will be assessed for students who have an uncovered account balance (after financial aid is applied) by the payment due date (February 1st for spring semester, June 1st for summer semester, September 1st for fall semester). This fee will not be waived for students who subsequently enroll in the deferred payment option after the payment due date.

Student Activities Fee (see Tuition and Fee Information)

This fee provides funds for the Student Government Association as well as other College-sanctioned organizations and activities.

Supplies Fee

This fee is assessed to cover the lab supplies used within the student's chosen curriculum.

Technology Fee (see Tuition and Fee Information)

This fee is used to maintain current technological resources, laboratory/simulation equipment, computers, software, etc., and to provide updated technology to support student learning.

Thesis/Project Fee (see Tuition and Fees Information)

This fee is required for all students in the master's program completing a thesis or research project. The fee covers the cost of editing, reviewing, and advising the student completing these projects.

Transcript Fee

Current and former students in good financial standing with the College may request to have a transcript sent to an individual or organization of their choice. Transcripts must be requested online through Parchment, located on the College Website. Transcripts will be processed in 3-5 business days for a \$15.00 fee per transcript. Parchment charges an additional fee to overnight express transcript requests.

Additional Expenses

Students can expect additional expenses including but not limited to books, uniforms, leather shoes, a watch, stethoscope, bandage scissors, lead markers, required immunizations, CPR, physical examination, and professional society memberships. Individual programs may assess additional fees based on the specific program of study.

Course Withdrawal

It is the student's responsibility to drop a course when a course or college withdrawal is required. Students may drop a Trinity College course(s) through the Student Portal within the first week of a 16-week semester with no record on the academic transcript. After the 100% refund period of the term, a drop from a course becomes part of the permanent academic record and is recorded as a WP (withdrawal passing) or WF (withdrawal failing). Students may withdraw from a course through the 15th week of a 16-week semester with a WP or WF. The WF is treated as an unsuccessful course attempt in terms of program progression; however the WF is not counted in the student's GPA. Students enrolled in a summer course need to refer to the Refund Policy & Schedule.

To drop a course after the 100% refund period, meet with your academic advisor to complete a **Course Withdrawal Form** accompanied by one of the following forms:

1. College Withdrawal Form
2. Leave of Absence Form (applies ONLY to Baccalaureate Level and above)
3. Request for Change in Program and/or Graduation Date Form

IMPORTANT: If you have registered for a class or classes, you have created an agreement and a promise to pay. Students are responsible for dropping classes.

College Withdrawal

If a student has been absent for four class periods (consecutive or cumulative) without explanation, faculty, in conjunction with the student's academic advisor, may withdraw the student from the course administratively.

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. If withdrawn administratively, the student will receive the grade of WP or WF based upon the work completed at the time of the withdrawal. Students withdrawing from the College are subject to the Refund Policy & Schedule.

Medical Withdrawal

All medical withdrawals and/or medical leaves of absence require documentation from the student's physician indicating the medical condition. All information must be submitted to the Dean of Nursing and Health Sciences for approval. All requests are handled on a case-by-case basis. Students obtaining a Medical Withdrawal from the College are subject to the Refund Policy & Schedule.

Withdrawal Procedures

A student considering withdrawal from the College should seek counsel from his/her faculty advisor.

Students who wish to withdraw from an academic program must follow these steps:

1. Meet with your academic advisor to complete a Course Withdrawal and College Withdrawal Form
2. Return the identification badge, parking tag, radiation badge and any other program materials issued
3. Ensure that all financial obligations have been fulfilled with the College
4. Complete a mandatory Financial Aid Exit Interview with the Financial Aid Specialist

SCHOLARSHIPS

Trinity College Scholarships

Scholarship applications are available on the Trinity College website at www.trinitycollegeqc.edu. Scholarship application deadlines vary each year. Please check the website for the specific information. Scholarship applications are reviewed by the College Scholarship Committee and awards are made based on student and funding availability. Students must be accepted into a program and/or enrolled to apply for a Trinity scholarship. Scholarship awards are to be applied directly toward tuition and fees. Contact the Financial Aid Specialist for additional information.

Dean's Scholarship

The Dean's Scholarship is awarded to the top ranking incoming student for each academic program. To be considered for this scholarship, students must exhibit evidence of outstanding academic achievement for either high school or college coursework. The selection committee for each academic program selects the recipients of the Dean's Scholarship.

External Scholarships

Unless otherwise specified by the donor and/or organization, external gift aid will replace existing self-help aid. Recipients are required to submit to the Trinity College Business Services 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. Links to some external scholarships are available on the Trinity College website at www.trinitycollegeqc.edu.

ORIENTATION

New Student Orientation

All matriculating students are required to complete the College orientation. Orientation is held on or prior to the first official day of class. Students will be notified by mail of the orientation date. Students who miss 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 to college life and their academic program. Students are provided basic and specific information regarding:

- Annual campus security report
- Accessibility services
- Emergency response information
- Evacuation procedures
- Drug and alcohol abuse information
- Violence Against Women Act Prevention and Awareness
- Id badge
- Email and computer services
- Student portal access and services
- Completion of College forms
- Financial aid, billing and text books
- Student Success Center
- Scholarships
- Wellness

Specific policies are reviewed, which require student signatures. Students are also introduced to faculty and staff as well as safety and security officers.

OPERATING SYSTEM

Microsoft® Windows® Operating System

	Internet Explorer 11	Internet Explorer 10	Internet Explorer 9	Internet Explorer 8	Firefox
Windows 11	Certified	Certified	Certified	Compatible	Certified
Windows 10	Certified	Certified	Certified	Compatible	Certified
Windows® XP (32-bit)	Certified	Certified	Certified	Compatible	Certified
Windows Vista® (32-bit)	Certified	Certified	Certified	Compatible	Certified
Windows Vista® (64-bit)	Certified	Certified	Certified	Compatible	Certified

Apple® Mac OS® Operating System

	Safari (any version)	Firefox
macOS 10.14: "Mojave"	Unsupported	Compatible
macOS 10.13: "High Sierra"	Unsupported	Compatible
Mac OS 10.12 "Sierra"	Unsupported	Compatible
Mac OSX 10.11 "El Capitan"	Unsupported	Compatible
Mac OSX 10.10 "Yosemite"	Unsupported	Compatible
Mac OSX 10.9 "Mavericks"	Unsupported	Compatible

Certified: fully tested and supported.

Compatible: partially tested but should function properly.

Unsupported: either impossible or not tested.

ACADEMIC REGULATIONS & INFORMATION

Overview

An academic program consists of program major and general education courses. Students entering Trinity College of Nursing & Health Sciences complete coursework in their program along with general education requirements. The general education courses may be completed and/or required prior to coursework at Trinity. Some general education courses may be taken at the same time as program courses. Trinity College of Nursing & Health Sciences prepares graduates who have attained knowledge from their program and general education courses. The Learning Domains and Program Goals begin with knowledge learned in the general education courses and integrate with program coursework to achieve the Learning Domains of: Knowledge, Proficiency, and Culture Care Values.

College Assessment Plan

The College demonstrates its commitment to quality education by continually assessing and evaluating the institution's effectiveness, its academic programs, and course outcomes. The Institutional Effectiveness Committee (IEC) is charged with oversight of these assessments. The committee and the faculty work collaboratively with each academic department, the 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 at Trinity College of Nursing & Health Sciences. Evaluating learning domains with appropriate assessment methodologies and measures is primary to the design of College Assessment. This assessment plan is referred to as the Assessment of Learner Achievement (ALA). The assessment plan for the College is referred to as the Institutional Effectiveness Plan (IEP).

General Education Philosophy

General education provides students with foundational knowledge upon which health science education is built. The faculty believe that behavioral changes occur through the acquisition of new knowledge, skills, and attitudes. The faculty recognize that students need broad areas of learning in order to function responsibly in a rapidly changing global environment. General education fosters an appreciation of the environment and cultural differences. Students grow in wisdom and develop the intellectual skills of accurate observation, problem-solving, and critical thinking. General education encourages clear and effective communication using the written and spoken word.

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 effective communication
- Apply critical thinking and problem solving skills
- Demonstrate knowledge of diverse human behaviors in the global environment
- Apply mathematical logic and scientific reasoning skills

Definition of Advanced Science

An advanced science is a science course that builds from the basic knowledge of definitions and elements and requires application, critical thinking, predictions, and analysis of data. It can be an organic chemistry, biochemistry, advanced chemistry, physics, or a genetics course with a lab totaling 4 credit hours. These sciences must use course objectives that require synthesis, analysis, or application of content. A) The chemistry or biochemistry course with a lab must go beyond the fundamental principles of gases, solids, nutrients, and liquids dealing with nomenclature or basic concepts and instead incorporate content on bonding, reactions involving different chemicals, analysis of structures, complex nomenclature, and uses of these chemicals. B) The physics course with a lab must apply principles of motion, make mathematical predictions, or analysis of phenomenon. C) The genetics course with a lab must analyze DNA structures, incorporate protein metabolism, and correlate genetic aberrations with disease processes.

General Education Course Clusters

Course clusters are categories designed to allow flexibility in fulfilling degree requirements. For example, “Oral Communication” may be fulfilled by taking one course from a “cluster” of 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 applicable courses to fulfill degree requirements. Students must receive written approval of courses not listed in the clusters from the Dean of Nursing and Health Sciences.

Students 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 and Health Sciences has final approval of courses not previously identified as part of a cluster.

2019-2020 Cluster Options		
Communication Category		
Oral Communication Cluster		
Black Hawk College	SPEC 101	Principles of Speech
	SPEC 111	Business & Professional Communications
	SPEC 114	Interpersonal Communication
	SPEC 175	Intercultural Communication
Eastern Iowa Community College	SPC 112	Public Speaking
	SPC 122	Interpersonal Communication
	SPC 170	Professional Communication
Written Communication (English) Cluster		
Black Hawk College	ENG 101	Composition I
	ENG 102	Composition II
Eastern Iowa Community College	ENG 105	Composition I
	ENG 106	Composition II
Portage Learning	ENGL 101	English Composition
	ENGL 102	English Composition II
Behavioral Sciences Category		
Social Cluster		
Black Hawk College	SOC 101	Principles of Sociology
	SOC 102	Contemporary Social Problems
	SOC 250	Minority Relations
Eastern Iowa Community College	SOC 110	Introduction to Sociology
	SOC 115	Social Problems
Portage Learning	SOCI 180	Introduction to Sociology
Psychology Cluster		
Black Hawk College	PSYC 101	Introduction to Psychology (Prerequisite for Growth & Development)
	PSYC 200	Human Growth & Development
	PSYC 230	Social Psychology
Eastern Iowa Community College	PSY 111	Introduction to Psychology
	PSY 121	Developmental Psychology
Portage Learning	PSYC 101	General Psychology
	PSYC 140	Developmental (Lifespan) Psychology

2019-2020 Cluster Options			
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	Pre-Calculus	
	MATH 131	Finite Mathematics	
	MATH 228	Probability & Statistics	
	Eastern Iowa Community College	HIT 139	Math for Health Care Professionals
MAT 110		Math for Liberal Arts	
MAT 121		College Algebra	
MAT 128		Pre-Calculus	
MAT 140		Finite Mathematics	
MAT 156		Statistics	
Portage Learning	MATH 101	College Algebra	
	MATH 110	Introduction to Statistics	
Science Cluster			
Black Hawk College	BIOL 145	Anatomy & Physiology I	
	BIOL 146	Anatomy & Physiology II	
	BIOL 261	Microbiology	
	BIOL 250	Genetics with BIOL 251 Genetics Lab	
	CHEM 111	Principles of Organo-Biochemistry (Spring)	
	CHEM 115	Basic Organic & Biochemistry	
	CHEM 203	Organic Chemistry I	
	CHEM 215	Concentrated Organic Chemistry	
	PHYS 101	College Physics I	
	PHYS 102	College Physics II	
	PHYS 110	Introduction to Physics	
	PHYS 115	Concentrated Physics	
	Eastern Iowa Community College	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	
Portage Learning	PHY 162	College Physics I	
	BIOD 151	Essential Human Anatomy & Physiology I with Lab	
	BIOD 152	Essential Human Anatomy & Physiology II with Lab	
	BIOD 171	Essential Microbiology with Lab	
	CHEM 121	Foundations of General Chemistry with Lab	

2019-2020 Cluster Options

Humanistic Appreciation Category

Anthropology

Black Hawk College	ANTH 101	Intro to Physical Anthropology
	ANTH 102	Intro to Cultural Anthropology
Eastern Iowa Community College	ANT 105	Cultural Anthropology

Ethics

Black Hawk College	HIM 254	Law Liability and Medical Ethics (for BSN students who have previously taken PHIL 103 or PHIL 105)
	PHIL 103	Ethics
Eastern Iowa Community College	HIT 422	Medico-Legal Ethics (for BSN students who have previously taken PHIL 103 or PHIL 105)
	PHI 105	Introduction to Ethics
Portage Learning	PHIL 120	Introduction to Ethics

Humanities Elective

One 3 credit hour course in the following categories is accepted for humanities elective:

Black Hawk College	<ul style="list-style-type: none"> Anthropology Art Communication English Foreign Language History Humanities International Studies Journalism Music Philosophy Political Science Sociology Speech Theatre Television
Eastern Iowa Community College	<ul style="list-style-type: none"> Anthropology (ANT 105) Art Communications Cultural Studies Drama English Foreign Language Global Studies History Humanities Interior Design Journalism Literature Mass media Studies Music Philosophy Political Science Religion Sociology Speech

Enrollment Status

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.

Undergraduate Student Enrollment Status	When enrolled in:
Full-time	At least 12 credit hours during a semester (6 hours during the summer session)
Three-quarter time	9-11 credit hours during a semester
Half-time	6-8 credit hours during a semester
Less than half-time	1-5 credit hours during a semester

Graduate Student Enrollment Status	When enrolled in:
Full-time	At least 9 credit hours during a semester
Three-quarter time	7-8 credit hours during a semester
Half-time	5-6 credit hours during a semester
Less than half-time	1-4 credit hours during a semester

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. The clinical grading system is determined by the program. In some programs/ courses the didactic and clinical grades are recorded separately. Refer to individual programs for specific grading system information.

Incomplete Grade

A student experiencing exceptional and unforeseeable circumstances may request an Incomplete by submitting an Incomplete Grade Request Form to the course coordinator. The student must obtain an Incomplete Grade Request Form from the College Website. The course coordinator will assist the student to complete the form and submit the completed document to the College Dean. The Dean will review the completed form and either approve or deny the request. The decision of the Dean will be final.

A written plan of completion included on the form identifies due dates for all work to be completed. Specific program department policy may limit the number of clinical or lab hours that may be made up. All final coursework must be completed within 30 calendar days from the end of the term. The list of assignments to be completed may not include any assignments that are past due at the time the Incomplete Grade Request Form is submitted to the Dean.

If the course for which the incomplete grade is a prerequisite to another course, the student may not enroll in that course until completed. Any student wishing to enroll in a course for which the incomplete course is a prerequisite may request permission from the Dean to enroll in the course.

An incomplete grade may impact a student’s financial aid or graduation date. If outstanding coursework is not submitted prior to the deadline specified on the written plan of completion, the Dean will direct the course coordinator to assign a grade of zero (0) for any outstanding coursework. An incomplete, (I) course grade, will then be changed to the earned grade on the student’s academic transcript.

Grade Reports

When a student completes a course, grade reports will be available in 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 computed in the student’s GPA.

Grading is based on a percentage system. Criteria for theory and clinical grades are specific to each major discipline.

Undergraduate Grade Point Average

Grade	Value	Program	BSHS Radiography Respiratory Care		BSN
A	Excellent	4.0	93-100	94-100	
B	Good	3.0	85-92	86-93	
C	Satisfactory	2.0	77-84	78-85	
D	Unsatisfactory	1.0	69-76	70-77	
F	Failure	0.0	0-68	0-69	
I	Incomplete				
CR	Transfer Credit				
P	Pass				
S	Satisfactory				
U	Unsatisfactory				
W	Withdrawal				
WF	Withdrawal Failing				
WP	Withdrawal Passing				
R	Repeated Course				
IP	In Progress				
AU	Audit				

Graduate Grade Point Average

Grade	Significance
A	4.0
B	3.0
C	2.0
D	1.0
F	0.0
I	Incomplete
P	Pass
R	Repeat
S	Satisfactory
U	Unsatisfactory
AU	Audit
IP	In Progress
WF	Withdrawal Failing
WP	Withdrawal Passing

Examination Proctoring for Online and Distance Courses

An alternative approach to asynchronous online testing will be adopted to assure the integrity of examinations. Faculty teaching online courses may use a variety of methods to assess student learning in online courses. These may include but are not limited to: take-home exams, open book exams, weekly quizzes, and time restricted online exams or quizzes. Faculty utilizing objective online exams that constitute a significant percentage of the course grade (major exams such as a midterm or final) can arrange for online students to take such exams via Blackboard Collaborate or have the student arrange for a proctor.

The following options are available to faculty members interested in having a proctored mid-term or final exam: 1) The faculty member proctors his/her exam in a classroom at the college with a date and time arranged by the student; 2) The faculty member requires students to take the exams online through Blackboard Collaborate synchronously on designated dates and times specified by the faculty member; 3) Students may arrange for an agreed upon remote on-site proctor. All proctored testing must be arranged one week (7 days) prior to the examination. The proctor must be a nurse manager or supervisor, certified counselor, college or school registrar, college faculty member, school or college administrator, certified teacher, or a librarian.

The following are unacceptable proctors: a personal tutor, a current student at this or another college, uncertified teachers, staff nurses, family members, friends, or others with a personal connection to the student. The designated proctor will sign a form specifying the rules and obligations of the proctor. The examination will then be sent to the proctor. Neither the proctor nor the student may copy the exam or any part of it or to take any notes associated with the exam. The faculty member's exam proctoring policy must be communicated to the student at initiation of the course. In addition, the specific dates, times and process for taking the exams should be communicated to students via the course syllabus.

Written Work

Guidelines as published in the current edition of the Publication Manual of the American Psychological Association (6th ed) are to be followed for all written assignments unless the course syllabus specifies another format for a particular assignment.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. A detailed explanation of those rights may be found at 34 C.F.R. § 99.1 et. seq. In summary, they are:

1. The right to inspect and review the student's education records within 45 days of the day Trinity College of Nursing & Health Sciences receives a request for access. Students should submit to the College Registrar a written request that identifies the records(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar, he/she will advise the student as to whom the request should be addressed.
2. The right to request an amendment of the student's education record(s) that the student believes are inaccurate, misleading, or in violation of the student's right to privacy. Students desiring an amendment to their education record should write the Registrar, and clearly identify the part of the record they want changed, and specify why it is inaccurate, misleading, or in violation of the student's privacy. The student's right to request an amendment may not be used to challenge grades.
3. The right to a hearing regarding the request for an amendment of the student's education records. If the College decides not to amend the record as requested by the student, the College must notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
4. The right to prevent the College's disclosure of the student's personally identifiable information from the student's education records in most circumstances. The College must obtain the written consent of a student before disclosing that student's personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Where required, a student's consent must specify the records to be disclosed, the purpose of the disclosure, and the party or class of parties to whom disclosure may be made. Among several others, FERPA contains the following exceptions allowing the College to disclose a student's personally identifiable information:
 - a. Disclosure to school officials with legitimate educational interests is permitted without a student's written consent. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has institutional services or functions that the College would otherwise use employees to perform (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks; or a student, alumni, or volunteer performing tasks in support of the work of the College under direct control of a College employee. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. A school official must be under the direct control of the institution with respect to the use and maintenance of information from education records. The agency or institution forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.
 - b. Disclosures to parents are permitted in three situations. First, disclosure of a student's personally identifiable information to parents is permitted absent a student's written consent in the event of a health or safety emergency. The College may disclose education records in an emergency if the College determines that there is an articulable and significant threat to the health or safety of the student or other individuals. Second, disclosure of a student's personally identifiable information is permitted to parents of the student if the student is a dependent pursuant to Section 152 of the Internal Revenue Code of 1986 and notice is given to the student that a parent has requested such information. Third, disclosure of a student's personally identifiable information to parents is permitted without the student's written consent if the student is under 21 and has violated a law or College rule or policy governing alcohol or controlled substance consumption or possession.

5. The right to opt out of the disclosure of directory information.
 - a. Pursuant to FERPA, the College has classified certain personally identifiable information as directory information, which may be released without the student's consent. The College defines directory information as the following: student's name, address, telephone number, email address; dates of attendance; previous institutions attended; major(s); degrees and awards received; honor's conferred (including dean's list); degree candidacy; status (full or part-time); and date of birth. Directory information may be released in written form or by other media, such as photographs, video or electronic images.
 - b. FERPA permits the College to limit the disclosure of directory information to specific parties, for specific purposes, or both. In the exercise of that authority, the College may release all directory information to members of the College family, defined as administrators, faculty, employees and trustees. Other releases will be limited to those situations in which the College, in its discretion, believes the release would recognize a student for his or her academic or extracurricular achievements or contributions to the College or would otherwise serve to advance the interests and image of the College. Examples of such releases would be the publication of the names of students on the dean's or honors list in news releases or graduation programs. Another example would be the release of directory information in connection with College sanctioned alumni affairs.
 - c. Students who wish to restrict the release of directory information must submit the appropriate form to the Office of the Registrar during the first week of each academic term. This form can be found on the College's website or at the Office of the Registrar. Upon receipt of such request, the Office of the Registrar will designate that the student's directory information is confidential and not to be released outside the College except to individuals, institutions, agencies and organizations authorized in the Act. The College will honor all requests to withhold any of the categories of directory information listed above but cannot assume any responsibility to contact the student for subsequent permission to release information. Non-disclosure will be enforced until the information is subsequently released by the student. A student may not, however, opt-out of disclosure of the student's name, institutional e-mail address, or electronic identifier in the student's classroom. Regardless of the effect on the student, the College assumes no liability for honoring the request of the student to restrict the disclosure of directory information.
6. The name and address of the office that administers FERPA is:

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)

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 and the rapidly changing health care environment.

Time lapses of more than one year are not acceptable if related to other than availability of course offerings or an approved Leave of Absence. The Dean of Nursing and Health Sciences will determine a time limit for completion of the Program in consultation with the student and the program faculty.

Academic Calendar

The College operates on a semester calendar, which includes fall, spring, and summer semesters.

Unit of Credit/Credit Hour Definition

The unit of credit at Trinity College is the semester credit hour. Traditionally, a unit of didactic credit is earned by attending a non-laboratory class for one hour a week for 16 weeks. Trinity College offers a variety of course timeframes and delivery formats, depending on the specific course of study. In laboratory classes, one credit hour is granted for two to three hours in the laboratory per week. Clinical and laboratory contact hours are different from didactic courses. Contact hour descriptions are noted within each academic program section of the catalog.

Course Timeframes and Delivery Formats

Course Timeframes

Course timeframes are dependent upon the program of study and the semester in which a course is offered.

Standard Semester – Courses meet one to three times per week for a 16-week semester.

Accelerated – The BSN-Accelerated program at Trinity is a cohort program that requires 15-months of intense study. BSN-A students complete the first year of nursing in two summer sessions, with Session I occurring over a six week period and Session II occurring over a seven week period. Following the first semester, accelerated BSN students connect with other undergraduate nursing students. The BSN-A curriculum consists of two summer, one fall, and one spring semester.

Summer Semester – Courses meet one to five days per week. The semester timeframe is three to thirteen weeks depending upon the course and number of credit hours.

Course Delivery Formats

Courses are offered through one of four course delivery formats.

Face-to-Face Format – Face-to-Face (F2F) courses meet in a classroom for regularly scheduled class meetings throughout the semester.

Online Format – Online (ONL) courses do not meet in a scheduled classroom setting on campus. Course content is primarily delivered through a web-based technology/course management system. This format is recommended for students who are independent learners and comfortable with the use of technology.

Hybrid Format – Hybrid (HYB) courses use both classroom meetings and web-based technology to deliver course content in a planned, pedagogically sound manner. In a blended-course, online delivery replaces a portion of the course meetings that are F2F. The online activities are integrated with the classroom meetings. Students receive the benefit of in-class meetings blended with online learning.

Clinical Format - Clinical (CLIN) is direct or indirect healthcare of individuals, groups or communities.

Academic Standards

A 2.0 GPA is required 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 their instructors and/or academic advisor during this process. Students whose GPA remains below a 2.0 for two consecutive semesters of enrollment will be dismissed from the College.

Academic Course Progress

Students demonstrating unsatisfactory progress within a specific course will be notified at midterm 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 2.0. 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), C-, D or F in a required course will also place the student on Academic Warning. Academic Warning is recorded on a student's academic transcript. A student placed on Academic Warning should talk to his/her advisor to discuss a strategy and plan of action to improve the student's chances of academic success.

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.

HONOR SOCIETIES

Phi Theta Kappa International Honor Society

Founded in 1918, Phi Theta Kappa is the official community college honor society with over 90 years of dedication to recognizing academic excellence.

Phi Theta Kappa recognizes and rewards high-achieving students and provides scholarships for continued studies as well as opportunities to develop such critical leadership skills as problem solving, project planning, team building, effective communication and conflict resolution.

Membership in Phi Theta Kappa carries key advantages for associate degree College students. With a diverse membership, the Phi Theta Kappa Honor 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 3.5 (on a 4.0 scale) and to maintain a minimum cumulative grade point average of 3.5. The Trinity College chapter of Phi Theta Kappa is Beta Zeta Beta. The Phi Theta Kappa (PTK) Honor Society induction ceremony is held every spring prior to graduation.

Sigma Theta Tau Nursing Honor Society

September 11, 2015, Trinity College received approval to establish a local chapter of Sigma Theta Tau International Honor Society of Nursing (STTI), Chi Rho. Sigma Theta Tau International Honor Society of Nursing was founded in 1922 by six nurses at the Indiana University Training School for Nurses, which is now Indiana University School of Nursing, in Indianapolis, IN, USA. The founders chose the name from the Greek words storgé, thárros, and time, meaning “love,” “courage,” and “honor.” STTI became incorporated in 1985 as Sigma Theta Tau International Inc., a nonprofit organization with a 501(c) (3) tax status in the United States.

Society Mission

The mission of the Honor Society of Nursing, Sigma Theta Tau International, is advancing world health and celebrating nursing excellence in scholarship, leadership, and service.

Society Vision

Sigma Theta Tau International’s vision is to be the global organization of choice for nursing.

Membership

Sigma Theta Tau International membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing. To be eligible for induction:

- BSN senior nursing students must be in the top 35 percent of their class, and
- Have completed half of their nursing coursework
- MSN nursing students eligibility is determined according to academic achievement and completion of at least ¼ of the nursing curriculum

Facts about Sigma Theta Tau International

- STTI has more than 135,000 active members.
- Members reside in more than 85 countries.
- 39 percent of active members hold master's and/or doctoral degrees; 51 percent are in staff positions; 19 percent are administrators or supervisors; 18 percent are faculty/academics; and 12 percent are in advanced practice.
- There are roughly 500 chapters at approximately 695 institutions of higher education throughout Armenia, Australia, Botswana, Brazil, Canada, Columbia, England, Ghana, Hong Kong, Japan, Kenya, Lebanon, Malawi, Mexico, the Netherlands, Pakistan, Portugal, Singapore, South Africa, South Korea, Swaziland, Sweden, Taiwan, Thailand, the United Kingdom, and the United States of America.

Dean's List

Each semester the College recognizes superior academic performance by mailing the students a letter from the Dean and making a notation on the student's academic transcript. 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 fall and spring semester Dean's List, 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 semester Dean's List, a student must be in good standing, complete a minimum of 6 semester hours, and receive no grades lower than a C.

ACADEMIC ACHIEVEMENT

Valedictorian & Salutatorian

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. A single valedictorian will be selected for each program. Selection may include the number of GPA hours achieved at Trinity College, participation in student organizations, and faculty recommendations. The College valedictorians are offered the opportunity to speak at the honors ceremony and/or commencement.

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. A single salutatorian will be selected for each program. Selection may include the number of GPA hours achieved at Trinity College, participation in student organizations, and faculty recommendations. The College Salutatorians are invited to speak at the honors ceremony and/or commencement.

The Valedictorian and Salutatorian from each program are acknowledged at the Honors Ceremony held in the spring prior to graduation.

Valedictorians and Salutatorians for August graduation are acknowledged at the summer commencement exercises.

Baccalaureate Degree: Graduating with Academic Distinction

Recognition for academic achievement is based upon a student's cumulative GPA up to and including the semester prior to graduation. To graduate with academic distinction, candidates must have completed more than fifty percent of their major semester hours at Trinity College of Nursing & Health Sciences, 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. This will be noted on a student's final transcript based on all work completed for the degree.

Associate Degree: Graduating with Honors

Trinity College of Nursing & Health Sciences believes that commencement exercises 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.

Recognition for academic achievement is based upon a student's cumulative GPA up to and including the semester prior to graduation. Students earning an Associate Degree with a cumulative GPA of 3.5 or higher on a 4.0 scale graduate with honors. To graduate with honors, candidates must have completed more than fifty percent of their major semester hours at Trinity College of Nursing & Health Sciences.

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. These awards are presented to students who submit a portfolio to the selection committee for evaluation. The categories for awards are: Service and Leadership.

GRADUATION REQUIREMENTS

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

Students must apply for graduation. An Intent to Graduate form should be completed the semester prior to the term of anticipated graduation. 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 commencement exercises 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 commencement exercises. The student must submit a written request to the Dean of Nursing and Health Sciences for approval by the midterm of the spring or summer semester of graduation.

The following degrees may be earned:

- Bachelor of Science in Nursing
- Associate of Applied Science in Radiography
- Associate of Applied Science in Respiratory Care
- Bachelor of Science in Health Sciences
- Master of Science in Nursing

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
- Satisfaction of all financial obligations.

SERVICES TO STUDENTS

My Pulse

My Pulse, Trinity College of Nursing & Health Sciences' internet portal system, provides a convenient method for students to obtain information. My Pulse is the gateway to important College information and services provided to the student body.

My Pulse allows students to access the following:

- My Ledger – details account ledger of all transactions
- My Grades – lists grades that have been entered for a given term, including GPA
- Course Offering – lists the date and times of classes
- My Financial Aid – lists all financial aid awards available to students
- Calendar – includes a day planner for student use
- Student Portal News - College and personal announcements about events, dates, and activities
- Student Directory – a listing of students in the College directory

E-mail

Email is Trinity College's official communication tool with students. Students are expected to access their Trinity College email often. Important information concerning registration, financial aid, transfer credit, college events, courses, and graduation will be sent via email. Instructors use email to correspond with students concerning coursework.

Students receive a college email address from Student Services upon enrollment. Students access email from the homepage of the College website: www.trinitycollegeqc.edu. Students may use any computer in the lab or access email on personal devices within the Student Commons using the College's Wi-Fi hotspot.

Change of Information

It is the responsibility of the student to notify Student Services of a change in name, address, telephone number, and any other record information. Students may go to the College website at www.trinitycollegeqc.edu and select the Change of Information Form.

Counseling Services

All students are eligible to participate in the Student Assistance Program (SAP)* as offered through Precedence, Inc. and UnityPoint Health - Trinity. Counselors are available to assist students with personal or other issues that arise while a student is at the college. Students may seek SAP assistance independently, or can be referred by their academic advisor or the Dean of Nursing and Health Sciences. Brochures are available in Student Services. SAP services are available 365 days per year, 24 hours per day by calling (800) 361-1492 or (309) 779-2273. Services are located at 4600 3rd Street, Suite 108, Moline, Illinois. This is a free, limited, confidential program and will not be part of the student's academic record.

The SAP 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.

*The student assistance program is part of the Trinity Regional Health System Employee Assistance Program (EAP).

Student Success Center

The Student Success Center offers academic assistance and a quiet place to study for all Trinity College of Nursing & Health Sciences students. The Center, located in the Unity Point-Trinity library, is also a supportive environment. The faculty and staff stand committed to helping students improve upon the critical skills needed to grow and succeed in a rigorous, medically-focused curriculum. Through one-on-one tutoring, peer study groups, tutorials, academic advising, individual counseling, and skills assistance, we can assist students with an array of subjects:

- Behavioral sciences
- Biological and physical sciences
- Core nursing content
- NCLEX prep
- Mathematics and Medication calculation skills
- Organizational skills
- Grammar and writing skills
- Study skills
- Time management skills
- Test taking strategies and critical thinking skills
- APA formatting skills

Additional resources are available on Blackboard in the Student Services folder and on the College website at www.trinitycollegeqc.edu , Current Students, Student Success Center.

Tutoring

Tutoring assistance is 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 to the Nursing Department Chair. The Nursing Department Chair will attempt to recruit tutors in a timely manner to accommodate requests. Tutors are chosen on a case-by-case basis to meet the specific needs of the student.

Textbooks

Trinity College has partnered with the largest textbook supplier in the nation, MBS Direct. This book store is built around a course-driven system that ensures you order and receive the right book, on time. Your textbooks and course materials are shipped from a state-of-the-art warehouse that is fully operational 24 hours a day, 5 days a week directly to you.

To request to have your books charged to your tuition account you will need to request a book voucher from the Business Services Specialist. <https://bookstore.mbsdirect.net/tcqc.htm>

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. Assistance with resume and cover letter development is available.

ATMs

ATM machines are available in the lobbies at the Unity Point Health, Trinity Rock Island campus and just off the lobby on the Trinity Moline Campus.

Computer, Health Assessment, and Learning Laboratories

The purpose of the Computer, Health Assessment, 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, Health Assessment, 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 these 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 with course requirements have priority. Open hours are on a first-come, first-served basis.
- NO FOOD OR DRINKS are permitted in the Computer Lab.
- Hours: 6:00 a.m. to 9:00 p.m. Sunday through Saturday, except holidays.
- DO NOT COPY any apps from the Lab computers. This is a violation of the site license.
- Before leaving the Lab, exit from all open programs per Handbook Guidelines. Remove all personal USB flash drives and push chairs in.

Nursing and Health Sciences 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 prohibited in all labs.
- 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.
- After use, wash plastic hygiene utensils with soap and water.
- 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 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.).
- Health assessment equipment may be checked out from course faculty

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.
- A fee may be charged to students found to be negligent or willful in causing the damage to lab equipment, supplies, or property.

Admission & Enrollment Services

Trinity College of Nursing & Health Sciences admissions advisors work with prospective students and their families during the entire admissions process. Campus visits are designed to review curriculum offerings, and are encouraged. Visits can be arranged to meet the student's schedule. Hours are Monday through Friday 8:00 a.m. to 4:30 p.m. You may call 309-779-7812 for assistance.

The classroom shadow program is designed to offer high school (junior and senior) students and non-traditional students an opportunity to shadow a Nursing, Radiography or Respiratory Care classroom and/ or laboratory experience at Trinity College of Nursing & Health Sciences.

The shadow visits are offered during the Fall and Spring semesters and consist of the following:

- Pre and post admission meeting
- Classroom observation
- Skills laboratory observation
- Campus tour
- Meeting with Program Coordinator and/or Instructor
- Meeting with Financial Aid Specialist

In addition, Student Services oversees the areas of recruitment, admissions, alumni relations, and the College's post-secondary enrollment program. The Office of the Registrar and the College Business Services Specialist are also located within Student Services.

The Student Services secretary is available to assist with answering questions and is available Monday through Friday from 8:00 am to 4:30 pm. You may call 309-779-7700 for assistance.

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 Student Services 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 an 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 Sigma Theta Tau. Students expressing an interest in establishing a new student organization are to meet with the Director of Student Services and External Relations. Students may also volunteer to represent all students on College standing committees. Representatives are chosen by the Dean of Nursing and Health Sciences from the volunteers who have identified themselves at the time representatives are needed.

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, promotes optimal learning, reviews and approves all curricular offerings developed by the faculty, and 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. A minimum of two students in good academic standing will serve on this committee.

Student Affairs Committee

Student Affairs Committee develops, reviews, and promotes student activities that enrich the social, cultural, and academic atmosphere and provides opportunities for student growth in leadership, communication and responsibility. The committee also has oversight of the portfolio process and other student related policies, suggestions, and requests that impact students' well-being at the College. A minimum of one student representative from each program is sought to serve 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. Student representatives are sought to serve on this committee.

Campus Violence Prevention Committee

The Campus Violence Prevention Committee promotes awareness and responsiveness across campus to avoid or address situations that may involve violence, threats, intimidation or property damage. A minimum of one student representative from each program is sought to serve on this committee.

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 UnityPoint Health, Trinity's educational and social functions. Trinity College is non-sectarian and encourages students to continue their religious affiliations in the many houses of worship located in the area.

Health Information Privacy

The Health Insurance Portability and Accountability Act of 1996 ("HIPAA") and its regulations (the "Privacy Rule" and the "Security Rule") protect the privacy of an individual's health information and govern the way certain health care providers and benefit plans collect, maintain, use, and disclose protected health information ("PHI"). Students will receive training relative to compliance with HIPAA regulations. It is unacceptable for students, or any health care provider, to access their own health records or the records of a family member without following the appropriate process for the release of medical records. Any failure to comply with HIPAA regulations will result in disciplinary action.

ANNUAL SECURITY REPORT

The Trinity College of Nursing & Health Sciences Annual Security Report is intended to provide information related to campus security and safety including a description of Trinity College of Nursing & Health Sciences' security arrangements, policies and procedures; programs that provide education on drug and alcohol abuse, awareness and prevention of sexual misconduct, and procedures the College will take to notify the campus community in the event of an emergency. It also includes crime statistics for the past three years. The provision of this information is in compliance with the requirements of the "Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act" (Public Law 101-542), as amended. These policies are adopted as part of Trinity College of Nursing & Health Sciences' commitment to the safety and security of all members of the College community and to ensure that the College's environment supports the academic needs of its students while also maintaining a safe place to work and learn. Trinity College and Trinity Regional Health System are jointly responsible for gathering safety information and crime data for specified geographic locations. Additionally, annual crime data is supplied by the Rock Island Police Department / Office of the City Clerk and is released through the Freedom of Information Request. Questions regarding any of the information may be directed to the Director of Student Services and External Relations at 309-779-7720.

The Annual Security Report is submitted the first day of October and is located on the College webpage. The Crime Statistics are included below.

CRIME STATISTICS REPORTING												
CRIMINAL OFFENSES	ON-CAMPUS			ON-CAMPUS HOUSING			NON-CAMPUS			PUBLIC PROPERTY		
YEAR	2017	2016	2015	2017	2016	2015	2017	2016	2015	2017	2016	2015
Murder/Non-Negligent Manslaughter	0	0	0	NA	NA	NA	0	0	0	0	0	0
Manslaughter by Negligence	0	0	0	NA	NA	NA	0	0	0	0	0	0
Rape	0	0	0	NA	NA	NA	0	0	0	0	0	0
Fondling	0	0	0	NA	NA	NA	0	0	0	0	0	0
Statutory Rape	0	0	0	NA	NA	NA	0	0	0	0	0	0
Incest	0	0	0	NA	NA	NA	0	0	0	0	0	0
Aggravated Assault	0	0	0	NA	NA	NA	0	0	0	0	0	0
Burglary	0	0	0	NA	NA	NA	0	0	0	0	0	0
Robbery	0	0	0	NA	NA	NA	0	0	0	0	0	0
Motor Vehicle Theft	0	0	0	NA	NA	NA	0	0	0	0	0	0
Arson	0	0	0	NA	NA	NA	0	0	0	0	0	0
Arrest – Liquor Law Violation	0	0	0	NA	NA	NA	0	0	0	0	0	0
Arrest – Drug Abuse Violation	0	0	0	NA	NA	NA	0	0	0	0	0	0
Arrest – Weapon Violation	0	0	0	NA	NA	NA	0	0	0	0	0	0
Disciplinary Referral – Liquor Law Violation	0	0	0	NA	NA	NA	0	0	0	0	0	0

Disciplinary Referral – Drug Abuse Violation	0	0	0	NA	NA	NA	0	0	0	0	0	0
Disciplinary Referral – Weapon Violation	0	0	0	NA	NA	NA	0	0	0	0	0	0
Domestic Violence	0	0	0	NA	NA	NA	0	0	0	0	0	0
Dating Violence	0	0	0	NA	NA	NA	0	0	0	0	0	0
Stalking	0	0	0	NA	NA	NA	0	0	0	0	0	0

Hate crimes:

2017: No hate crimes reported.

2016: No hate crimes reported.

2015: No hate crimes reported.

Unfounded crimes:

2017: 0 unfounded crimes.

2016: 0 unfounded crimes.

2015: 0 unfounded crimes.

Statistics for unfounded crimes provided by law enforcement agencies:

2017: 0 unfounded crimes.

2016: 0 unfounded crimes.

2015: 0 unfounded crimes.

Data from law enforcement agencies:

- The data above reflects statistics provided from law enforcement agencies related to crimes that occurred on the College’s Clery Geography.

COLLEGE POLICIES

Academic Computing & Identity Theft Prevention Program Policy

PURPOSE

To verify the identity of students attending Trinity College of Nursing & Health Sciences as required by the UnityPoint Health Identity Theft Prevention Program (Policy 1.LL.04). Trinity College of Nursing & Health Sciences student accounts qualify as covered accounts as defined in the UnityPoint Health-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.

POLICY AND PROCEDURE

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. In such policy, the term "patient" is interchangeable with "student" as deemed necessary.
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. Trinity College of Nursing & Health Sciences provides students with access to computers located on-campus; wireless access to the network, and log-in access from off-campus. Students are to abide by all computer usage policies whether using on-campus computers, wireless access, or to off-campus or wireless-enabled devices.
7. 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.

Academic Honesty and Integrity Policy

PURPOSE

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.

POLICY AND PROCEDURE

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 can 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, is 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 a grade in another course or another session of the same course.

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 can include any of the following:

- Failing of the assignment/exam
- Requiring the student to re-do the original assignment
- Assigning a failing grade for the course
- Dismissal from the College

Cheating is viewed as an offense of severe nature. Each student is responsible for the authenticity of his/her own work. Students found cheating can be disciplined up to and including dismissal from the College without the opportunity for grievance.

Accessibility Services Policy

PURPOSE

The purpose of this policy is to provide reasonable accommodations for individuals with disabilities as defined by applicable law.

DEFINITIONS

Reasonable Accommodations: Reasonable accommodations may include reasonable modifications to the College's policies, practices, and procedures where necessary for individuals with disabilities, unless doing so would alter requirements that are essential to the instruction being pursued or to licensing requirements. The College will also provide necessary and reasonable auxiliary aids and services for individuals with disabilities. Further, the College strives to remove barriers for individuals with disabilities and to provide services, facilities, and privileges to achieve equal opportunity for individuals with disabilities. Examples of some of the reasonable accommodations the College makes available include but are not limited to:

- Academic/Program Modifications
- Access to Facilities
- Classroom Access
- Communication Access
- Information Referral
- Parking
- Priority Registration
- Testing Accommodations

POLICY

Trinity College of Nursing & Health Sciences (the "College") complies with Section 504 of the Rehabilitation Act of 1973, as amended, and the American with Disabilities Act of 1990, as amended. It is the College's policy to provide individuals with disabilities full and equal enjoyment of the services, facilities, and privileges of the College. Specifically, the College does not discriminate on the basis of disability in its admission, recruitment, academics, research, financial aid, counseling, employment assistance, and/or any other service, facility, or privilege available to students or potential students. Further, the College does not screen out, exclude, expel, limit, or otherwise discriminate against an individual seeking admission as a student, or an individual enrolled as a student, based on disability. The College promotes an environment of respect and support for individuals with disabilities.

The College will make reasonable accommodations for individuals with disabilities as defined by applicable law. Reasonable accommodations may include reasonable modifications to the College's policies, practices, and procedures where necessary for individuals with disabilities, unless doing so would alter requirements that are essential to the instruction being pursued or to licensing requirements. The College will also provide necessary and reasonable auxiliary aids and services for individuals with disabilities. Further, the College strives to remove barriers for individuals with disabilities and to provide services, facilities, and privileges to achieve equal opportunity for individuals with disabilities. Examples of some of the reasonable accommodations the College makes available include but are not limited to: Academic/Program Modifications, Access to Facilities, Classroom Access, Communication Access, Testing Accommodations, Information Referral, Priority Registration, and Parking. Not all accommodation requests will be granted or deemed reasonable.

The College is committed to providing reasonable accommodations to individuals with disabilities. The professions for which the College offers programs, however, may have cognitive, sensory, affective and psychomotor functional requirements that are essential for the delivery of safe, effective care. Thus, individuals must be able to meet these functional requirements, with or without reasonable accommodation in order to participate in the College's programs. For example, the functional abilities that are essential to engage in the

practice of nursing and the health sciences, and which are required to be met (with or without reasonable accommodations) to participate in the College's nursing and health sciences programs derive from the list of Functional Abilities Essential for Competent Nursing Practice, developed by the National Council of State Boards of Nursing. Students and potential students should consult with the Director of Student Services and External Relations for information on the functional abilities essential to the practice of professions for which the College offers programs.

Requesting Accommodation

Any applicant, student, or other individual who believes a reasonable accommodation is necessary to enable such person to seek admission, enroll, or otherwise participate fully and equally in a College program is encouraged to contact the Director of Student Services and External Relations to discuss any needs he/she may have. The Director of Student Services and External Relations will consult with the individual, faculty, staff, and other departments as necessary in an effort to arrive at a reasonable accommodation. It is the responsibility of the student or potential student seeking accommodation to identify his/her condition and provide the requested documentation. Students seeking an accommodation will be scheduled for a confidential meeting with the Director of Student Services and External Relations to discuss the student's needs and complete an "Accessibility Services Student Intake Form" as provided by the Director. To obtain accommodations by the start of a semester, the student should meet with the Director as soon as possible, preferably at least six weeks before the first day of classes or, if the accommodation relates to a specific class(es), before enrolling in the class(es). However, accommodation requests can be made at any time. Such advance notice will allow students and the Director a reasonable period of time in which to determine whether the requested accommodations are necessary, appropriate and effective, evaluate alternatives if appropriate, and to implement the resources for any necessary aid in a timely manner.

In addition to completing an Accessibility Services Student Intake Form the student will need to meet with the Director and present current documentation regarding the nature of the disability and any accommodations needed. The Director will review the Student Intake Form and all documentation, with assistance of an outside medical professional if necessary. Documentation requirements are outlined further in the section below. Reasonable accommodations are determined through the collaboration of the Director, the student, faculty, individual departments, and outside professionals as warranted, with consideration for essential standards for courses, programs, services and activities, or status of facilities.

When a reasonable accommodation is deemed necessary, the Director will develop a plan identifying the student's disability, the circumstances for which accommodations are needed, and the reasonable accommodations recommended by the Director. The plan will be distributed to those with a need to know to put any accommodation in place. Additionally, the Director will contact individual faculty members to discuss, as necessary, the recommended accommodations and the process for implementation. When it has been determined that accommodations are reasonable and necessary, faculty are expected to assist in such implementation. If agreed-upon accommodations are not implemented in an effective or timely manner, then the student is encouraged to contact the Director of Student Services and External Relations.

Individuals seeking admission and progression to clinical courses, and graduation from the College must be able to meet the physical and emotional requirement of their academic program of study. Individuals who pose a direct threat to safety and welfare may be denied admission, progression, or graduation. The College's individualized assessment of an applicant's or a student's threat to the safety and welfare of self or others will be based on current medical evidence or on the best-available objective evidence that assesses the nature, duration, and severity of the risk, and the probability that injury will occur. Students who have concerns about the accommodations provided or not provided or who wish to submit a complaint about discrimination or harassment based upon disability should report their concern to the Director of Student Services and External Relations or to the Dean of Nursing & Health Sciences. The College endeavors to provide prompt and equitable resolution to student concerns.

Required Documentation

The College relies on students to self-report impairments, conditions, and disabilities as well as providing documentation from professionals in order to determine accommodations. Disability documentation from

treating health care providers should conform to the following criteria:

1. Documentation must be from a professional who has undergone appropriate and comprehensive training, has relevant experience and licensure appropriate to his/her profession. Documentation must be current (within the past year). If it is not, then the Director of Student Services and External Relations will request current documentation and, if necessary, will provide references for health care providers, including the option of using the Hospital's assistance program or a referral based on the type of documentation needed.
2. Reports must be on letterhead and signed by the treating health care professional, including titles and license descriptors as appropriate. Additional documentation may be requested.
3. Diagnostic statements must identify each condition, including ICD or DSM codes as appropriate, date/copy of the most recent full evaluation, and dates/copies of additional evaluations.
4. Current impact of the condition(s) described in a clinical narrative and through the provision of specific results from diagnostic procedures. As appropriate to the condition(s) and/or requested accommodation, including impact on major bodily functions (including, but not limited to the functions of the immune system, cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions), and functional impact on physical (mobility, dexterity and endurance), perceptual, cognitive (attention, distractibility, communication), and behavioral abilities. Descriptions should provide a sense of severity, information on variability over time or circumstances, expected duration of impact, and potential triggers. Descriptions should also include any significant side effects of treatment that may impact physical, perceptual, behavioral or cognitive performance.
5. Recommended accommodations, modifications, and services should be logically related to the functional impact of each condition, to ensure equal access and opportunity at the College. When connections are not obvious, they should be explained. The Director of Student Services and External Relations and the Dean of Nursing & Health Sciences may assist in the College's evaluation of whether the accommodation is appropriate.
6. Medical information provided by the student will be kept confidential to the extent possible, except that information may be shared as necessary to implement accommodations.
7. Documentation will vary depending on the situation and claimed disability.

Academic Honestly & Integrity

An accommodation based on a student's disability may relate to the administration of testing, examinations, or other coursework. Students provided with such accommodations must continue to adhere to the College's academic honesty & integrity policy and to the College's standards of behavior. Failure to adhere to the academic honesty & integrity policy and the standards of behavior may result in corrective action.

Disability Accessibility

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

PROCEDURES

1. The student must complete the Accessibility Services Student Intake Form.
2. The student must schedule a confidential meeting with the Director of Student Services and External Relations and provide documentation as noted in the policy preceding policy statements.
3. The Director of Student Services and External relations will review the materials presented by the student and determine what if any reasonable accommodation(s) is/are necessary for the student related to his/her enrollment as a student at Trinity College of Nursing & Health Sciences.
4. Other faculty/staff will be notified of the accommodation on a need to know basis.
5. The reasonable accommodation will be put into place if deemed appropriate.
6. Evaluation of the accommodation put into place for the student after each semester of attendance at the College to determine the necessity of its continuation or modification or elimination.

7. Granted accommodations are not effective retroactively; students will not be able to re-do assignments or re-take exams with accommodations that they originally took before the requested/approved accommodation.

Training

The Director of Student Services and External Relations will provide updates to this policy and notify the faculty and staff of the changes.

Laws and Regulations

Inquiries regarding federal laws and regulations concerning Trinity College's compliance with Section 504 of the rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 may be directed to:

U.S. Department of Education
Office of Civil Rights
Lyndon Baines Johnson Department of Ed Building
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: 800-421-3481
Fax: 202-453-6012; TDD: 877-521-2172
Email: OCRmail@hhs.gov

Active Duty/Reservists/National Guard Service Members Called to Extended Active Duty

PURPOSE

The purpose of this policy is to describe the withdrawal and/or readmission process for Active Duty, Reservists, and/or National Guard Service members who are called to an extended military service assignment within a semester they are actively attending classes at Trinity College of Nursing & Health Sciences.

POLICY AND PROCEDURE

If a student must drop or withdraw from courses due to receipt of military orders and, as a result, is unable to attend classes for the remainder of the semester, the student will not be responsible for any tuition and/or fees incurred for the semester in which the military orders take effect. Receipt of orders may include deployment, mobilization, activation, or a temporary duty assignment. Students that need to withdraw under these circumstances are required to submit a withdrawal form and a copy of their military orders; and a grade of WP (withdrawal passing) or WF (withdrawal failing) will be given depending on the course grade at the date of withdrawal.

The student must notify their Academic Advisor at Trinity College of his/her military deployment, the desire to withdraw and/or the intention to return to school as follows:

- The student (or an appropriate officer of the armed forces or official of the Department of Defense) must give written notice to Trinity College of such service as far in advance as is reasonable under the circumstances. The initial notice does not have to indicate whether the student intends to return to the school and may not be subject to any rule of timeliness. (Timeliness will be determined on a case by case basis based on the facts available in any particular case.) Alternatively, at the time of readmission, the student may submit an attestation of military service that necessitated the student's absence from the school. No notice is required if precluded by military necessity, such as service in operations that are classified or would be compromised by such notice.
- The student must also give written notice of his/her intent to return to Trinity College within three years after the completion of the period of service. A student who is hospitalized or convalescing due to an illness or injury incurred or aggravated during the performance of service must notify the school within two years after the end of the period needed for recovery from the illness or injury. A student who fails to apply for readmission within these periods does not automatically forfeit eligibility for readmission but is subject to Trinity's established leave of absence policy and general practices.

If a student is receiving financial aid, the following procedures should be followed:

- Inform Financial Aid Specialist of the need to withdraw due to a military obligation
- Financial aid will be adjusted based on federal and/or state rules and regulations
- To avoid having to begin loan repayment, borrowers must request military deferments on any federal loans by contacting the loan holder directly.

Trinity College will promptly readmit the student/returning service member into the next class or classes in the program after notice of intent to reenroll is received, unless appropriate request for a later date is submitted or unusual circumstances require the College to admit him/her at a later date.

Trinity College will admit the student with the same academic status, which means:

- To the same program to which the student was last admitted or, if that exact program is no longer offered, the program that is most similar to that program
- At the same enrollment status
- With the same number of credit hours or clock hours previously completed, unless the student is readmitted to a different program to which the completed credit hours or clock hours are not transferable, and
- With the same academic standing (e.g., with the same academic progress status) the student previously had.

If the student is readmitted to the same program, for the first academic year in which he/she returns, Trinity College must assess the tuition and fee charges that he/she was or would have been assessed for the academic year during which he/she left the school.

Principles of Excellence

On April 27, 2012, the White House issued EO 13607, which created the Principles of Excellence for education institutions serving service members, veterans, spouses, and other family members. The principles apply to all postsecondary schools that receive funding from federal military and veterans educational benefits programs. Adoption of the principles is voluntary but encouraged. Trinity College of Nursing & Health Sciences has adopted these principles. As such, Trinity College agrees to the following guidelines:

- Provide students with a personalized form covering the total cost of an education program.
- Provide educational plans for all military and veteran education beneficiaries.
- Accommodate service members and reservists absence due to service requirements.
- Designated a point of contact to provide academic and financial advising.
- Ensure accreditation of all new programs prior to enrolling students.
- Align institutional refund policies with those under Title IV, which governs the administration of federal student financial aid programs.

Department of Defense

Students can submit a complaint if they believe their school is failing to follow the Principles of Excellence through the centralized online reporting system accessed via the [Department of Defense](#) website. Examples of education-related issues may include, but are not limited to, misrepresentation or deceptive actions with regards to private or institutional loans, high-pressure recruitment tactics, false representations about degree programs, and misleading statements regarding accreditation.

The complaint system is part of the President's Executive Order establishing Principles of Excellence for educational institutions serving Service Members, Veterans, Spouses, and other Family Members; designed to empower beneficiaries to report experiences related to misleading or unfair acts or practices by educational institutions serving veterans, service members and their families.

Military-connected students using Tuition Assistance (TA) or Military Spouse Career Advancement Accounts (MyCAA) Scholarships can submit feedback at: www.militaryonesource.mil/voluntary-education/complaint. Once a complaint is received, agency staff will contact both the student submitting the complaint as well as the referenced school, working with both parties to fully understand the issue raised and seek resolution.

Attendance Policy

PURPOSE

The purpose of this policy is to describe the attendance policies of Trinity College.

POLICY AND PROCEDURE

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), which are delineated in the course syllabus.

Regular online attendance is defined as logging into the course each week and completing the course assignments. Students are expected to read the course syllabi and any other documents presented by the course faculty. Course syllabi will state when discussions and assignments are due, as well as other course expectations and policies.

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 experiences are 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 and specific program.

Practicum experiences are planned to facilitate meeting course and program objectives. Students are expected to be in their practicum experience on the scheduled days to facilitate learning and to meet the objectives. When students must cancel their participation in a planned practicum experience with less than 24 hours' notice, they are to notify both faculty and preceptor as soon as possible. Missed practicum experiences are discussed with the faculty and options for meeting the objectives will be addressed.

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

Leave of Absence – Applies only to Baccalaureate Level and Above

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 for a single, compulsory term. A leave of absence refers to the specific time period during an ongoing program when a student is not in academic attendance. The student who has an approved leave of absence is considered to remain in an in-school status.

A student will not be granted more than two leaves of absences. The leave of absence begins on the day indicated as the Official Date of Leave of Absence, as recorded on the Course Withdrawal; Leave of Absence form. The student must return the following compulsory term. If a student fails to return from a leave of absence on the re-entry date stated on the Leave of Absence Form, they will be immediately withdrawn from the College by the academic advisor.

A leave of absence will affect financial aid and student loan repayment. Students requesting a leave of absence must meet with the Financial Aid Specialist for counseling. 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 will affect their current

financial aid and that failure to return from a leave of absence will affect their student loan repayment terms, including the exhaustion of the student's grace period.

To request a leave of absence:

- Meet with your academic advisor to complete the Course Withdrawal and Leave of Absence Forms
- Meet with the Financial Aid Specialist and Registrar

Because of the nature of the program, associate degree seeking students are not eligible for a leave of absence.

Background Check Policy

PURPOSE

The Joint Commission on the Accreditation of Healthcare Organizations (JCAHO) requires background checks for health science and nursing students working in hospitals. 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 Welcome Packet. 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. Trinity College will accept previous background checks from other authorized agencies that are within 6 months of the start of the academic program. No student will be permitted in a clinical area without verification of a background check. 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. Students may dispute the accuracy and completeness of the information in the background report with the third party, in writing, within 14 days of receipt of the report, by email at clientservices@verifiedcredentials.com or call 800-938.609

POLICY AND PROCEDURE

The Director of Student Services and External Relations will review background checks that reveal a discrepancy against the Illinois Department of Public Health's Health Care Worker Registry of Disqualifying Convictions at <http://www.idph.state.il.us/nar/disconvictions.htm>. In accordance with the Health Care Worker Background Check Act [225 ILCS 46] and 77 ILL Adm. Code 955 Section {955.160}, returned student background checks will be compared to: 1) those disqualifying offenses that may be considered for a waiver by the submission of a waiver application; 2) offenses that may be considered for a rehabilitation waiver; and 3) offenses that are always disqualifying except through the appeal process.

Additionally, students participating in clinical experiences at UnityPoint Health will undergo Illinois and Iowa criminal background checks – this is further defined by both states. Iowa is to be run through the Iowa state police. For students pursuing non-licensed programs in Illinois, an Illinois fingerprint is required. For students in licensed programs in Illinois, (such as RN, Respiratory, Rad Tech) a name based search through the Illinois state police is required. In Illinois and Iowa child and dependent adult abuse registry checks, Federal Health Care Program Exclusion Screening; HHS/OIG, and General Services Administration ("GSA") excluded parties' lists are checked to verify that students are not listed on the excluded parties lists before clinical placement and every 90 days or as required by law. The results of the UnityPoint Health Trinity background checks are only valid within 30 days of the student's start date in the clinical facility.

Trinity College will keep information contained in the report confidential when obtaining, retaining, using and destroying the report. The College will use the Criminal Background Report only for purpose as authorized and defined by JACHO. Students will be notified in writing by the Director of Student Services & External Relations of the decision to deny admission based on a disqualifying offense. Written notification also includes contact information for the third party conducting the check and a statement that the third party did not make the decision to take the adverse action and is unable to provide the student the specific reasons why the adverse action was taken. The student has the right to obtain a free copy of the report from the third party if, within 60 days after receipt of written notification; he or she requests an additional copy. It's the student's right under the Federal Consumer Reporting Agency [FCRA] to dispute with the third party the accuracy or completeness of any information in the report. Denial of placement in the clinical setting is ultimately a decision that is made by the clinical agency and not the College.

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. It is the student's responsibility to inform the Director of Student Services and External Relations and/or their Program Coordinator of any offense that may occur after admission to the program.

If a student's enrollment is interrupted by a student initiated withdrawal or an administrative withdrawal, a new background check must be completed prior to a student's return to the clinical setting. Students on approved leave of absence are exempt from submitting a new background check.

Campus Violence Prevention Policy

PURPOSE

The safety and security of the Trinity College of Nursing & Health Sciences ("Trinity" and/or "College") campus and community are very important. Students, employees, and visitors should be able to pursue their education, work, and other activities in a safe, non-threatening environment. College safety and security is based on the ability to set forth guidelines and have a plan with response options in the event of an act of campus violence. Safety and prevention of violence is everyone's responsibility. Trinity College of Nursing & Health Sciences complies with the Higher Education Opportunity Act, which includes Campus Safety and Security (PL 110-315).

DEFINITIONS

Violence: Violence is the use of physical force or activity that causes harm, damage, including domestic violence, dating violence, sexual assault or abuse of an individual or property. This includes physical force and/or activity which cause mental anguish. An act of campus violence constitutes an emergency and may involve one or more persons engaging dangerous and or deadly weapons. This type of incident can last for minutes or hours, range over a large and constantly changing area, and threaten everyone within close proximity of the aggressor(s). Students and staff may or may not receive advance warning of an act of campus violence. A witness, personal observation, or the sound of weapons discharging may be the only alert received, leaving little time to react.

Threat or Threatening Behavior: A threat is any statement or action, expressed or implied, that could cause a reasonable person to fear for the safety of him/herself, that of another person, and/or for College property. Examples of threats include, but are not limited to words or actions which intimidate; harassment; stalking or following someone with the intent to harass, intimidate, harm, or cause other malicious activity; and the use of communication mediums to threaten such as telephone, fax, electronic, or conventional mail.

Weapons: Weapons are not permitted on College-controlled property except for purposes of law enforcement and as specially authorized for the purposes of instruction, research, or service and as approved in writing by the Chancellor. To ensure compliance with Illinois Firearm Concealed Carry Act (430 ILCS 66/1) entrances to campus property and facilities are clearly posted to notify people that the College is a prohibited area. Under Illinois' law, property owned or leased by a private college is a "prohibited area" where concealed carry is not allowed, except those people with a valid concealed carry permit who can keep their firearms locked in their personal vehicles.

Prohibited weapons include, but are not limited to any: (1) firearm, firearm ammunition, BB gun, pellet gun, paintball gun, tear gas gun, taser, or other dangerous or deadly device of similar type; (2) knife with a blade of at least 3 inches in length (except ordinary eating utensil), dagger, dirk, switchblade, knife, stiletto, ax, hatchet, or other deadly or dangerous weapon or instrument of similar type; (3) bludgeon, blackjack, slingshot, sandbag, sand club, metal knuckles, billy club, throwing star, nunchaku, or other dangerous or deadly weapon of similar type; (4) bomb, bombshell, grenade, firework, bottle or other container containing an explosive, toxic or noxious substance, unless under academic/classroom supervision, (other than an object containing a nonlethal noxious liquid, gas, or substance designed solely for personal defense possessed by a person 18 years of age or older); (5) souvenir weapon or other weapon that has been rendered permanently inoperative; and any weapons outlined in the Illinois Compiled Statutes on Armed Violence (720ILCS 5/33 A-I, et seq.)

POLICY

Violence Not Tolerated

Trinity College is committed to a safe and secure environment for all employees, students, and visitors. Conduct that threatens the health or safety of any person, or creates a reasonable fear that such a result will occur, including but not limited to: acts of violence, threats of violence, possession of weapon(s) on college-controlled property, without proper written authorization, threatening behavior, and/or reckless disregard for the health or safety of any person are not acceptable conduct at Trinity College and will not be tolerated. Violation of this policy and/or the Code of

Student Conduct will result in disciplinary action up to and including termination of employment and/or dismissal from the College.

Responsibility

The entire College community shares the responsibility for a safe and secure campus. Knowledge of violent acts or threats planned or carried out are to be reported to supervisors or other appropriate campus administrators immediately. In case of emergency, please call 911 and/or press one of the College's panic alarms or blue light for assistance.

Application

This policy covers all persons:

- On College property;
- At College-sponsored events;
- Fulfilling duties of a college student off-campus (such as work in the clinical setting);
- Engaging in any action having direct impact on the College community.

PROCEDURE

Reporting On Campus

The College has procedures for responding to and addressing conduct that violates this policy and urges all students, employees, and visitors to be alert to the possibility of violence on campus. As part of the College community, all students, employees, and visitors are responsible for reporting violence they experience or witness.

Students, faculty, staff, and visitors should address emergencies by calling 911. Violence or threats against self or others should not be ignored or disregarded. If experiencing or observing an immediate threat or violent situation, local law enforcement is to be alerted as soon as possible. Delayed reporting may unnecessarily allow the behavior to continue, cause harm, or jeopardize the investigation due to the passage of time, fading memories, or departure of witnesses.

The A.L.I.C.E. response utilizes five steps to increase chances of survival during a surprise act of violence on campus. The A.L.I.C.E. response does not follow a set of required actions. Survival is paramount in this situation. It may be appropriate to use only one or two parts of the response plan or utilize all five parts. In this type of incident, perception is the reality and individuals will decide what appropriate action to take; dealing with known information and disregarding unknown information.

1. **Alert-** Announcement of the onset of the emergency can be anything.
 - Gunfire
 - Witness
 - Phone alert

2. **Lockdown-** This is a semi-secure starting point from which to make survival decisions. **Internal lockdown** should occur immediately by all who decide not to evacuate.
 - Secure the room
 - Lock the door
 - Cover any windows in the door if possible
 - Tie down the door, if possible, using belts, purse straps, shoe laces, etc.
 - Barricade the door with anything available (desks, chairs, etc.)
 - Look for alternate escape routes (windows, other doors)
 - Call 911
 - Pull the panic alarm found near the door
 - Move out of the doorway in case gunfire comes through
 - Silence or place cell phones on vibrate
 - Once room is secured, do not open the door for anyone. Police will enter the room when the situation is over
 - Gather weapons (coffee cups, chairs, books, pens, etc.) and mentally prepare to defend yourself or

others

- Put yourself in position to surprise the active shooter should they enter the room
- If you are in lockdown for a long period of time, give consideration to issues such as bathroom use, keeping people calm, etc.
- Be prepared to provide first aid

External lockdown - Exterior campus lockdown will be determined by law enforcement based on the circumstances of the incident.

3. Inform- Use any means necessary to pass on real time information.
 - Can be derived from 911 calls
 - Give in plain language
 - Tell who you are
 - Explain what is happening - active aggressor/active killer shooting on site
 - Describe where on campus and what room
 - Describe how - shots fired/multiple-burst of shots fired, include type of weapon(s)
 - Include movements and actions of the suspect(s) if known

4. Counter- This is the use of simple, proactive techniques should students and/or staff be confronted by the aggressor(s); counter techniques interrupt the violent actions of the suspect.
 - Anything can be a weapon
 - Throw things at the aggressor's head to disrupt their aim
 - Create as much noise as possible
 - Attack in a group (swarm)
 - Grab the aggressor's limbs and head and take them to the ground and hold them there
 - Fight dirty- bite, kick, scratch, gouge eyes, etc.
 - If you have control of the aggressor call 911 and tell the police your location and listen to their commands when officers arrive on scene

5. Evacuate- Remove yourself from the danger zone as quickly as possible.
 - Decide if you can safely evacuate
 - Run in a zigzag pattern as fast as you can
 - Do not stop running until you are far away from the area
 - Bring something to throw with you in case you would encounter the aggressor(s)
 - Break out windows and attempt to quickly clear glass from the frame
 - Do not attempt to drive from the area

Reporting on Clinical

The UnityPoint - Trinity Medical Center phones (Rock Island, Moline and Bettendorf) can also be used to report emergencies by dialing "55". A switchboard operator will recognize this as a priority call. The operator will notify security officers to report to the needed area.

Non-Emergency Concerns

Members of the College community are encouraged to report other behavior that is unusual or threatening even if it is not perceived as an immediate, dangerous, or imminent risk. To report concerns that may not pose an immediate threat, an Incident Form should be completed. Faculty or the Director of Student Services and External Relations should be contacted. The Incident Form is located on the College website. Concerns over the conduct of a student, employee, or visitor on campus, may be reported to the following persons:

1. Faculty, Dean of Nursing and Health Sciences, or the Director of Student Services and External Relations if the concern is about a student
2. The Director of Student Services and External Relations if the concern is about a student, College employee, or visitor

3. The Chancellor, Dean of Nursing and Health Sciences, or the UnityPoint Health - Trinity Human Resources Employee Relations Manager, if the concern is about a College or UnityPoint Health-Trinity employee

Concerns should include the behaviors involved and the feelings and reaction evoked by the behaviors. List any observers to the incident. Non-emergency concerns require documentation on the Incident Form to be submitted to the Director of Student Services and External Relations.

Protective Orders/Restraining Orders Issued by a Court

Members of the College community who have an Order of Protection should provide a copy of the order to the Director of Student Services and External Relations who will notify College staff and UnityPoint Health - Trinity Security as appropriate.

Notification and Preparedness

Trinity College, as part of its annual communication on safety, will inform individuals of this policy and its related procedures and resources. The policy is available online and as part of the Annual Campus Crime and Security Report (www.trinitycollegeqc.edu). Notifications and testing occur annually. Campus violence prevention is included in New Student Orientation and is a specialty computer-based learning module accessed via the NetLearning Management System. This training includes College faculty, staff, and students.

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 to Trinity College students, faculty, and staff simultaneously by cell phone, home phone, and e-mail using contact information from the College Directory. 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 designated law enforcement personnel will determine the severity and extent of the emergency and to whom the alerts should be sent. Administration or the designated person will determine the content of the message and subsequently initiate the notification system. The Director of Student Services and External Relations is the primary contact person for the Trinity Alert System.

The Trinity Alert System 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.

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

Confidentiality

Confidentiality of complaints and parties will be preserved to the greatest extent possible, understanding that the College may have an obligation to take some action even if the complainant is reluctant to proceed. Parties and witnesses to a complaint are also expected to maintain confidentiality of the matter, understanding that they will often not have all the facts and they could impair the investigation by divulging information to persons outside of the investigatory process.

Non-Retaliation and False Claims

The College prohibits retaliation against persons who in good faith report violations of policy or cooperate in an investigation. The College also prohibits the filing of knowingly false or misleading reports and providing knowingly false or misleading information in an investigation. Discipline or other action can result from either of these acts of violation of policy.

Threat Management

The Campus Violence Prevention Committee, Threat Assessment Team, and Critical Incident Team are formed to promote awareness and responsiveness across campus to avoid or address situations that may involve violence, threats, intimidation, or property damage. Leaders of the respective teams communicate with each other and

collaborate when there is an issue involving an individual not affiliated with the College and when a particular concern about a student, faculty or staff member has implications for the campus community.

Campus Violence Prevention Committee

The Campus Violence Prevention Committee is a standing committee that functions to provide support, assistance, research, and policy review in regard to violence prevention on campus. The Committee is chaired by the Director of Student Services and External Relations and shall include representatives from the Faculty/Staff/Students, and other departments or units when deemed appropriate.

The Committee shall be responsible for the following:

- Incorporate violence prevention strategies into related policies and/or procedures;
- Encourage zero tolerance policy statements that reaffirm violence prevention strategies;
- Integrate existing campus programs and policies that deal with associated issues (e.g. workplace violence, suicide prevention, anti-bullying, stigma reduction, sexual assault prevention);
- Evaluate physical facilities and grounds and make recommendations to improve safety and further the goal of violence prevention;
- Assist with the implementation of the Campus Violence Prevention Plan throughout campus; and
- Determine methods of communication and education for the College community with regard to violence prevention, safety measures, and environmental security

The Committee shall ensure that campus safety is integral to new student orientation sessions and that all faculty, staff, and students complete an annual NetLearning module on Responding to Acts of Campus Violence.

Threat Assessment Team

Team members request a meeting whenever a potential or actual act of campus violence issue is brought to light. Meetings shall be convened and facilitated by the Director of Student Services and External Relations. Members shall share information and make decisions about next steps to be taken. Membership shall include the Director of Student Services and External Relations, Chair of the Student Affairs Committee, Dean of Nursing and Health Sciences, College Chancellor, and the UnityPoint Health-Trinity Employee Assistance Program Counselor as appropriate.

The Threat Assessment team will identify, monitor, and when deemed necessary, recommend appropriate interventions for Trinity students, faculty, and staff who display unhealthy, threatening, and/or dangerous patterns of behavior. Such behaviors include, but are not limited to:

1. Suggesting intent to harm self or others.
2. Creating disruptions in the work/learning environment.
3. Intimidating other faculty, staff, and/or students.
4. Stalking or following someone with the intent to harass, intimidate, harm, or cause other malicious activity.
5. Acting in a frightening or threatening manner.

Team Responsibilities include:

1. Issue/concern is identified by or reported to Director of Student Services and External Relations by submission of the Incident Form by phone or in person.
2. The Threat Assessment Team assesses the behaviors of concern based on:
 - a. Investigation of incident.
 - b. Review of the student/staff/faculty record and previous incidents.
 - c. The NaBITA Threat Assessment Tool.
 - d. Additional pertinent information discovered through investigation.
 - e. Communication with administration, faculty, and supervisors as appropriate.
3. Recommend appropriate action/intervention[s] to the Critical Incident Team.
4. Point person is identified to monitor the situation. This may be faculty, staff, or an administrator.
5. Point person provides regular updates to Threat Assessment Team until the issue is resolved.
6. In some cases, it may be reasonable for the College to take interim measures or impose restrictions on contact with persons who may be subject to a threat of violence. In addition, the College may also revoke

permission of persons violating this policy from remaining on campus.

7. A factual description of the response will be documented, as appropriate, including the incident report and additional information. Report will be kept by the Director of Student Services and External Relations in a designated folder.

Critical Incident Team

Trinity College has a values based commitment to creating an optimal learning environment for all College students. These values include providing a supportive environment of a small-college experience. The Critical Incident Team is chaired by the Chancellor or designee and membership shall include the Director of Student Services and External Relations and the Dean of Nursing and Health Sciences. The Critical Incident Team serves as a coordinating entity in responding to critical incidents affecting students; to assist local emergency agencies with their response to critical incidents affecting students; and to assist students to return to normal activities following a critical incident.

Definition of a Critical Incident

A critical incident is an adverse event that causes or has the potential to cause harm to an individual student, group of students, or the College and requires immediate response from the Critical Incident Team. The Campus Violence Prevention Committee has defined the critical incidents to which they may respond to include:

- Suicide attempt/threat
- Non-suicidal self-injurious behavior that is disruptive, requires medical attention, occurs under the influence of alcohol and/or drugs
- Homicidal threat/significant homicidal ideation
- Death of a student (on or off campus)
- Fire/explosion or significant damage to property affecting students
- Communicable disease
- Life threatening injury or illness of a student
- Missing person
- Sexual assault
- Natural disaster affecting students

Trinity College recognizes that the above list may not cover all situations that warrant intervention.

Recovery from Violent Situation

After a violent situation occurs, the affected employees, students, or families may often face difficulties in resolving their feelings and concerns. As situations are assessed, the Trinity College Campus Violence Prevention Committee can, in collaboration with the Critical Incident Team, facilitate group discussions or debriefing sessions as needed for the affected area to provide some understanding of and closure to the situation. Accommodations may be made for those students affected by acts of violence.

External Resources

Department of Children and Family Services – The State of Illinois Public Act 97-0711 amended the Abused and Neglected Child Reporting Act (ANCRA) to mandate that all personnel of higher education institutions report cases of suspected child abuse or neglect to the Department of Children and Family Services (DCFS) toll-free, 24-hour Child Abuse Hotline at 1-800-24-ABUSE (22873). UnityPoint Health, Trinity Net Learning – includes the following required certifications of faculty, staff and students:

- Illinois DCFS Child Abuse Mandatory Reporting Training
- Iowa Mandatory Abuse – Child
- Iowa Mandatory Abuse – Adult

Mental Health: Student Assistance Program (SAP): All students are eligible to participate in the Student Assistance Program (SAP)* as offered through Precedence, Inc. and UnityPoint Health. Counselors are available to assist students with personal or other issues that arise while a student is at the College. Students may seek SAP assistance independently, or can be referred by their Advisor/Program Coordinator or Dean. Brochures are available in Student Services or from an Academic Advisor. SAP 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 SAP 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.

*The Student Assistance Program is part of the UnityPoint Health Employee Assistance Program (EAP).

Employee Assistance Program (EAP): This program is an employer-sponsored program utilizing counselors who specialize in the assessment of personal problems. EAP deals with human problems – the kinds that affect personal well-being or ability to perform your job. Confidential assistance for personal problems, at no cost to the employee, is available by calling (800) 383-7900 or (309) 779-2273 to schedule an appointment.

Federal and State Laws and Regulations: The following Federal and State laws provide regulatory compliance with regard to issues of campus safety and violence at public institutions of higher education:

1. The Federal Student Right to Know and Campus Security Act (Clery)
2. Federal Safety and Drug Free Schools and Communities Act
3. Federal Drug Free Workplace Act of 1988
4. Higher Education Act of 1998
5. Higher Education Opportunity Act 2008
6. Uniform Crime Reporting (Both State and Federal)
7. Federal and State Alcohol, Drug and Weapon Laws
8. Illinois Campus Security Enhancement Act 2008
9. Illinois Victims of Trafficking and Violence Prevention Act of 2000 (Sex Offender)
10. Illinois Education Sexual Assault Awareness Act
11. Illinois Mental Health and Developmental Disabilities and Confidentiality Act
12. Illinois Human Rights Act (P.A. 96-0574)
13. Federal Violence Against Women Reauthorization Act of 2013
14. Pending Survivor Outreach & Support Act (introduced July 2014)
15. Pending Campus Accountability & Safety Act (introduced July 2014)

Environmental Health and Safety:

Exterior Lighting - Exterior lighting for parking lots and buildings are monitored by the security guards. Any deficiencies are reported to UnityPoint Health - Trinity's Facilities Services department. Security guards patrol all building and parking facilities 24/7. 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 UnityPoint Health - 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 tower, which brightly lights the surrounding area.

Panic Alarms - Panic alarms are located in all classrooms and in other key areas, such as offices and restrooms. Students and 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. Per Mar Security will notify the local police as well as UnityPoint Health -Trinity security department to respond.

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/staff will work with security personnel to diffuse the situation in the safest and most efficient way possible.

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 and asked their purpose for being on campus.

Approval and Revisions

This plan has been approved by the Chancellor, the highest executive official at Trinity College, on behalf of the Board of Trustees of Trinity College in accordance with the College's approval and notification policies and procedures.

Copyright and Peer-to-Peer File Sharing Policy

PURPOSE

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 college-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).

POLICY AND PROCEDURE

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 academic year. Refer to College Website for complete policy information.

Corrective Action Policy

PURPOSE

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.

POLICY AND PROCEDURE

College administration, faculty, or staff may initiate corrective action when a student's behavior or disregard for College policies and procedures warrants such action. Violations 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/or 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 on the corrective action form in a confidential file in possession of the Dean of Nursing and Health Sciences)
- 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/or repetitiveness of the violation. The number and sequence of corrective steps required may vary according to the seriousness of the offense.

Course Repeat Policy

PURPOSE

The purpose of this policy is to describe the guidelines for repeating a course offered by Trinity College.

POLICY AND PROCEDURE

Students may repeat a course only when one of the following conditions is met:

1. 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.
2. If the student needs to raise their grade point average to the required level for graduation, a course may be repeated once.

Students who must repeat a course when the course is not offered in a subsequent term, must withdraw from the College and reapply for the term in which it is offered. In a repeated course, only the highest grade will be counted in the grade point average. Students' transcripts will reflect a repeated course by placing an R next to the first course grade. Failure to receive a C or above in a repeated course, or in more than two courses in a program, may result in dismissal from the College.

Students who are dismissed for failure to make satisfactory academic progress may not be considered for readmission. A student who fails to pass a course (receives a grade of C-, 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.

Electronic Device Policy

PURPOSE

The purpose of this policy is to describe the safe and effective use of electronic devices at Trinity College and affiliated outside agencies comprising the educational endeavor.

POLICY AND PROCEDURE

Classroom use

Technology used in the classroom is intended to enhance the learning environment for all students. The appropriate academic use of electronic devices during class is determined and directed by the faculty. Students are expected to refrain from electronic messaging, texting, emailing, internet browsing, phone calls or any other use of a device that may distract others. In addition, all device sounds must be silenced during class. A student intending to record the classroom period must obtain the consent of the individual faculty member or have an approved accommodation, prior to recording.

Each student has a responsibility to the other students in a classroom to maintain an environment conducive to learning. A student found in violation of this policy will be asked to discontinue the activity. Repeated violations will be addressed through the Corrective Action process.

Testing and Test Review

No electronic devices may be brought into the testing or test review area, including computer testing as indicated. This includes phones, tablets, watches, or any other electronic devices. Students found to be in violation of this policy will be asked to remove the device from the room. Repeated violations will be addressed through the Corrective Action process. See also the Academic Honesty and Integrity Policy and any program specific testing policies.

Clinical

No personal electronic devices may be used in any patient care area. See specific program policies for further information. A student found to be in violation will be asked to discontinue the activity. Further violations will be addressed through the Corrective Action process.

Emergency Contacts

Students should use the main College number, (309) 779-7700, to receive emergency messages during class, testing, or clinical. The Student Services staff will relay urgent messages to students during class, testing, or clinical.

Fair Treatment Policy for Students

PURPOSE

To assure fair and equitable treatment of all students through open communication between involved parties; to provide students with direction to voice concerns; to protect student's rights under the 14th amendment; to protect faculty's right to freedom of instruction; and to ensure equal and fair student evaluation by the involved parties.

DEFINITIONS

Grievance

A student's claim of unfair and/or non-equitable treatment regarding established policies, procedures, rules and regulations.

Academic Grievances

The Dean of Nursing & Health Sciences is committed to high quality programs at the College. The Dean of Nursing & Health Sciences is open to hearing grievances concerning faculty or curricular matters.

Student Services Grievances

Grievances that pertain to financial aid, bursar, admission, enrollment, career development, student organizations and activities should be referred to the Director of Student Services and External Relations.

POLICY

The purpose of the Fair Treatment Policy is to address situations in which a student (or group of students) believes that the treatment they have received is unfair. This process is formalized when a student proceeds with a grievance, which 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. Also, those whom the grievance is being made against have the right to know what is being grieved and who is filing the grievance. Anonymous grievances will not be accepted.

The Fair Treatment Policy cannot be used to challenge an outcome of academic judgments. It may be used if the student believes the judgment was reached by an unfair implementation of the process.

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

It is expected students will observe Standards of Behavior as published in the catalog throughout this process.

The student may seek counsel at any time from appropriate persons, such as hospital chaplain, employee assistance program (EAP), student services staff, involved parties' advisor, or college administration.

The Fair Treatment Policy shall be used when other means of resolving the conflict are not possible or effective. In most instances, grievances may be satisfactorily addressed and resolved by communication between the involved parties. Dissatisfaction often arises from misunderstandings between the student and the involved parties. Thus, the student(s) shall discuss the situation of unfair treatment with the involved parties prior to

invoking use of the grievance procedure. If informal methods are unsuccessful, the student shall refer to this policy to proceed with a grievance through the steps outlined in the procedure.

Prior to using the grievance procedure, the student shall schedule a conference with the involved parties. The conference must be scheduled within one month of the occurrence or no later than fourteen days after semester grades are posted if the grievance relates to information not known by the student until the end of the semester.

All original documents relating to the grievance shall be maintained in a secure location in the college administrative office in a confidential grievance file. These documents will be maintained a minimum of three years.

If any involved parties are part of the fair treatment/grievance process (Student Affairs Chair, Dean of Nursing & Health Sciences, Director of Student Services & External Relations, Chancellor, etc.) an appropriate substitution will be made.

PROCEDURES

Step I

If the student is unable to resolve the issue directly with the involved parties, the student may file a signed written request with the Dean of Nursing & Health Sciences of the College/Director of Student Services & External Relations. The signed written request shall be filed within fourteen calendar days following the conference with the involved parties. The signed written request must contain a statement of the grievance, the date or dates in which a meeting(s) was held with the involved parties, and a statement outlining the student's perception of the outcome of the conference.

The student shall make three copies of the signed original written request. One shall be kept by the student. Two copies shall be submitted to the Dean of Nursing & Health Sciences of the College/Director of Student Services & External Relations who shall submit one to the involved parties and the original shall be placed in the confidential grievance file.

The Dean of Nursing & Health Sciences of the College/Director of Student Services & External Relations shall request the involved parties to write out in narrative form his/her response to the grievance. Three copies shall be made by the involved party. One copy shall be kept by the involved party. Two copies shall be submitted to the Dean of Nursing & Health Sciences of the College/Director of Student Services & External Relations who shall submit one to the student and the original shall be placed in the confidential grievance file.

The Dean of Nursing & Health Sciences of the College/Director of Student Services & External Relations shall arrange to meet individually and/or together with both the student and the involved parties no later than five working days following receipt of the student's written request. The involved parties shall receive a written response to the grievance from the Dean of Nursing & Health Sciences of the College/Director of Student Services & External Relations within fourteen calendar days of the conference. The original copy of the written response shall be placed in the confidential grievance file.

Step II

If the grievance remains unresolved, either involved party may request, in writing, that the Dean of Nursing & Health Sciences of the College/Director of Student Services & External Relations notify the Student Affairs Committee Chair. This request must be made no later than five working days after receipt of the academic unit administrator's written response in Step II.

No later than fourteen calendar days following receipt of this request, the Student Affairs Committee chair shall then set up a panel to include:

1. a minimum of one member of the Student Affairs Committee
2. one neutral faculty member from another discipline

3. one neutral student from another discipline
4. a Director at the College

The panel shall conduct a meeting for the purpose of formulating a recommendation regarding the student's grievance. The following meeting guidelines shall be used:

1. The Chair of the Student Affairs Committee or appropriate designee shall serve as chairperson of the panel. The chairperson shall serve as a non-voting member of the panel.
2. The Dean of Nursing & Health Sciences of the College/Director of Student Services & External Relations shall serve as a non-voting member of the panel.
3. The student may bring a support person who is not allowed to participate in the proceedings if he/she so desires.
4. The involved party may bring a support person who is not allowed to participate in the proceedings if he/she so desires.
5. All involved parties shall inform the Dean of Nursing & Health Sciences of the College/Director of Student Services & External Relations of any support persons who will be attending the meeting at least 24 hours prior to the meeting. The involved parties shall sign a release of information allowing any non-college support persons to be in attendance at the meeting.
6. All involved parties shall provide the Dean of Nursing & Health Sciences of the College/Director of Student Services & External Relations with electronic evidence they wish to present at least 24 hours prior to the meeting.
7. No electronic devices including cellular phones will be allowed at the meeting.
8. Meetings are closed.
9. Meetings are formal and confidential. Minutes shall be taken by an appointed secretary. Minutes of the meeting shall be submitted to the Dean of Nursing & Health Sciences and placed in the confidential grievance file.
10. Proceedings of the meeting may be audio recorded to aid the panel in making a decision. The audio recording will be available for review by both the student and the involved parties if they desire.
11. Each panel member shall have access to written statements prior to the meeting.
12. 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, involved parties, and staff) to present information.
13. The members of the panel may question both involved parties. Questions must be relevant to the issues of the grievance. Upon request from the panel, it is expected that the involved parties shall make available such documents as are pertinent to the grievance. The confidential nature of these documents shall be safeguarded.
14. A simple majority shall be required to make a decision.

The panel shall prepare a written recommendation and provide a copy to both involved parties no later than five working days following the panel's decision. The original copy of the written response shall be submitted to the Dean of Nursing & Health Sciences and placed in the confidential grievance file.

Step III

In the event that either involved party does not accept the recommendation of the panel, the involved student or involved parties may request the Chancellor review the student's grievance and the action taken. This written request must be made by the involved party no later than five working days following receipt of the panel's recommendation. The Chancellor will collaborate with the Dean of Nursing & Health Sciences of the College/Director of Student Services & External Relations and members of the involved parties panel (identified in Step II) to reach a decision about the grievance. The involved parties shall receive a written response to the grievance from the Chancellor within seven working days following the receipt of the request. The original copy of the written response shall be submitted to the college administrative office to be placed in the confidential grievance file. The decision made at this step is final.

**TRINITY COLLEGE OF NURSING & HEALTH SCIENCES
FAIR TREATMENT POLICY**

Student's Name: _____

Date: _____ Department/Program: _____

Statement of Grievance:
Supporting Information:
Date or Dates of Conferences with Involved Parties:
Student's Perception of the Outcome of the Conference(s):
Step I Date: _____
_____ Student Signature
_____ Involved Party Signature
_____ Dean of Nursing & Health Sciences of the College or Director of Student Services & External Relations Signature

Decision Statement:
Step II Date: _____
Student Signature
Involved Party Signature
Chair, Student Affairs Committee Signature Decision Statement:
Step III Date: _____
Student Signature
Involved Party Signature
Chancellor Signature Decision Statement:

Financial Aid Policy

PURPOSE

Financial Aid Program

The goal of the financial aid program is to help remove the economic barriers to higher education for all students who qualify. Trinity College attempts to provide financial assistance for students through scholarships, grants, loans, military education benefits, and/or federal work study. Financial Aid information is described in detail on the College website at www.trinitycollegeqc.edu. The Financial Aid Office is open Monday through Friday 8:00 a.m. to 4:30 p.m. You can call 309-779-7740 to schedule an appointment to meet with the Financial Aid Specialist.

Financial Aid is the available federal, state and /or private funding that a student may receive to be used toward educationally related 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 educational 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 Business Services.

POLICY AND PROCEDURES

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. The completed FAFSA is used to determine eligibility for the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Direct Loans (Subsidized, Unsubsidized and Parent PLUS), and the Illinois Monetary Award Program 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, and Trinity College of Nursing & Health Sciences Scholarships.

A Student Aid Report (SAR) will be sent to the student via US mail and/or email. The SAR should be reviewed by the student and/or parent to determine if any updates or corrections are needed. Changes can be made by going to www.FAFSA.ed.gov and logging in using your FSA ID. You will select the FAFSA that needs changes and resubmit your application. If any additional documentation is needed, the College Financial Aid Specialist will contact the student via phone and/or through email. 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.

Student Classification for Financial Aid Purposes

Status	Number of Semester Hours
Freshman	0-29
Sophomore	30-59
Junior	60-89
Senior	90 & above

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 and will count towards the student cost of attendance calculation.
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 timely to any requests for information that is sent by Trinity College staff members. 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 application every year the student wishes to be considered for Federal Financial Aid. The student's eligibility will be evaluated for demonstrated financial need and for satisfactory academic progress according to College and Department of Education policies.

Stipend Procedure

For students that have excess funding after all tuition and fees for the semester have been paid 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 Business Services, and questions concerning amounts refunded are referred to the Business Services Specialist. Refunds are processed by the Business Services Specialist and will be made payable to, and mailed to the student.

Return of Federal Financial Aid

If a student completely withdraws (WP or WF) during the semester after federal financial aid payment has been received, the student might be required to return a portion of the federal financial aid awarded. If a student partially withdraws, financial aid payment is calculated based on the drop/add period. The federal financial aid formula requires a return of funds if the student received assistance from Title IV aid - the Pell Grant, Federal Supplemental Education Opportunity Grant, and/or Federal Direct Loans (Subsidized, Unsubsidized, Parent PLUS) and withdrew on or before completing 60% of the semester. The calculation is based on the percentage of the semester completed. Trinity College must determine the student's withdrawal date. The withdrawal date is defined as:

- the date the student officially notified the College of their intent to withdraw; or
- the student's last date of attendance.

The calculation required determines a student's earned and unearned portions of Title IV aid based on the percentage of the enrollment period completed by the student. The percentage of the period that the student remained enrolled is determined by dividing the number of days the student attended by the number of days in the period. Calendar days (including weekends) are used, but breaks of at least five days or more are excluded from the numerator and denominator (also excluding the weekends of that five day period). The Financial Aid Specialist uses The Department of Education refund Calculation worksheet for the formula above. Barring any outstanding or incomplete documentation (C-Codes, verification, etc.) the Department of Education R2T4 Calculation will determine if a disbursement is due to the student. If so, the post withdrawal disbursement form must be signed by the student within 30 days to received Title IV funding after the last date of attendance.

Until a student has passed the 60% point of an enrollment period, only a portion of the student's aid has been earned. A student who remains enrolled beyond the 60% of the enrollment period is considered to have earned all Title IV awarded aid. Unless the withdrawal is an end of term (EOT) withdrawal, financial aid will use the refund calculation to verify any return of funds necessary. The return of Title IV funds follows this sequence: Unsubsidized Federal Stafford Loan, Subsidized Federal Stafford Loan, Direct PLUS Loan, Federal Pell Grant, and the Federal Supplemental Education Opportunity Grant (FSEOG), other Title IV assistance, State funding, private funding, and finally student funding.

All the details regarding a student's specific withdraw and Title IV refund calculation will be discussed in details during the exit interview with the Financial Aid Specialist.

Last Day of Attendance

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 Faculty Advisor in order to “officially withdraw”. The official withdrawal date will be determined by the Financial Aid Specialist.

A student withdrawing from Trinity College of Nursing & Health Sciences who fails to notify the College and does not complete the withdrawal process is considered an “unofficial withdrawal” and 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.

Students who withdraw and have financial aid (including loans) must complete an exit interview with the Financial Aid Specialist. Exit material will be mailed to “unofficial withdrawals” for completion.

Enrollment and Eligibility

Following are the enrollment requirements for the various aid programs. If a student changes enrollment after financial 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
- Less than half time (less than 6 credits per semester) – Ineligible for Federal Direct Loans, Plus Loans or GradPLUS Loans

** Individual eligibility for the various aid programs will be determined by the Financial Aid Specialists.

Verification

Selection for verification is randomly 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 FAFSA has been selected for verification and what documentation will be required to submit to the Financial Aid Specialist for processing. Students must submit a signed and complete verification worksheet, all requested tax documents, and any other documentation requested by the Financial Aid Specialist. The IRS data retrieval tool may be used on the FAFSA website to transfer your tax data into your FAFSA in lieu of the submitting tax return transcript. Verification must be complete before any federal financial aid or state aid can be disbursed. All 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 packages will be revised any time there are changes in originally reported information or when additional funding is 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.

Students wishing to change their major or change options within the designated major must:

1. Withdraw from the current plan of study;
2. Follow admission policies and procedures for the desired major/program option.
3. All courses attempted in previous major are calculated in the quantitative Satisfactory Academic Progress.

Any student receiving a WF or grade below C may use Financial Aid to retake the course and have all credits applied toward the total hours attempted. Students must follow their specific program progression policy regarding limitations on repeating courses.

Quantitative Calculation for Satisfactory Academic Progress

Students must complete registered coursework 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.

Enrolled Semester Hours-Undergraduate	Minimum Semester Hours That Must Be Completed
12 or more (full time)	12
9 – 11 (three quarter time)	9
6 – 8 (half time)	6
Less than 6 (less than half time)	All

Enrolled Semester Hours-Graduate	Minimum Semester Hours That Must Be Completed
9 or more (full time)	9
7 – 8 (three quarter time)	7
5 – 6 (half time)	5
Less than 5 (less than half time)	All

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

Qualitative Calculation for Satisfactory Academic Progress

Student Progress	GPA Required
1 - 12	1.5
13 - 24	1.8
25 or more	2.0

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. Incomplete grades are included in all aid calculations. Course repetitions, if permitted by program policy, are included in courses attempted and apply to the total aid calculation.

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

Financial Aid Appeals

Students may appeal a financial aid suspension for mitigating circumstances. Mitigating circumstances are reasons beyond the student’s control such as serious family problems or extended illness. The student must document, in writing, the unusual situation and provide an academic plan to demonstrate future success. The student must meet with the Financial Aid Specialist to review the appeal details. The Financial Aid Specialist will evaluate the appeal, conduct an investigation if warranted, and review recommendations with the Director of Business Services to determine the outcome of the appeal.

If the appeal is approved, the student will be placed on probation for one semester. If the student passes all of the registered coursework 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.

If the appeal is denied, the student will be notified by letter indicating the rationale for the suspension.

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. Illinois state grants are based on "approved" funding by the state.

Grants are awarded based on need as determined by the expected family contribution (EFC) of the FAFSA, per federal and state regulations.

Federal Loans

Federal loans offered through Trinity College include the Federal Direct Loan Programs, the Federal Nursing Student Loan Program, Federal Direct Parent Plus Loan, and the Federal Direct Graduate Plus Loan. Students and families may also apply for private consumer educational loan programs available from a variety of lending institutions. These loans have varying interest rates and repayment terms and the approval is based on current income and credit score and might require a co-signer for approval. The private lender will determine the approvals and denials of private student loans. The Financial Aid Office in Business Services will certify a private student loan up to student's cost of attendance minus all other financial aid the student has received.

Veteran Educational Benefits

Trinity College is approved by the Department of Veterans Affairs to certify students eligible to receive military education benefits. Applications for VA education benefits is completed online at www.gibill.va.gov. Certification of veterans for educational benefits will be processed by the Business Services 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 www.trinitycollegeqc.edu.

GoArmyEd

GoArmyEd is the virtual gateway for all eligible Army Active Duty, National Guard and Army Reserve Service Members to request Tuition Assistance (TA) online, anytime, anywhere for classroom and distance learning. It allows the Service Members to manage their education records including college classes, testing, on-duty classes and Army Education Counselor support. Additional information about GoArmyEd can be found at www.goarmyed.com. All applications for tuition assistance must be submitted and approved prior to the first day of classes.

Financial Obligation Policy

PURPOSE

The financial integrity and sustainability of Trinity College of Nursing & Health Sciences depends on its ability to collect tuition and fees from students, both active and inactive, who have failed to meet their financial obligations. The Director of Business Services is responsible for the oversight of the financial management of the institution and collaborates with College administration, faculty, and staff to assure proper billing and collection of tuition and fees. This policy will be reviewed on an annual basis since college tuition and fees are approved by the College Governing Board in October of each year.

POLICY & PROCEDURE

Registration for classes creates a financial obligation by the registrant to pay tuition, fees, and other charges which constitutes an understanding and acceptance of this responsibility. Students are expected to have made the necessary financial arrangements prior to enrolling in classes. The Financial Aid Specialist is available for consultation to assist with financial needs.

To be considered in good financial standing, a student must complete financial arrangements on or before the start of each semester. For returning students or for students who seek re-admission, all prior balances must be paid in full. A student will not be re-admitted if there is a financial hold on his/her account. Students must abide by progression policies for their specific programs of study as outlined in the catalog.

To remain in good financial standing, each student must complete all required financial aid procedures, make appropriate arrangements to pay balances remaining after aid is applied, and meet all payment deadlines. Failure to do so will result in the account being delinquent (in default). Students with delinquent balances will have holds placed on their accounts, and they will not be allowed to register and/or attend classes for subsequent semesters nor will they receive grades, transcripts, certificates, diplomas, or other student services. For students in default, testing/exam boards will not be notified of the student's program completion. Also see the Program Progression Policy and College Withdrawal Policy.

The College will make three attempts to collect on a student's account prior to placing it with a collection agency. If the student does not settle the account prior to collections, he/she will be responsible for the College's total cost of collection including collection agency costs, reasonable attorney fees, and any penalties and interest incurred to collect the account. If Trinity College places the account with a collection agency due to non-payment, a collection agency fee of 25% (33% for second placements) or the maximum amount allowable by law, whichever is lower, will be assessed and will be due and owing at the time of the placement.

Tuition Rates and Fees

Trinity College of Nursing & Health Sciences bases student charges on credit hour tuition (See tuition schedule). Students are responsible for course-related charges and College fees as outlined in the tuition and fee schedule.

Billing and Payment Options

Tuition, fees, and other authorized charges for the semester are billed and available electronically through the student portal, *My Pulse*, by 4:30 PM on the 15th of the month that classes begin. Payment is due the first day of the month following the start of classes (February 1st for spring semester, June 1st for summer semester, and September 1st for fall semester). It is the student's responsibility to review his/her account monthly via *My Pulse* for any outstanding account balance and to notify Business Services if they are unable to access the student portal. In the event that a student's financial aid, loans, and scholarships do not fully cover tuition and fee charged, students must pay the balance of their account in full or elect to pay their account balance in installments via the Deferred Payment Option (see below). The College accepts cash, checks, Visa, MasterCard, American Express, and Discover. Checks should be made payable to Trinity College of Nursing & Health Sciences and should be mailed/delivered to the

College address at 2122 – 25th Avenue, Rock Island, IL 61201-5317. Credit and debit card payments can be made via *My Pulse* or by contacting the Business Services Specialist in person or by phone.

Deferred Payment Option

A student who is not able to make a lump sum payment may select the Deferred Payment Option (DPO). The DPO provides students a way to make payments in equal installments throughout the semester. The student must complete the DPO form prior to the date that tuition and fees are due for the semester. The College reserves the right to refuse late applications for the DPO. The form can be found on the College website (go to Current Students, Forms and Resources, Deferred Payment Option Form), the form can also be completed with the Business Services Specialist or Financial Aid Specialist. There is a \$25.00 per semester non-refundable DPO application fee.

If a deferred payment plan is approved, the minimum balance stated on the deferred payment agreement is due by the 1st of each month. Fall semester payments are due the 1st of September, October, November, and December. Spring semester payments are due the 1st of February, March, April, and May. Summer semester payments are due the 1st of June, July, and August (note three payments in summer). If payment is not received by the 1st of each month (as listed above) the account will be charged a \$30.00 late fee for each month payment is late. Questions about the DPO should be directed to the Business Services Specialist at (309) 779-7733.

Service Charge

Students who do not pay their account balance (after financial aid is applied) in full by the payment due date (February 1st for spring semester, June 1st for summer semester, September 1st for fall semester) nor elect to participate in the deferred payment option by the payment due date will be assessed a service charge of \$120.00. This fee will not be waived for students who subsequently enroll in the deferred payment option after the payment due date.

Return of Excess Funds

Refund checks are issued to those students who have a credit balance on their account. Refund checks will be processed weekly for students with a credit balance resulting from financial aid payments, scholarships, or adjustments to tuition charges.

Withdrawal and Account Balances

A student who withdraws from the College and has a balance will be permitted to pay the balance in equal monthly installments of at least \$50.00 per month. The first payment is due 30 days from the date of withdrawal, and the total amount must be paid within six months of the date of withdrawal from the College. A written agreement (promissory note) must be signed and dated with the Business Services Specialist. Missing a single payment is grounds for cancellation of the arrangement, and the account will be placed with a collection agency. Transcripts and other student services from Trinity College of Nursing & Health Sciences will be held until the outstanding balance is paid in full.

General Standards of Behavior Policy

PURPOSE

The purpose of this policy is to delineate the Code of Conduct expected of students enrolled in programs at Trinity College.

POLICY AND PROCEDURE

Code of Conduct

Students are expected to conduct themselves in a manner that is respectful of the rights of others. This includes the property of other students, property owned or managed by Trinity College of Nursing & Health Sciences, UnityPoint Health, 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
- UnityPoint Health, Trinity/Non-Trinity policies, procedures, rules and regulations
- Trinity College policies, procedures, rules and regulations
- Code for Nurses of the American Nurses' Association 2015
- American Registry of Radiologic Technology Code of Ethics 2009
- American Association for Respiratory Care Professional Code of Conduct
- 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.
- Use 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)
- Taking digital images of exams or recording test-related information during a test or test review is strictly prohibited and is considered cheating. (See Academic Honesty and Integrity)

- 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 College of Nursing & Health Sciences, UnityPoint Health
- Physical, mental, or emotional harassment directed toward any college student, employee, visitor, patient, family member, or member of the health care team
- Possession of firearms or unauthorized use 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
- Threatening others with physical or mental harm.
- Violating the Social Media Policy, which includes cyberbullying/cyberstalking.
- Unauthorized printing or copying any part of the client's medical record and removing it from the facility.

Health and Safety Requirements Policy

PURPOSE

It is the student's responsibility to meet the health and safety requirements of the College throughout a student's 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.

DEFINITIONS

Illness

- Students should report all health problems that necessitate absence from class or clinical to the Course Coordinator or Clinical Faculty. Students should call the Course Coordinator if reporting they are ill and will not be in class. Students should call the appropriate clinical faculty member to report an illness necessitating a clinical absence. Students are expected to report all absences. Clinical absences may result in loss of grade points as described in specific program policies or require clinical make-up.
- Students are not to seek medical advice from physicians while on the clinical units, but are encouraged to seek medical advice from their personal physician.
- Upon graduation from the College, all students may request a copy of their 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 can review his/her health record upon request to the Student Services 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.
- Trinity College will abide by the medical center policy regarding whether a student can be on clinical with a medical device/restrictions such as a cast. Generally such devices prohibit ability to perform direct patient care and are therefore not permitted.
- Students must bring a physician release to the Program Coordinator before returning to class/clinical after surgery, childbirth, medical-surgical health problems, or workmen's compensation absence.
- Students may choose to receive their health care at any of the UnityPoint Health, Trinity Express Care locations. The nearest Express Care is located at 106 19th Avenue, Moline, Illinois, 309-779-7050.

Infection Control

All students must adhere to the following:

- Complete blood-borne pathogen Net Learning module by assigned completion date. Students who are UnityPoint Health, Trinity employees must have attended UnityPoint Health, Trinity orientation and provide documentation of attendance to Program Coordinator/Student Services.
- Adhere to the principles of handwashing 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 and six months.

POLICY

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 (with or without reasonable accommodations) the essential functions required of a health sciences or nursing student.

Prior to beginning courses, students must provide a health examination report, which is less than one year old and signed by a physician, nurse practitioner, or physician assistant. The form must be submitted to Student Services 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
- Tuberculosis (TB)
- Tetanus
- Pertussis (Optional, but highly recommended)

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 or 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 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 enter and 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 student is encouraged to repeat the series and titer. If the titer again does not show immunity, the student 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. The waiver remains in effect throughout the entire time the student attends classes at the College.

Tuberculosis testing for new and returning Bachelor of Science in Health Sciences and Associate of Science in Radiography students is required by following 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 are required every four years after a documented two-step TB test process.

Nursing & Respiratory Care students and other students attending clinical at any Genesis Health System site must also show documentation that they are free from active tuberculosis. This should be documented by a QuantiFERON®– TB Gold test. If the QuantiFERON®– TB Gold test is positive, a chest x-ray confirming the student is free of active tuberculosis is required. QuantiFERON®– TB Gold tests will be accepted if completed within six months prior to entering the College.

Pertussis vaccine is optional for students, but highly recommended.

Annual Seasonal Influenza immunizations are required for all students. The vaccination is administered, free of charge, to students at the College or UnityPoint Health, Trinity in the fall of each year. If a student has received a seasonal influenza immunization elsewhere, the student must provide Student Services with documentation of the immunization to be in compliance of this hospital requirement.

Safety Training

Mandatory Occupational Health and Safety Administration (OSHA) training prior to clinical participation is required to be updated annually for continuing students. Students must also complete all required safety education that a clinical site may require before attending clinical.

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 from the American Heart Association. An educational transcript from an approved health care employer showing the date of prior CPR training is sufficient evidence of course completion. The College, in collaboration with UnityPoint Health, provides CPR course offerings throughout the summer.

CPR certification must be renewed every two years and documentation of current certification must be provided to Student Services. Current CPR certification is required for participation in clinical experiences.

Students are not permitted to attend clinical without meeting all of the health and safety requirements of the College.

PROCEDURES

Health Record Clinical Authorization

Prior to matriculation and at designated intervals in a program, students must provide Student Services with the required health and safety information. 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 Student Services. Efforts will be made to return all original health records to the student. Any copies will be destroyed unless the student requests retention of the record by Trinity College for later pick up.

Human Subjects Review Committee: Policy & Procedure

PURPOSE

The purpose of the Human Subjects Review Committee is to safeguard subjects of faculty and student investigators, and to safeguard faculty and students as subjects of investigators external to the College who petition to study subjects and/or faculty and/or students.

It is the policy of Trinity College that any research or clinical project conducted with, on, or by students, faculty, or employees of the College which involves human subjects, shall be approved and monitored by the Trinity College Human Subjects Review Committee (further referenced as the Committee).

No potential subjects should be approached nor any data collected before written Committee approval is received by the principal investigator (PI). A formal contractual relationship must be implemented between the PI and the research subjects.

Definition of Human Subjects

Human subjects are individuals who participate in research development, as subjects of a research study, or related activities. This includes record review for the purpose of research. Excluded from this definition are records and statistical data maintained as part of the College's Systematic Evaluation Plan.

Philosophical Statement on Research Use of Human Subjects:

The faculty of Trinity College subscribe to the principles of the Belmont Report of 1979. It is our position that research directed at theory development, and at diagnostic, therapeutic, and educational improvement goals will be given priority.

PROCEDURE:

Function:

To fulfill these purposes, the Committee has the following functions:

1. To develop and implement Human Subjects Protection policies and guidelines.
2. To insure the guidelines as approved by faculty for protection of human subjects are followed.
3. To develop and revise procedures and methods for review of research proposals and monitoring of ongoing research in terms of protection of human subjects.
4. To report, as necessary, to faculty common and persistent human subjects' protection problems, improvement in proposals that are reviewed, national trends in approaches to review, ethics, and violations of human subject procedures.

Committee Structure:

1. Membership: there shall be a minimum of 5 individuals on the committee. The College of Nursing & Health Sciences shall be represented by a minimum of three faculty; two nursing faculty, and one non-nursing faculty, if available. Two community individuals will serve on the committee. All members will have a minimum of a master's degree.
2. Terms and Appointment: members shall be appointed and reviewed yearly by the Dean of Nursing & Health Sciences. Members may serve consecutive 2 year terms on the Committee. One member must hold a research doctorate degree. Completion of IRB training is required to be a committee member.
3. Officers: there shall be a Chair, appointed by the Dean of Nursing & Health Sciences, who will set the agenda and preside over the meetings and keep records. The meeting record and committee correspondence shall be assigned as needed by the Chair.
4. Guidelines for review of research proposals are contained in the Trinity College Human Subjects Review Procedures and Applications Packet. The Committee will review and update the packet as needed.
 - a. Following approval of the first three chapters of the student's proposal, the Chair will have the graduate student prepare the 'Application for Initial Research Protocol' to be submitted to the Trinity College Human Subjects Review Committee by the Chair. The Trinity College Human Subjects

Review Committee will determine the status of the proposal (exempt, expedited, full). The Human Subjects Chair will sign-off on all exempt requests. For expedited requests, independent reviews by the Committee members may take place via e-mail within 1-2 weeks of the request. For a full review, the proposal will be independently reviewed by all committee members followed by a meeting of the Committee to determine if the study/project is approved, disapproved, or tabled for information.

- b. The Human Subjects Review Committee Chair will notify the graduate student and his/her Chair of the Committee action and provide the signed approval form.
- c. Study/project procedures may not be initiated until receipt of signed Human Subjects Request/Approval Form. Failure of Trinity College faculty/staff/students to obtain Human Subjects Review Committee approval before initiation of research will result in possible disciplinary outcome.

Minors on Campus Policy

PURPOSE

Trinity College of Nursing & Health Sciences conducts its educational operations in a manner that coincides with its mission, vision, and values. Minors may be on campus for brief periods of time visiting or participating in College-sponsored activities. At no time while on campus should a minor be unsupervised. Minors should be under the supervision of a faculty member, staff member, or in the care of their parent or adult guardian. For currently enrolled minor students, the supervising College representative is either the faculty member or the clinical supervisor. In addition to this policy, the visits of minors are subject to the same conditions as any other visitors to the College. Any College employee who suspects that a minor who is on College property or is participating in College activity at another location, is/ has been the victim of child abuse or neglect shall immediately report the suspected child abuse or neglect to the Department of Children and Family Services (DCFS) toll-free, 24-hour Child Abuse Hotline at 1-800-25-ABUSE (22873). The changes became effective June 27, 2012 when the State of Illinois Public Act 97-0711 amended the Abused and Neglected Child Reporting Act (ANCRA) to mandate that all personnel of higher education institutions report cases of suspected child abuse or neglect to the Department of Children and Family Services (DCFS).

DEFINITIONS

Minor(s): Anyone under the age of 18 is covered by this policy.

Authorized Adult: For purposes of this policy means a parent, legal guardian, or other adult, including, but not limited to faculty/staff/employee/student who is responsible for supervising the minor(s) while on campus or at a College-sponsored activity located off-campus.

Employee: For purposes of this policy includes those faculty/staff/volunteers/medical center staff/students who are employed or volunteer for Trinity College of Nursing & Health Sciences or Trinity Regional Health **System**.

POLICY

1. Minors must be supervised by an "Authorized Adult" at all times while on the grounds of Trinity College of Nursing & Health Sciences or while participating in an activity located off-campus.
2. Minors are permitted in the general areas of the College and in other areas as permitted by the faculty/staff of the College.
3. Even when accompanied by an "Authorized Adult," pre-school age minors not participating in a College-sponsored program on college property, or an official activity in an off-campus location are prohibited from the learning laboratories, and other areas where significant potential safety hazards may exist.
4. Minors and Authorized Adults who do not meet the College Standards of Behavior will be asked to leave the College.
5. Minors are not permitted in the classroom while classes are in session unless permission is granted in advance from the faculty member. If the minor becomes disruptive, the Authorized Adult and minor will be asked to leave the classroom. At no time is a minor permitted in the clinical area with an Authorized Adult who is completing curricular requirements. Enrolled students are under the supervision of their clinical supervisor and may be in the clinical area; however, if a student violates the College Standards of Behavior he/she will be subject to disciplinary action and may be withdrawn from the course.
6. Any College employee or student in the clinical area is required by Iowa and Illinois law to be a mandatory reporter of child abuse.

PROCEDURES

Trinity College of Nursing & Health Sciences is strongly committed to providing a safe and secure environment for children. The following procedures should be taken when children are scheduled to be on campus.

Faculty/Staff/Employees/Students of the College or Trinity Regional Health System must notify the Director of Student Services and External Relations at least 14 days prior to the scheduled activity when minors will be on campus or in a college-related activity located off-campus.

Reporting suspected child abuse or neglect

If a College employee or volunteer reasonably suspects or observes signs of child abuse or neglect, he/she should immediately do the following, (and must do the following if a mandated reporter):

1. As required by state law, report cases of suspected child abuse or neglect to the Department of Children and Family Services (DCFS) to the toll-free 24-hour Child Abuse Hotline at 1-800-ABUSE (22873).
2. Written Confirmation must be sent to DCFS within 48 hours of the call:
DCFS
406 East Monroe Street
Station 122
Springfield, Illinois 62701
3. Mandated Reporters making a good faith report cannot be held liable for civil damages, BUT failure to report suspected instances of child abuse or neglect constitutes a Class A misdemeanor.

Background Checks

Trinity College of Nursing & Health Sciences requires background checks of all faculty/staff/employees/volunteers/students. Trinity Regional Health System requires background checks of all of its employees/volunteers.

Training

Training for faculty/staff/employees/volunteers will be conducted on an annual basis.

Non-Discrimination Policy

I. Introduction

Trinity College of Nursing & Health Sciences (“the College”) is committed to providing an academic and working environment free from discrimination and harassment. Discrimination, harassment and retaliation on the basis of a protected status are strictly prohibited. Persons who engage in such conduct are subject to discipline up to and including termination or dismissal.

Preventing prohibited discrimination, harassment and retaliation is the responsibility of all members of the College Community. Faculty, staff, and third parties should report a potential violation of this Policy as soon as possible to the Director of Student Services and External Relations:

Hilary Henke
Student Services Office
Hilary.henke@trinitycollegeqc.edu
309-779-7720

Students and prospective students should report a potential violation of this Policy as soon as possible to the Director of Student Services and External Relations:

Hilary Henke
Student Services Office
Hilary.henke@trinitycollegeqc.edu
309-779-7720

The College will respond to reports of perceived prohibited conduct in a reasonable, thorough, and prompt manner, as set forth below. If the College determines that discrimination, harassment, or retaliation has occurred, appropriate corrective and remedial actions will be taken.

II. Scope

This Policy applies to reports of discrimination, harassment, and retaliation on the basis of a protected category, other than discrimination, harassment, and retaliation on the basis of sex, which are governed exclusively by the College’s Sexual Misconduct Policy.

This Policy governs reports of discrimination, harassment, and retaliation in all the College’s programs and activities and applies to all members of the College Community, including employees, students, applicants for employment or admission, contractors, vendors, visitors, and guests. It applies to discrimination, harassment, and retaliation that occurs on campus, during or at an official College program or activity (regardless of location), and to off campus conduct when the conduct could deny or limit a person’s ability to participate in or benefit from the College’s programs and activities.

III. Prohibited Conduct

a. Discrimination

Discrimination is adverse treatment of an individual based on a protected category. It is a violation of this policy to discriminate on the basis of a protected status in any of the College’s programs and activities. A list of protected categories is located in Section III(e) below.

b. Harassment

Harassment consists of unwelcome verbal, non-verbal, or physical conduct that denigrates or shows hostility or aversion toward an employee, student, or other members of the College Community, including third-parties, because of a protected category. Harassment constitutes a form of prohibited discrimination if it denies or limits a person's ability to participate in or benefit from the College's programs and activities ("discriminatory harassment").

Examples of conduct prohibited by this policy may include, but are not limited to, jokes or pranks that are hostile or demeaning with regard to a person's protected status or have the purpose or effect of creating an intimidating, hostile, abusive or offensive working or academic environment.

c. Retaliation

The College prohibits retaliation against anyone for reporting discrimination or harassment, assisting in making a report, cooperating in an investigation, or otherwise exercising their rights or responsibilities under this Policy and applicable federal, state, and local laws. Retaliation prohibited by this Policy consists of materially adverse action, such as disparaging comments, uncivil behavior, or other negative treatment of an employee, student, or other member of the College Community because a report has been made pursuant to this Policy or because an individual otherwise cooperated with the College's investigation.

d. Sexual Misconduct

The College's Sexual Misconduct Policy governs the reporting, investigation, and determination of reports of sex discrimination, sexual harassment, and related retaliation. All reports of sex discrimination, sexual harassment, sexual violence, dating violence, domestic violence, stalking, and related retaliation will be investigated and resolved pursuant to the College's Sexual Misconduct Policy.

e. Protected Status

"Protected status" is defined as an individual's race, color, creed, ethnicity, ancestry, national origin, genetic information, sex, gender, gender identity or expression, sexual orientation, age, religion, marital status, veteran status, disability or physical ability, socioeconomic background, or other legally protected classification.

IV. Investigation and Resolution Procedures

The College will respond to reports of perceived prohibited conduct in an adequate, reliable, impartial, thorough, and prompt manner, as set forth below. If the College determines that discrimination has occurred, appropriate corrective and remedial actions will be taken.

a. Mandatory Reporting of Discrimination, Harassment, and Retaliation

This policy requires all College employees, unless designated as confidential employees because of professional confidentiality, to immediately report any complaints, reports, observations, or other information of alleged discrimination, harassment, or retaliation, to the Director of Student Services and External Relations.

b. Reports Alleging Misconduct By A Student

If a report of discrimination, harassment, or retaliation alleging misconduct on the part of a student is received, the report will be referred to the Director of Student Services and External Relations for investigation and resolution pursuant to the process for handling other types of student misconduct as contained in the Corrective Action policy.

c. Reports Alleging Misconduct By Any Other Person

When a report of discrimination, harassment or retaliation alleging misconduct on the part of any other person is received, a College official will be designated to investigate the report. During the investigation, both the complainant and respondent will have the opportunity to identify witnesses and evidence. Investigations will be handled discreetly, with information shared only with those persons who need to know the information in order for there to be a full and fair investigation. The investigator may impose interim measures during the pendency of the investigation to protect and separate the parties. The investigator will prepare a written report summarizing the results of the investigation and deliver it to the Director of Student Services and External Relations. The Director of Student Services and External Relations will review the report, consult with other College administrators and officials as the Director deems appropriate, and issue a determination as to whether or not the report of misconduct is substantiated and, if so, what remedial measures will be taken to address the misconduct, including discipline for the respondent or initiation of disciplinary proceedings pursuant to other applicable College policies. Substantiated incidents of conduct prohibited by this policy can lead to discipline up to and including termination or dismissal. If either the complainant or respondent disagrees with the determination, a grievance may be made via the Fair Treatment and Grievance policy.

d. Timing of the Complaint

The College encourages persons to make complaints of discrimination and harassment as soon as possible because late reporting may limit the College's ability to investigate and respond to the conduct complained of.

e. Conduct that Constitutes a Crime

Any complainant has the right to file a criminal complaint at any time—before, during or after the College's internal investigation. A complainant who wishes to make a complaint of discrimination or harassment that also constitutes a crime—including hate crimes, assault, or property offences—is encouraged to make a complaint with local law enforcement or UnityPoint Health Security. If requested, the College will assist the complainant in notifying the appropriate law enforcement authorities. In the event of an emergency, please contact 911. A victim may decline to notify such authorities.

f. Vendors, Contractors, Visitors, and Other Third-Parties

This policy applies to the conduct by and toward vendors, contractors, visitors, and other third parties. Persons who believe they have been discriminated, harassed, or retaliated against in violation of this policy should report immediately to the Director of Student Services and External Relations.

g. Retaliation

It is a violation of this policy to retaliate against any member of the College Community who reports or assists in making a complaint or who participates in the investigation of a complaint in any way. Persons who believe they have been retaliated against in violation of this policy should make a complaint in the manner set forth in this Policy.

Registration Policy

PURPOSE

Student Responsibilities

Upon enrollment at Trinity College, the student enters into a contractual 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. It is the student's responsibility to register for classes at the designated times. 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 permitted to register if an outstanding balance appears on the billing statement or a billing hold appears on the account.

DEFINITIONS

Office of the Registrar

This office is responsible for scheduling of classes, transfer evaluation, degree audits, graduation approval, in-school deferment requests and transcripts, in addition to other academic services.

Hours are Monday through Friday. You may also call 309-779-7704 for assistance or to request an appointment.

In order to participate in an online or hybrid learning course, students must have access to a computer PC or MAC and the internet. Online orientation modules are offered to students currently enrolled in one of the College's online or hybrid courses. The purpose of these modules is to familiarize students with the "Blackboard" platform used by the College. These modules can be accessed from the College webpage using the quick links menu found on the home page.

Students may visit Blackboard Online Technical support is available at: <https://help.blackboard.com/Learn/Student>

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

POLICY

Academic Advising

Each student at Trinity College is assigned a faculty advisor. The advisor guides the student throughout the program and facilitates course selection, career development, and academic progress. 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.

Auditing a Course

Some courses at Trinity College may be audited with permission of the faculty. The faculty member and the student who is auditing the course determine the 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 can 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.

The academic advisor will administratively withdraw current or returning students who do not register for coursework or initiate a leave of absence at the end of the term. This excludes students who are unable to register

due to a billing hold. The student can subsequently apply for readmission into the program. Applicable forms and fees apply for readmission.

Course Cancellation

The College reserves the right to cancel any course. The College Registrar in conjunction with the Dean of Nursing & Health Sciences will determine cancellation of courses; students will be notified of cancellations and assisted in identifying appropriate registration options.

PROCEDURES

Registration Procedure

To register, students must follow these steps:

1. Review your curriculum plan in the College Catalog to determine courses needed for registration.
2. Contact your advisor *prior* to registration to confirm course selection and academic progress.
3. Check the number of credits needed for financial aid. If in question check with the Financial Aid Office.
4. Register online through the Student Portal for all Trinity College classes.
5. Meet with an assigned Trinity College faculty advisor to complete all necessary paperwork to register for general education classes through cooperating institutions.
6. Complete registration within the designated timeframe or a late registration fee will be assessed.

Students registering late for a course are still responsible for all coursework missed and penalties for non-attendance.

Sexual Misconduct Policy

Policy Statement

Trinity College of Nursing & Health Sciences (the College) is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free of discrimination on the basis of sex. To that end, the College prohibits sex discrimination in all its forms, including sexual harassment, sexual exploitation, sexual assault, relationship violence, and stalking. Such offenses constitute a violation of this policy, are unacceptable, and will not be tolerated.

To this end, the College has designated all employees as “responsible employees” with a duty to promptly report sexual discrimination to which they become aware, in all of its forms, to the Title IX Coordinator.

Scope

This policy applies to all College employees, including staff, faculty, administrators, students, applicants for employment, customers, third-party contractors, and all other persons that participate in the College’s educational programs and activities, including third-party visitors on campus (the “College Community”). This policy prohibits sex discrimination, sexual harassment, and sexual violence when the complainant and alleged perpetrator are members of the same or opposite sex, and it applies regardless of national origin, immigration status, or citizenship status. The College’s prohibition on sex discrimination, sexual harassment, and sexual violence extends to all aspects of its educational programs and activities, including, but not limited to, admissions, employment, academics and student services.

Jurisdiction

The College may investigate alleged conduct covered by this policy that occurred on campus, during or at an official College program or activity (regardless of location), or activity or that otherwise affects the College’s working or learning environments, regardless of whether the alleged conduct occurred on or off campus. In situations where the alleged sexual misconduct occurred outside of the context of a College program or activity where the respondent is not a member of the College community (including when the respondent has graduated or left the College), the College typically will not conduct an investigation, but may address the situation and provide appropriate resources to impacted individuals and, where appropriate, the broader College community. The College will investigate complaints made under this policy and, if necessary, take action to prevent the recurrence of sex discrimination and remedy its effects.

Title IX Statement

It is the policy of the College to comply with Title IX of the Education Amendments of 1972 and its implementing regulations, which prohibit discrimination based on sex in the College’s educational programs and activities. Title IX and its implementing regulations also prohibit retaliation for asserting claims of sex discrimination. The College has designated its Title IX Coordinator to coordinate its compliance with Title IX and to receive inquiries regarding Title IX, including complaints of sex discrimination.

Prohibited Conduct

As described below, the College prohibits: (1) sex discrimination, including: (2) sexual harassment, (3) sexual assault, (4) sexual exploitation, (5) relationship violence, and (6) stalking.

1. Sex Discrimination

Sex discrimination occurs when persons are excluded from participation in, or denied the benefits of, any College program or activity because of their sex. Sex discrimination also includes discrimination on the basis of pregnancy, gender identity, and failure to conform to stereotypical notions of femininity and masculinity (i.e., gender stereotyping).

2. Sexual Harassment

Sexual harassment is unwelcome conduct of a sexual nature and includes sexual advances, requests for sexual favors, and other verbal, physical, visual, or digital conduct of a sexual nature when:

- Submission to such conduct is made or threatened to be made, either explicitly or implicitly, a term or condition of an individual's employment or education;
- Submission to or rejection of such conduct by an individual is used or threatened to be used as the basis for academic or employment decisions affecting that individual; or
- Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating what a reasonable person would perceive as an intimidating, hostile, or offensive employment, education, or living environment.
 - In determining whether a hostile environment exists, the College will consider the totality of circumstances, including factors such as the actual impact the conduct has had on the victim's participation in the College's programs and activities, the nature and severity of the conduct at issue, the frequency and duration of the conduct, the relationship between the parties (including accounting for any power differential), the respective ages of the parties, the context in which the conduct occurred, and the number of persons affected.

Examples of Sexual Harassment:

- Pressure for a dating, romantic, or intimate relationship, or for sexual activity
- Unwelcome touching, kissing, hugging, rubbing, or massaging
- Unnecessary references to parts of the body
- Sexual innuendos, jokes, humor, or gestures
- Displaying sexual graffiti, pictures, videos or posters
- Using sexually explicit profanity
- Asking about, or telling about, sexual fantasies, sexual preferences, or sexual activities
- Social media use that violates this policy
- Leering or staring at someone in a sexual way, such as staring at a person's breasts or groin
- Sending sexually explicit emails or text messages
- Commenting on a person's dress in a sexual manner
- Giving unwelcome personal gifts such as flowers, chocolates, or lingerie that suggest the desire for a romantic relationship
- Commenting on a person's body, gender, sexual relationships, or sexual activities
- Harassing a male because he "isn't manly enough" or a female because she "is too manly"
- Sexual violence (as defined below)

3. Sexual Assault

Sexual violence is a particularly severe form of prohibited sexual harassment. Sexual violence includes physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent because of his or her temporary or permanent mental or physical incapacity, because he or she is below the minimum age of consent in the applicable jurisdiction, or because of his or her incapacitation due to the use of drugs and/or alcohol. Prohibited sexual violence includes these forms of sexual assault:

- Sexual penetration without consent (e.g., rape): Any penetration of the sex organs or anus of another person when consent is not present; any penetration of the mouth of another person with a sex organ when consent is not present; or performing oral sex on another person when consent is not present. This includes penetration or intrusion, however slight, of the sex organs or anus of another person by an object or any part of the body.
- Sexual contact without consent (e.g., fondling): Knowingly touching or fondling a person's genitals, breasts, thighs, groin, or buttocks, or knowingly touching a person with one's own genitals, breasts, or buttocks, when consent is not present. This includes contact done directly or indirectly through clothing, bodily fluids, or with an object. It also includes causing or inducing a person, when consent is not present, to similarly touch or fondle oneself or someone else.

- Incest: Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by the laws of the state in which the incident occurred.
- Statutory rape: Sexual intercourse with a person who is under the statutory age of consent under the laws of the state in which the incident occurred.

4. Sexual Exploitation

Taking sexual advantage of another person for the benefit of oneself or a third party when consent is not present. This includes, but is not limited to, the following actions (including when they are done via electronic means, methods or devices):

- Sexual voyeurism or permitting others to witness or observe the sexual or intimate activity of another person without that person's consent;
- Indecent or lewd exposure or inducing others to expose themselves when consent is not present;
- Recording any person engaged in sexual or intimate activity in a private space without that person's consent;
- Distributing personal, sexual information, images, or recordings about another person without that person's consent (applies even if the videos were obtained with consent);
- Recruiting, harboring, transporting, providing, or obtaining another person for the purpose of sexual exploitation;
- Inducing incapacitation in another person with the intent to engage in sexual conduct, regardless of whether prohibited sexual conduct actually occurs; and
- Knowingly transmitting a sexually transmitted disease such as HIV to another person through sexual activity.

5. Relationship Violence (Dating/ Domestic Violence)

Dating violence and domestic violence are forms of relationship violence that can also constitute sexual misconduct when motivated by a person's sex. These types of conduct, no matter the motivation behind them, are a violation of this policy and will be addressed pursuant to the Complaint Resolution Procedures below.

- Domestic Violence: Includes acts of violence committed by a current or former spouse or intimate partner of a victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.
- Dating Violence: Means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the length of the relationship, the type of the relationship, and the frequency of interaction between the persons involved in the relationship.

6. Stalking

"Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to (A) fear for his or her safety or the safety of others; or (B) suffer substantial emotional distress. Stalking can include conduct that occurs via electronic communications, including social media (i.e., cyberstalking)

Consent

Explanation of Consent

Lack of consent is a critical factor in determining whether sexual violence has occurred. Consent is informed, freely given, and mutually understood. Consent requires an affirmative act or statement by each participant. Consent is not passive.

- If coercion, intimidation, threats, and/or physical force are used, there is no consent (see explanation of coercion below)
- If a person is mentally or physically incapacitated or impaired by alcohol or drugs such that the person cannot understand the fact, nature, or extent of the sexual situation, there is no consent
- Warning signs of when a person may be incapacitated due to drug and/or alcohol use include: slurred speech, falling down, passing out, and vomiting
- If a person is asleep or unconscious, there is no consent
- If a person is below the minimum age of consent in the applicable jurisdiction, there cannot be consent
- Consent to one form of sexual activity does not imply consent to other forms of sexual activity
- Consent can be withdrawn. A person who initially consents to sexual activity is deemed not to have consented to any sexual activity that occurs after he or she withdraws consent
- Being in a romantic relationship with someone does not imply consent to any form of sexual activity

Effective consent may not exist when there is a disparity in power between the parties (e.g., faculty/student, supervisor/employee)

Coercion

Coercion is direct or implied threat of force, violence, danger, hardship, or retribution sufficient to persuade a reasonable person of ordinary susceptibility to perform an act which otherwise would not have been performed or acquiesce in an act to which one would not have submitted. Coercion can include unreasonable and sustained pressure for sexual activity.

Coercive behavior differs from seductive behavior based on the type of pressure someone uses to get consent from another. A person's words or conduct cannot amount to coercion unless they wrongfully impair the other's freedom of will and ability to choose whether or not to engage in sexual activity. When someone makes it clear that he/she does not want to engage in sexual activity, that he/she wants to stop, or that he/she does not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive.

Incapacitation

Incapacitation is a state where an individual cannot make an informed and rational decision to consent to engage in sexual activity because the individual lacks conscious knowledge of the nature of the act (e.g., to understand the "who, what, where, when, why or how" of the sexual interaction) and/or is physically or mentally helpless. An individual is also considered incapacitated, and therefore unable to give consent, when asleep, unconscious, or otherwise unaware that sexual activity is occurring.

Incapacitation can only be found when the respondent knew or should have known that the complainant was incapacitated when viewed from the position of a sober, reasonable person.

Incapacitation may result from the use of alcohol and/or other drugs; however, consumption of alcohol or other drugs, inebriation, or intoxication alone are insufficient to establish incapacitation. Incapacitation is beyond mere drunkenness or intoxication. The impact of alcohol or drugs varies from person to person, and evaluating incapacitation requires an assessment of how consumption of alcohol and/or drugs impacts an individual's:

- Decision-making ability;
- Awareness of consequences;
- Ability to make informed judgments; or

- Capacity to appreciate the nature of circumstances of the act.

No single factor alone is determinative of incapacitation. Some common signs that someone is incapacitated may include:

- Slurred speech
- Smell of alcohol on breath
- Confusion
- Shaky balance
- Stumbling or falling down
- Vomiting
- Combativeness or emotional volatility
- Outrageous or unusual behavior
- Unconsciousness

Sexual contact while under the influence of alcohol or other drugs poses a risk to all parties. Alcohol and drugs impair a person's decision-making capacity, awareness of the consequences, and ability to make informed judgments. It is especially important, therefore, that anyone engaging in sexual activity be aware of the other person's level of intoxication. ***If there is any doubt as to the level or extent of the other person's intoxication or impairment, the prudent course of action is to forgo or cease any sexual contact or activity.***

Roles and Responsibilities

Title IX Coordinator

It is the responsibility of the Title IX Coordinator to: (1) ensure the College's compliance with Title IX; (2) identify and address any patterns or systemic problems of sexual misconduct at the College; (3) coordinate dissemination of information and education and training programs; (4) receive complaints under this policy; (5) assist members of the College Community in understanding that sexual misconduct is prohibited by this policy; (6) answer questions about this policy; (7) ensure that employees and students are aware of the procedures for reporting and addressing complaints of sexual misconduct; and (8) to implement the Complaint Resolution Procedures or to designate appropriate persons for implementing the Complaint Resolution Procedures. The Deputy Title IX Coordinator will assist the Title IX Coordinator in carrying out these responsibilities.

Administrators, Department Chairs, and Other Managers

It is the responsibility of administrators, department chairs, and other supervisors (i.e., those that formally supervise other employees) to:

- Inform employees under their direction or supervision of this policy
- Work with the Title IX Coordinator to implement education and training programs for employees and students
- Implement any corrective actions that are imposed as a result of findings of a violation of this policy

Employees – Reporting Requirement

Throughout this policy, the term "employees" includes all faculty, staff, and administrators. It is the responsibility of employees to review this policy and comply with it.

In the scope of their employment, all College employees have a duty to report sexual misconduct to the Title IX Coordinator or Deputy Title IX Coordinator when they receive a report of such conduct, witness such conduct, or otherwise obtain information about such conduct. This includes employees who may have a professional license requiring confidentiality if they are not employed by the College in that professional role. An employee not reporting sexual misconduct as required by this policy may be disciplined accordingly, up to and including termination.

Students

It is the responsibility of students to review this policy and comply with it.

RETALIATION

Title IX of the Education Amendments of 1972 (20 U.S.C. §1861 et.seq.) prohibits any entity that receives federal student financial assistance from discriminating against individuals on the basis of sex in any education program or activity. Trinity College also prohibits any retaliation, intimidation, threats, coercion or other form of discrimination against any persons exercising their rights or responsibilities under this policy. No person will suffer employment, educational, or other program consequences as a result of making a good faith report and no action may be taken in retaliation against anyone making a good faith report of a sexual misconduct violation or participating in the investigation of such allegation.

AMNESTY

Trinity College of Nursing & Health Sciences encourages students to offer assistance to others in need and to get assistance for themselves when needed. The College seeks to minimize hesitation that students may have about seeking this assistance or reporting incidences of sexual misconduct based on concerns that they will be disciplined for violating Trinity College’s alcohol/drug policy.

Students seeking assistance for themselves or others, or reporting incidences of sexual misconduct, will not be subject to the College sanctions that are punitive in nature based on use of alcohol/drugs.

In lieu of punitive sanctions to students seeking assistance in these instances, students abusing alcohol/drugs may be required to complete specified follow-up, such as assessment or attendance at a substance abuse education class. Failure to complete the recommended follow-up will result in disciplinary action.

The College’s commitment to amnesty in these situations does not prevent action by police or other legal authorities against an individual who has illegally consumed alcohol or drugs.

LIMITATIONS ON CONFIDENTIALITY

The College considers complaints and investigations conducted under this policy to be private matters for the parties involved and will make reasonable and appropriate efforts to preserve both parties’ privacy when investigating and resolving a complaint. For that reason, the College will protect the identity of persons involved in reports of sexual misconduct to the best of its ability. The College will only share personally identifiable information with persons with a “need to know” in order for the College to investigate and respond to the complaint or to deliver resources or support services. The College does not publish the names nor post identifiable information about persons involved in a report of sexual misconduct. However, the College cannot guarantee confidentiality to those who make complaints.

If a complainant insists that his or her name not be disclosed to the alleged perpetrator, the College’s ability to respond may be limited. The College reserves the right to initiate an investigation despite a complainant’s request for confidentiality in limited circumstances involving serious or repeated conduct or where the alleged perpetrator may pose a continuing threat to the College Community.

Note that certain types of sexual misconduct are considered crimes for which the College must disclose crime statistics in its Annual Security Report that is provided to the campus community and available to the public, in accordance with The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1990. These disclosures will be made without including personally identifying information.

Academic Freedom

The College is firmly committed to free expression and academic freedom. The College is equally committed to creating and maintaining a safe, healthy, and harassment-free environment for all members of its community, and firmly believes that these two legitimate interests can coexist. Discrimination, harassment, and retaliation against members of the College community are not protected expressions or the proper exercise of academic freedom. The College will consider academic freedom in the investigation of reports of sexual misconduct or retaliation that involve an individual’s statements or speech.

COMPLAINTS & RESOLUTION

The College will resolve complaints of violations of this policy in accordance with its complaint resolution procedures.

A “complainant” is the party seeking for a complaint to be investigated and resolved in accordance with this policy. A “respondent” is the party who has been alleged to have violated this policy and is responding to a complaint.

Formal Resolution

Formal resolution of a complaint begins with an investigation conducted by an investigator assigned by the Title IX Coordinator. The investigation is conducted in accordance with the procedures listed below. The conclusion of an investigation may, or may not, result in a finding of a policy violation, based on a preponderance of the evidence standard. For complaints where a policy violation is found, the College will impose disciplinary action, including and up to termination or expulsion.

Informal Resolution

As an alternative to pursuing a formal complaint and investigation, a complainant may seek an informal resolution through the Title IX Coordinator. An informal resolution may result in implementing protective measures and accommodations, targeted or general educational programming or training, and/or direct intervention with the respondent, but does not result in formal disciplinary measures.

Informal resolution is available in matters in which the Title IX Coordinator determines it is appropriate and will only be used after the parties have received a full disclosure of the allegations and their options for formal resolution and both voluntarily elect to engage in informal resolution. During an informal resolution process, either party is entitled to end the informal process at any time and use the formal process.

Making a Complaint

Individuals who wish to report sexual misconduct should submit a complaint with the Title IX Coordinator or Deputy Title IX Coordinator.

So that the College has sufficient information to investigate a complaint, the complaint should include, to the extent known: (1) the date(s) and time(s) of the alleged conduct; (2) the names of all person(s) involved in the alleged conduct, including possible witnesses; (3) all details outlining what happened; and (4) contact information for the complainant so that the College may follow up appropriately.

All members of the College Community should be aware that all employees, other than those identified as confidential resources, have an obligation to report information about sexual misconduct to the Title IX Coordinator for review and investigation, and they may not keep this information confidential.

Reporting Options

Victims of sexual misconduct and/or third party/bystanders can use one of the two following reporting options:

Online Reporting

- Electronic submission of a report is available at <http://www.trinitycollegeqc.edu/files/images/Current%20Student%20Forms/FillableIncidentReportForm.pdf>

Face-to-Face Reporting

- In-person reporting should be directed to the Trinity College of Nursing & Health Sciences Title IX Coordinator, Hilary Henke, in Student Services, or by calling 309-779-7720, or by email at hilary.henke@trinitycollegeqc.edu.

In the event of the Title IX Coordinator’s absence, in-person reporting should be directed to the Deputy Title IX Coordinator, Rose Brower in office #101, by calling 309-779-7762, or by email at rosemary.brower@trinitycollegeqc.edu.

The reporter of sexual misconduct has options regarding notification to law enforcement, including:

1. Calling options:
 - Notify on-campus safety personnel by dialing “6000” on a College phone
 - Emergency calls to local police by dialing “911”
 - Non-emergency calls to local police by dialing 309-732-2677
2. The reporter has the option to be assisted by a campus security authority in notifying law enforcement.
3. The reporter has the option to decline to notify law enforcement.
4. Students and employees may discuss concerns with a Student Assistance Program (SAP)/Employee Assistance Program (EAP) counselor at 800-383-7900.

Conduct that May Constitute a Crime

Any person who wishes to make a complaint of sexual misconduct that may also constitute a crime—including sexual violence, domestic violence, dating violence, or stalking—is encouraged to make a complaint to local law enforcement. If requested, the College will assist the complainant in notifying the appropriate law enforcement authorities. In the event of an emergency, please contact 911.

An individual reporting sexual misconduct to the College may also *decline* to notify such authorities.

Timing of Complaints

There is no time limit for when an incident of sexual misconduct may be reported; however, reports should be made as soon as possible after the incident, preferably within one year, because the passing of time makes a review of the evidence more difficult and the memories of involved parties become less reliable. Late reporting may limit the College’s ability to investigate and respond to the conduct complained of.

Bad Faith Complaints

While the College encourages all good faith complaints of sexual misconduct, the College has the responsibility to balance the rights of all parties. Therefore, if the College’s investigation reveals that a complaint was knowingly false, the complaint will be dismissed and the person who filed the knowingly false complaint may be subject to discipline.

Training, Education and Awareness

The Trinity College of Nursing & Health Sciences website is the repository for the following information: Sexual Misconduct Policy, Title IX Coordinator/Deputy Coordinator role description and contact information, and identifying contact information for counselors, confidential advisors, campus security authorities, and confidential resources.

Full and part-time College employees and all students who attend one or more classes on campus will annually complete the NetLearning module Sexual Misconduct Prevention Training.

An introduction to Sexual Misconduct awareness during New Student Orientation will include a definition of consent, reporting options, survivor services, and strategies for bystander intervention and risk reduction. Each student will have access to an electronic copy of the comprehensive policy.

College employees and designated individuals involved in the receipt of a report of sexual misconduct will receive annual survivor-centered and trauma-informed training. The Campus Violence Prevention Committee shall serve to work toward improving safety on campus, meeting twice annually.

Individuals making decisions/outcomes of reports will receive 8 to 10 hours of additional annual training including training on how to resolve complaints. The College will ensure that partners in providing confidential advising complete 40-hours of sexual violence training before their appointment and complete 6 hours on ongoing education annually.

The Title IX Coordinator will comply with requests from the Illinois Department of Human Rights and the Illinois Attorney General regarding reporting, policy change, and prevention programs.

COMPLAINT RESOLUTION PROCEDURES

I. Investigation and Resolution of the Complaint

These Complaint Resolution Procedures apply to the resolution of all reports under the Sexual Misconduct Policy. They apply to the resolution of complaints against students, faculty, administrators, staff, and third parties, and they are the exclusive means of resolving complaints of sexual misconduct.

For purposes of these Complaint Resolution Procedures, "Investigator" means the individual(s) designated by the Title IX Coordinator to investigate a particular complaint (and may include the Title IX Coordinator and/or Deputy Title IX Coordinator).

Promptness, Fairness and Impartiality

These procedures provide for prompt, fair, and impartial investigations and resolutions. All College officials involved in the investigation or appeal process shall discharge their obligations under these Complaint Resolution Procedures fairly and impartially. If an involved College official determines that he or she cannot apply these procedures fairly and impartially due to any actual or perceived conflict of interest, another appropriate individual will be designated to administer these procedures.

Required Training

These procedures will be implemented by College officials who receive annual training on the issues related to sex discrimination, sexual harassment, sexual exploitation, coercion, sexual violence, domestic violence, dating violence, and stalking and how to conduct a fair and equitable investigation.

A. Timing of the Investigation

The College will endeavor to conclude its investigation and resolution of the complaint within sixty (60) calendar days of receiving it. Both the complainant and the respondent will be given periodic updates regarding the status of the investigation. If either the complainant or respondent need additional time, they shall notify the Investigator in writing explaining how much additional time is needed and why it is needed.

B. Informal Resolution

Informal means of resolution, such as mediation, may be used in lieu of the formal investigation and resolution procedure. The following standards apply to any informal resolution method that is utilized:

- The informal process can only be used with both parties' voluntary cooperation and appropriate involvement by the institution (e.g., the Title IX Coordinator);
- The complainant will not be required to "work out" the problem directly with the respondent; and
- Either party may terminate the informal process at any time and elevate the complaint to the formal investigation procedures described below.

C. Interim Measures

Interim measures are reasonable measures the College can put in place for an individual who reports having experienced sexual misconduct, or an individual who has been accused of a policy violation. The Title IX Coordinator or his/her designee may determine that reasonable interim measures for the parties involved, or witnesses, are appropriate during an investigation, informal resolution, as well as outside of the complaint process.

Interim measures may include separating the parties, placing limitations on contact between the parties, or making alternative class-placement or workplace arrangements. Interim measures are available regardless of whether an individual chooses to report an incident to the College or pursue a complaint. The College will

keep confidential any interim measures and accommodations provided, to the extent that maintaining such confidentiality would not impair the ability of the institution to provide these measures.

Failure to comply with the terms of interim measures may constitute a separate violation of this policy.

To seek an interim measure, students, staff and faculty should contact the Title IX Coordinator.

D. Preponderance of the Evidence Standard

In making any determination on the resolution of the complaint, the evidentiary standard is the preponderance of the evidence; that is, whether it is more likely than not that sexual misconduct occurred.

E. Support Person/Advisor

During the investigation and resolution processes, both a complainant and a respondent may ask a support person/advisor to accompany him or her at all stages of the process. In cases involving multiple complainants or respondents, the support person/advisor cannot be another complainant or respondent or potential witness. The support person/advisor does not serve as an advocate on behalf of the complainant or respondent, may not be actively involved in any proceedings, and must agree to maintain the confidentiality of the process. A support person/advisor may be removed if he or she becomes disruptive or does not abide by the limitations discussed in the previous sentence.

F. Pending Criminal Investigation

Some instances of sexual misconduct may also constitute criminal conduct. In such instances, the complainant is also encouraged to file a report with the appropriate law enforcement authorities and, if requested, the College will assist the complainant in doing so. The pendency of a criminal investigation, however, does not relieve the College of its responsibilities under Title IX. Therefore, to the extent doing so does not interfere with any criminal investigation, the College will proceed with its own investigation and resolution of the complaint.

II. RIGHTS OF THE PARTIES

During the investigation and resolution of a complaint, the complainant and respondent shall have equal rights. They include:

- Equal opportunity to identify and have considered witnesses and other relevant evidence
- Similar and timely access to all information considered by the Investigating Officer
- Equal opportunity to review any statements or evidence provided by the other party
- Equal access to review and comment upon any information independently developed by the Investigating Officer should the Investigating Officer share such information with the other party
- Equal opportunity to appeal determinations pursuant to Section III, below

III. COMMENCEMENT OF AN INVESTIGATION

Once a complaint is made, the Investigator will commence an investigation of it as soon as practicable, but not later than seven (7) days after the complaint is made. The purpose of the investigation is to determine whether it is more likely than not that the alleged behavior occurred and, if so, whether it constitutes sexual misconduct. During the course of the investigation, the Investigator may receive counsel from College administrators, the College's attorneys, or other parties as needed.

In certain narrow circumstances, the Investigator may commence an investigation even if the complainant requests that the matter not be pursued. In such a circumstance, the Investigator will take all reasonable steps

to investigate and respond to the matter in a manner that is informed by the complainant's articulated concerns.

A. Content of the Investigation

During the investigation, the complainant will have the opportunity to describe his or her allegations and present supporting witnesses or other evidence. The respondent will have the opportunity to respond to the allegations and present supporting witnesses or other evidence. The Investigating Officer will review the statements and evidence presented and may, depending on the circumstances, interview others with relevant knowledge, review documentary materials, and take any other appropriate action to gather and consider information relevant to the complaint. The investigator will facilitate effective cross-examination of the relevant information; though the parties will not cross-examine the other party or witnesses directly in person. All parties and witnesses involved in the investigation are expected to cooperate and provide complete and truthful information.

B. Resolution

At the conclusion of the investigation, the Investigating Officer will prepare a written report. The written report will explain the scope of the investigation and identify findings of fact. The report will be provided at the same time to both parties for review and comment. Both the complainant and respondent will have a five (5) business days to review the report and provide comments. If necessary, the version of the report provided to the complainant and/or respondent will be redacted to ensure that sensitive and non-relevant information concerning any remedial and/or disciplinary measures is disclosed in a manner consistent with Title IX, the Family Educational Rights and Privacy Act ("FERPA") and the Clery Act.

The Investigating Officer will determine whether any allegations in the complaint were found to be substantiated by a preponderance of the evidence. This decision will be communicated in writing to both parties at the same time, and will include an analysis of the Investigating Officer's conclusion and the steps necessary to maintain an environment free from discrimination and harassment and to protect the safety and well-being of the complainant and other members of the College Community. Such actions will also include reasonable steps to correct the effects of such conduct on the complainant and others and to prevent the recurrence of discrimination, harassment, and retaliation. Examples of such action include: no-contact orders, classroom reassignment, the provision of counseling or other support services, training. The notification of the written report provided to the parties will include a description of the appeal procedures set forth below.

C. Sanctioning

In the event a policy violation is determined to have occurred, the decision will also be communicated to the appropriate sanctioning official listed below who will be responsible for determining discipline for the respondent, including up to termination, expulsion, or other appropriate institutional sanctions. The sanctioning official will have three (3) business days in which to determine a sanction and communicate that decision to the parties, in a manner consistent with Title IX, FERPA, and the Clery Act.

The sanctioning officials are as follows:

- For students: Title IX Coordinator or designee
- For staff: Title IX Coordinator or designee
- For faculty: Dean Nursing and Health Sciences or designee

The written determination of the Investigator, and any sanction issues by the sanctioning official, shall be final subject only to the right of appeal set forth below.

D. Possible Sanctions

Violations of this policy may result in sanctions and corrective actions, which can include, but are not limited to:

- Verbal warning
- Written warning
- Disciplinary hold on academic and/or financial records
- Performance improvement/management process
- Required counseling
- Required training or education
- Campus access restrictions
- No trespass order (with respect to campus locations)
- No contact directive (with respect to an individual)
- Loss of privileges
- Loss of oversight, teaching or supervisory responsibility
- Probation
- Demotion
- Loss of pay increase
- Transfer (employment)
- Revocation of offer (employment or admissions)
- Disciplinary suspension
- Suspension with pay
- Suspension without pay
- Expulsion
- Degree revocation
- Termination of employment
- Revocation of tenure
- Termination of contract (for contractors)

The College may assign other sanctions as appropriate in each particular situation. To the greatest extent possible, sanctions and corrective actions will be imposed in accordance with relevant policies and/or procedures and other requirements set forth in the applicable Employee Handbook, Student Handbook, other policies or handbooks that may be developed over time, or contracts. In addition, the College may take steps to remediate the effects of a violation on victims and others.

IV. Appeals

• **Grounds for Appeal**

The complainant or respondent may appeal the determination of a complaint only on the following grounds:

- There is a substantial likelihood that newly discovered information, not available at the time evidence was presented to the Investigator, would result in a different decision
- There was a procedural error significant enough to call the outcome into question
- The punishment or the corrective action imposed is disproportionate to the offense

• **Method of Appeal**

Appeals must be filed with the (“Appeals Officer”) within five (5) business days of receipt of the written report determining the outcome of the complaint, or sanction, whichever is later. The appeals officer for students will be the Dean of Nursing and Health Sciences. The appeals officer for staff and faculty will be appointed by the Chancellor or designee.

- The appeal must be in writing and contain the following:
 - Name of the complainant
 - Name of the respondent
 - A statement of the determination of the complaint, including corrective action if any
 - A detailed statement of the basis for the appeal including the specific facts, circumstances, and argument in support of it, and
 - Requested action, if any

When an appeal has been filed, the non-appealing party will be notified of such in writing. The appealing party may request a meeting with the Appeals Officer, but the decision to grant a meeting is within the Appeals Officer's discretion. If a meeting is granted, then the other party will be granted a similar opportunity.

- **Resolution of the Appeal**

The Appeals Officer will resolve the appeal within ten (10) days of receiving it and may take any and all actions that he/she determines to be in the interest of a fair and just decision. The parties will be notified in writing if the Appeals Officer's decision will take longer than ten (10) days. The decision of the Appeals Officer is final.

The Appeals Officer shall issue a short and plain, written statement of the resolution of the appeal, including any changes made to the Investigator's previous written determination and/or the sanctions and remedial measures imposed. The written statement shall be simultaneously provided to the complainant, respondent, and the Title IX Coordinator within three (3) days of the resolution.

- **Intersection With Other Procedures**

These complaint resolution procedures are the exclusive means of resolving complaints alleging violations of the Sexual Misconduct Policy. To the extent there are any inconsistencies between these complaint resolution procedures and other College grievance, complaint, or discipline procedures or Handbooks, these complaint resolution procedures will control the resolution of complaints alleging violations of the Sexual Misconduct Policy.

Appendix A

PRESERVING EVIDENCE

The College strongly encourages individuals who have experienced sexual misconduct and individuals who have been accused of a violation under this policy to preserve relevant evidence to the greatest extent possible.

Below are suggestions for preserving evidence related to an incident of sexual misconduct. It is important to keep in mind that each suggestion may not apply in every incident:

General evidence preservation suggestions:

- Individuals should consider not altering, disposing of, or destroying any physical evidence of sexual misconduct.
- If there is suspicion that a drink may have been drugged, an individual should inform a medical assistance provider and/or law enforcement as soon as possible so they can attempt to collect possible evidence (e.g., from the drink, through urine or blood sample).
- Individuals can preserve evidence of electronic communications by saving them and/or by taking screen shots of text messages, instant messages, social networking pages, or other electronic communications, and by keeping pictures, logs, or copies of documents that relate to the incident and/or perpetrator.
- Even if an individual chooses not to make a complaint with the College regarding sexual misconduct, they may consider speaking with law enforcement to preserve evidence.

Evidence preservation suggestions specific to sexual assault (for survivors):

- Because some evidence, particularly evidence that may be located on the body, dissipates quickly (within 48-96 hours), individuals who have been sexually assaulted and wish to preserve evidence should go to a hospital or medical facility immediately to seek a medical examination and/or evidence collection.
- An individual who has been sexually assaulted and wishes to preserve evidence should, if possible, not shower, bathe, douche, smoke, brush teeth, eat, drink, use the bathroom, or change clothes or bedding before going to the hospital or seeking medical attention.
- If an individual who has been sexually assaulted decides to change clothes or bedding and wishes to preserve evidence, he/she should not wash the clothes worn or bedding used during the assault, and should bring them to a hospital, medical facility, or the police in a non-plastic (e.g., paper) bag.

Appendix B

ILLINOIS LEGAL DEFINITIONS

Crime Type (Illinois Compiled Statutes)	Definitions
Dating Violence	The institution has determined, based on good-faith research that Illinois law does not define the term dating violence.
Domestic Violence	<p>Illinois' Domestic Violence Act indicates that "domestic violence" means "abuse", which means physical abuse, harassment, intimidation of a dependent, interference with personal liberty or willful deprivation but does not include reasonable direction of a minor child by a parent or person in loco parentis. (750 Ill. Comp. Stat. § 60/103).</p> <p>In addition, Illinois law includes the following:</p> <p>Domestic Battery (720 Ill. Comp. Stat. § 5/12-3.2): A person commits domestic battery if he or she knowingly without legal justification: (1) Causes bodily harm to any family or household member; (2) Makes physical contact of an insulting or provoking nature with any family or household member.</p> <p>Aggravated Domestic Battery (720 Ill. Comp. Stat. § 5/12-3.3): (a) A person who, in committing a domestic battery, knowingly causes great bodily harm, or permanent disability or disfigurement commits aggravated domestic battery. (a-5) A person who, in committing a domestic battery, strangles another individual commits aggravated domestic battery. For the purposes of this subsection (a-5), "strangle" means intentionally impeding the normal breathing or circulation of the blood of an individual by applying pressure on the throat or neck of that individual or by blocking the nose or mouth of that individual.</p> <p>For purposes of the above crimes, "family or household members" is defined at 750 Ill. Comp. Stat. § 5/12-0.1 as: "Family or household members" include spouses, former spouses, parents, children, stepchildren, and other persons related by blood or by present or prior marriage, persons who share or formerly shared a common dwelling, persons who have or allegedly have a child in common, persons who share or allegedly share a blood relationship through a child, persons who have or have had a dating or engagement relationship, persons with disabilities and their personal assistants, and caregivers as defined in Section 12-4.4a of this Code. For purposes of this Article, neither a casual acquaintanceship nor ordinary fraternization between 2 individuals in business or social contexts shall be deemed to constitute a dating relationship.</p>
Stalking	<p>Stalking (720 Ill. Comp. Stat. § 5/12-7.3):</p> <p>A person commits stalking when he or she knowingly engages in a course of conduct directed at a specific person, and he or she knows or should know that this course of conduct would cause a reasonable person to: (1) fear for his or her safety or the safety of a third person; or (2) suffer other emotional distress.</p> <p>A person commits stalking when he or she, knowingly and without lawful justification, on at least 2 separate occasions follows another person or places the person under surveillance or any combination thereof and: (1) at any time transmits a threat of immediate or future bodily harm, sexual assault, confinement or restraint and the threat is directed towards that person or a family member of that person; or (2) places that person in reasonable apprehension of immediate or future bodily harm, sexual assault, confinement or restraint to or of that person or a family member of that person.</p> <p>A person commits stalking when he or she has previously been convicted of stalking another person and knowingly and without lawful justification on one occasion: (1) follows that same</p>

Crime Type (Illinois Compiled Statutes)	Definitions
	<p>person or places that same person under surveillance; and (2) transmits a threat of immediate or future bodily harm, sexual assault, confinement or restraint to that person or a family member of that person.</p> <p>Aggravated Stalking (750 Ill. Comp. Stat. § 5/12-7.4): A person commits aggravated stalking when he or she commits stalking and: (1) causes bodily harm to the victim; (2) confines or restrains the victim; or (3) violates a temporary restraining order, an order of protection, a stalking no contact order, a civil no contact order, or an injunction prohibiting the behavior described in subsection (b)(1) of Section 214 of the Illinois Domestic Violence Act of 1986.</p> <p>Cyberstalking (750 Ill. Comp. Stat. § 5/12-7.5):</p> <p>A person commits cyberstalking when he or she engages in a course of conduct using electronic communication directed at a specific person, and he or she knows or should know that would cause a reasonable person to: (1) fear for his or her safety or the safety of a third person; or (2) suffer other emotional distress.</p> <p>A person commits cyberstalking when he or she, knowingly and without lawful justification, on at least 2 separate occasions, harasses another person through the use of electronic communication and: (1) at any time transmits a threat of immediate or future bodily harm, sexual assault, confinement, or restraint and the threat is directed towards that person or a family member of that person; or (2) places that person or a family member of that person in reasonable apprehension of immediate or future bodily harm, sexual assault, confinement, or restraint; or (3) at any time knowingly solicits the commission of an act by any person which would be a violation of this Code directed towards that person or a family member of that person.</p> <p>A person commits cyberstalking when he or she, knowingly and without lawful justification, creates and maintains an Internet website or webpage which is accessible to one or more third parties for a period of at least 24 hours, and which contains statements harassing another person and: (1) which communicates a threat of immediate or future bodily harm, sexual assault, confinement, or restraint, where the threat is directed towards that person or a family member of that person, or (2) which places that person or a family member of that person in reasonable apprehension of immediate or future bodily harm, sexual assault, confinement, or restraint, or (3) which knowingly solicits the commission of an act by any person which would be a violation of this Code directed towards that person or a family member of that person.</p>
Sexual Assault	<p>Criminal Sexual Assault (720 Ill. Comp. Stat. § 5/11-1.20) A person commits criminal sexual assault if that person commits an act of sexual penetration and: (1) uses force or threat of force; (2) knows that the victim is unable to understand the nature of the act or is unable to give knowing consent; (3) is a family member of the victim, and the victim is under 18 years of age; (4) is 17 years of age or over and holds a position of trust, authority, or supervision in relation to the victim, and the victim is at least 13 years of age but under 18 years of age.</p> <p>Aggravated Criminal Sexual Assault (720 Ill. Comp. Stat. § 5/11-1.30):</p> <p>A person commits aggravated criminal sexual assault if that person commits criminal sexual assault and any of the following aggravating circumstances exist during the commission of the offense or, for purposes of paragraph (7), occur as part of the same course of conduct as the commission of the offense: (1) the person displays, threatens to use, or uses a dangerous weapon, other than a firearm, or any other object fashioned or used in a manner that leads the victim, under the circumstances, reasonably to believe that the object is a dangerous weapon; (2) the person causes bodily harm to the victim, except as provided in paragraph (10); (3) the</p>

Crime Type (Illinois Compiled Statutes)	Definitions
	<p>person acts in a manner that threatens or endangers the life of the victim or any other person; (4) the person commits the criminal sexual assault during the course of committing or attempting to commit any other felony; (5) the victim is 60 years of age or older; (6) the victim is a person with a physical disability; (7) the person delivers (by injection, inhalation, ingestion, transfer of possession, or any other means) any controlled substance to the victim without the victim's consent or by threat or deception for other than medical purposes; (8) the person is armed with a firearm; (9) the person personally discharges a firearm during the commission of the offense; or (10) the person personally discharges a firearm during the commission of the offense, and that discharge proximately causes great bodily harm, permanent disability, permanent disfigurement, or death to another person.</p> <p>A person commits aggravated criminal sexual assault if that person is under 17 years of age and: (i) commits an act of sexual penetration with a victim who is under 9 years of age; or (ii) commits an act of sexual penetration with a victim who is at least 9 years of age but under 13 years of age and the person uses force or threat of force to commit the act.</p> <p>A person commits aggravated criminal sexual assault if that person commits an act of sexual penetration with a victim who is a person with a severe or profound intellectual disability.</p> <p>Predatory Criminal Sexual Assault of a Child (720 Ill. Comp. Stat. § 5/11-1.40): A person commits predatory criminal sexual assault of a child if that person is 17 years of age or older, and commits an act of contact, however slight, between the sex organ or anus of one person and the part of the body of another for the purpose of sexual gratification or arousal of the victim or the accused, or an act of sexual penetration, and: (1) the victim is under 13 years of age; or (2) the victim is under 13 years of age and that person: (A) is armed with a firearm; (B) personally discharges a firearm during the commission of the offense; (C) causes great bodily harm to the victim that: (i) results in permanent disability; or (ii) is life threatening; or (D) delivers (by injection, inhalation, ingestion, transfer of possession, or any other means) any controlled substance to the victim without the victim's consent or by threat or deception, for other than medical purposes.</p>
Rape, Fondling, Incest, Statutory Rape	<p>For purposes of the Clery Act, the term "sexual assault" includes the offenses of rape, fondling, incest, and statutory rape. The institution has determined, based on good-faith research, that Illinois law does not define these terms.</p>
Other "sexual assault" crimes	<p>Other crimes under Illinois law that may be classified as a "sexual assault" include the following:</p> <p>Criminal Sexual Abuse (720 Ill. Comp. Stat. § 5/11-1.50):</p> <p>A person commits criminal sexual abuse if that person: (1) commits an act of sexual conduct by the use of force or threat of force; or (2) commits an act of sexual conduct and knows that the victim is unable to understand the nature of the act or is unable to give knowing consent.</p> <p>A person commits criminal sexual abuse if that person is under 17 years of age and commits an act of sexual penetration or sexual conduct with a victim who is at least 9 years of age but under 17 years of age.</p> <p>A person commits criminal sexual abuse if that person commits an act of sexual penetration or sexual conduct with a victim who is at least 13 years of age but under 17 years of age and the person is less than 5 years older than the victim.</p> <p>Aggravated Criminal Sexual Abuse (720 Ill. Comp. Stat. § 5/11-1.60):</p> <p>A person commits aggravated criminal sexual abuse if that person commits criminal sexual abuse</p>

Crime Type (Illinois Compiled Statutes)	Definitions
	<p>and any of the following aggravating circumstances exist (i) during the commission of the offense or (ii) for purposes of paragraph (7), as part of the same course of conduct as the commission of the offense: (1) the person displays, threatens to use, or uses a dangerous weapon or any other object fashioned or used in a manner that leads the victim, under the circumstances, reasonably to believe that the object is a dangerous weapon; (2) the person causes bodily harm to the victim; (3) the victim is 60 years of age or older; (4) the victim is a person with a physical disability; (5) the person acts in a manner that threatens or endangers the life of the victim or any other person; (6) the person commits the criminal sexual abuse during the course of committing or attempting to commit any other felony; or (7) the person delivers (by injection, inhalation, ingestion, transfer of possession, or any other means) any controlled substance to the victim for other than medical purposes without the victim's consent or by threat or deception.</p> <p>A person commits aggravated criminal sexual abuse if that person commits an act of sexual conduct with a victim who is under 18 years of age and the person is a family member.</p> <p>A person commits aggravated criminal sexual abuse if: (1) that person is 17 years of age or over and: (i) commits an act of sexual conduct with a victim who is under 13 years of age; or (ii) commits an act of sexual conduct with a victim who is at least 13 years of age but under 17 years of age and the person uses force or threat of force to commit the act; or (2) that person is under 17 years of age and: (i) commits an act of sexual conduct with a victim who is under 9 years of age; or (ii) commits an act of sexual conduct with a victim who is at least 9 years of age but under 17 years of age and the person uses force or threat of force to commit the act.</p> <p>A person commits aggravated criminal sexual abuse if that person commits an act of sexual penetration or sexual conduct with a victim who is at least 13 years of age but under 17 years of age and the person is at least 5 years older than the victim.</p> <p>A person commits aggravated criminal sexual abuse if that person commits an act of sexual conduct with a victim who is a person with a severe or profound intellectual disability.</p> <p>A person commits aggravated criminal sexual abuse if that person commits an act of sexual conduct with a victim who is at least 13 years of age but under 18 years of age and the person is 17 years of age or over and holds a position of trust, authority, or supervision in relation to the victim.</p> <p>Sexual Relations Within Families (720 Ill. Comp. Stat. § 5/11-11): A person commits sexual relations within families if he or she: (1) Commits an act of sexual penetration as defined in Section 11-0.1 of this Code; and (2) The person knows that he or she is related to the other person as follows: (i) Brother or sister, either of the whole blood or the half blood; or (ii) Father or mother, when the child, regardless of legitimacy and regardless of whether the child was of the whole blood or half-blood or was adopted, was 18 years of age or over when the act was committed; or (iii) Stepfather or stepmother, when the stepchild was 18 years of age or over when the act was committed; or (iv) Aunt or uncle, when the niece or nephew was 18 years of age or over when the act was committed; or (v) Great-aunt or great-uncle, when the grand-niece or grand-nephew was 18 years of age or over when the act was committed; or (vi) Grandparent or step-grandparent, when the grandchild or step-grandchild was 18 years of age or over when the act was committed.</p>
Consent (as it relates to sexual activity) (720 Ill. Comp. Stat.	"Consent" means a freely given agreement to the act of sexual penetration or sexual conduct in question. Lack of verbal or physical resistance or submission by the victim resulting from the use of force or threat of force by the accused shall not constitute consent. The manner of dress of

Crime Type (Illinois Compiled Statutes)	Definitions
§5/11-1.70)	the victim at the time of the offense shall not constitute consent. A person who initially consents to sexual penetration or sexual conduct is not deemed to have consented to any sexual penetration or sexual conduct that occurs after he or she withdraws consent during the course of that sexual penetration or sexual conduct.

Social Media Policy

PURPOSE

The purpose of this policy is to delineate the Social Media Policy of Trinity College.

POLICY AND PROCEDURE

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 UnityPoint Health. Appropriate use of systems and features, as well as the appropriate content of electronic communication, is required.

- Students who are posting to a non-UnityPoint Health sponsored social media site should write in the first person, use a personal email address, and where the student's connection to UnityPoint Health or the College is apparent, make clear he/she is speaking for him/herself and not on behalf of the College or UnityPoint Health. 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 UnityPoint Health."
- Use of the internet for purposes not authorized by the College or faculty and use of social media or networking sites during class or clinical time is strictly prohibited.
- All applicable laws, regulations and UnityPoint Health 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 UnityPoint Health related information (such that someone could deduce the identity of the person referenced in the posting) and patient images, on any social media site.
- Students should be respectful and professional regarding fellow students, faculty, staff, employees, and business partners of the College or UnityPoint Health.
- 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 violation of this policy by a Trinity College student is grounds for action under the General Standards of Behavior Policy and may result in corrective action (see Corrective Action Policy) which may result in dismissal from the College.
- Cyberbullying/cyberstalking will not be tolerated at Trinity College of Nursing & Health Sciences. Cyberbullying is defined as the intimidation or harassment that causes a reasonable student to fear for his or her person, safety, and property. Cyberbullying includes but is not limited to the use of computers, websites, internet, cell phones, text messaging, chat rooms, and instant messages to ridicule, harass, intimidate, humiliate or otherwise bully a student. Cyberstalking is defined as sending repeated unwanted online messages that often include threats that make some victims fear for their personal safety. Cyberbullying/cyberstalking will be included under Trinity College's Standards of Behavior.

Student Dress Code Policy

PURPOSE

The purpose of the dress code is to provide direction to 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 activities. 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.

POLICY AND PROCEDURES

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

College Uniform

- While at clinical, the College uniform is the designated blue gray top with College patch fixed to the left sleeve two inches from the shoulder seam and navy blue pants.
- Uniform should be clean, neat, pressed (not wrinkled), and free of tears/holes.
- For additional warmth students may wear a navy cover-up jacket with the College insignia fixed to the left sleeve two inches from the shoulder seam or a long sleeve plain white or navy blue knit shirt (or turtleneck) beneath the College uniform top.

Shoes & Socks

- Shoe wear consists of clean, non-permeable, flat professional, nursing or athletic shoes with closed toes and backs, and slip resistant soles, with no holes.
- A small colored shoe logo is acceptable.
- The majority color of the shoe should be white, black, gray or navy with corresponding shoe laces.
- Socks should be white or black, and cover the ankle.

Name badge* (see below for further information)

- Trinity student identification badges must be worn at all times while on clinical assignments.
- The badge must be visible, above the waist level, and with no adornments of any kind.

Hygiene

- Proper body cleanliness, oral hygiene, and use of deodorant must be maintained.
- Strong scents are prohibited, including but not limited to: perfume, aftershave, lotions, hair gel, and/or smoke.
- Makeup should be in moderation.

Fingernails

- Hands are to be clean and free of open or infectious lesions.
- Nails must be neatly manicured, no longer than ¼ inch beyond the fingertip.
- Clear unchipped nail polish is permitted. (Nail polish is not permitted in OR and L&D)
- Artificial nail enhancements including tips, wraps, overlays, appliques, acrylics, gels, nail jewelry or other similar items are NOT permitted.

Hair/Eyelashes

- Head bands (if worn) should be black, navy, white, or gray in color.
- Hair should be clean, neat, and natural in color.
- Hair should be secured in a way that avoids falling over the shoulders or face.
- Hair accessories (if used) should be professional and compliment the uniform.
- False eyelashes are not permitted.
- For male students a neatly trimmed beard or mustache is acceptable.

Jewelry/Piercings

- Jewelry is limited to wedding and engagement ring, wrist watch with second hand, and two small button-style earrings per ear. Gauges are permitted.
- Medic Alert jewelry is permitted.
- Jewelry embedded in the skin (transdermal implant) is permitted with a clear retainer.
- Hoop earrings are not permitted.
- Any wearable device that has internet capability, picture taking or recording ability such as a smartwatch or cell phone is prohibited.
- Visible nose, tongue, eyebrow, facial, and/or wrist jewelry are not permitted, including clear retainers.
- Visible body art is to follow the individual clinical site policy. The Dean of the College will make the final determination regarding appropriate body art.
- Students scheduled to be in OR, L&D and Mental Health should leave all jewelry at home.
- Some individual courses/programs have additional dress code requirements. Refer to those sections of the catalog for specific instructions.

To avoid confusion with on-duty personnel, students who are off clinical, but have occasion to be at a clinical site or visiting patients, should not wear the College uniform, navy cover-up jacket, or name badge.

Some course activities, as specified by the faculty, may require the navy cover-up jacket. Cover-up jacket with the name badge is worn over dress street clothing when the student's presence is required on clinical units for reasons other than giving direct client care.

***Name Badges**

Student name badges are distributed through Student Services. The name badge is utilized for identification purposes. The name badge is an official part of the College uniform. The student's name badge must be worn during clinical assignments and at any time the student is on College or UnityPoint Health premises in the role of student (including the Health Sciences Library, College campus, off-site 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. The name badge gives access to campus, the commons, the resource room, and the computer lab daily from 4:30 am – 9:00 pm.

If a name badge is lost, Student Services must be notified and a replacement will be made available. Students will be assessed a \$25.00 fee for the replacement badge. Badges must be returned at the time of graduation or withdrawal from the College. Students will be assessed a \$25.00 fee for badges that are not returned upon graduation or program withdrawal.

Substance Abuse Policy

PURPOSE

Trinity College of Nursing & Health Sciences has a zero tolerance policy regarding drugs and alcohol. 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 non-prescribed or illegal drugs or alcoholic beverages to the campus, using these on the grounds, or dispensing, manufacturing, or selling them on the premises will be immediately dismissed from the College

POLICY AND PROCEDURE

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. It is the student's responsibility to report to Trinity College of Nursing & Health Sciences and perform all assignments in a safe and appropriate manner.

Students who are performing in an unsafe manner, and/or whose behaviors are suspect, may be subject to an assessment by a health care provider. For purposes of the policy an assessment may include, but not be limited to drug/alcohol screen, medical or mental assessment, and/or rehabilitation. Action and/or pattern of a behavior that may warrant an assessment include:

- Sudden changes in work performance
- Violation of safety policies
- Repeatedly not following work direction
- Disorientation
- Personality changes
- Behavior problems
- Drowsiness
- Slurred speech
- Staggered gait
- Glassy eyes
- Smell of alcohol or marijuana
- Frequent absences

Any faculty or staff member who identifies behavior similar or consistent with the examples given above has the responsibility to confront the student with his/her suspicions. The faculty or staff member will contact the Dean of Nursing and Health Sciences or the Director of Student Services and External Relations that there is suspected violation of the Drug-Free Policy. The faculty/staff member will escort the student to the nearest Unity Point Health – Trinity Emergency Room for drug testing/evaluation. In this case, the College will assume the costs of the testing/evaluation. Failure to participate in an assessment at the request of a Trinity College of Nursing & Health Sciences faculty or staff member will result in the assessment being considered a violation of the Drug-Free Policy.

Local statutes adhere to State guidelines regarding sanction for alcohol violations. Illinois State law considers the illegal possession and use of alcohol punishable with the following penalties:

OFFENSE: Illegal sale/furnishing of alcohol
 PENTALTY-FINE/JAIL: Up to \$1000 and/or 364 days

OFFENSE: Illegal possession
 PENTALTY-FINE/JAIL: Up to \$500 and/or 6 months

OFFENSE: Use of false identification card (can be charged as either a felony or a misdemeanor)
 PENTALTY-FINE/JAIL: The penalty can range from a possible fine of \$10,000 or 3 years in jail.

The Federal Government has a total of 38 alcohol-related laws established. Reference these laws at <http://nationalsubstanceabuseindex.org/alcohollaws.htm>

Local statutes adhere to State guidelines regarding sanction for violations of controlled substances, Illinois State law considers the illegal possession and use of controlled substances punishable with penalties outlined at <http://www.ilga.gov/legislation/icls5?ActID=1941&ChapterID=53>

Federal law supports a zero tolerance policy regarding controlled substances on College campuses; this includes the use of medical marijuana.

If the results are positive, the student will be immediately suspended from the College by the Dean of Nursing and Health Sciences, and will be granted Due Process through the Student Code of Conduct in the General Standards of Behavior Policy.

Students who are dismissed from the College are not eligible for readmission for one year. Individuals who wish to re-enter Trinity College of Nursing & Health Sciences must comply with all provisions of the readmission policy in force at the time the re-entry is requested.

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 are the student's responsibility.

The Substance Abuse Policy applies to students anytime he/she is using facilities at Trinity College of Nursing & Sciences (i.e., Computer Labs, Library, Unity Point Health – Trinity, or other clinical sites; or when participating in Trinity College of Nursing & Health Sciences sponsored activities.

A substance abuse prevention program is provided in an effort to educate students. This program is part of Net Learning for students, faculty, and staff.

The purpose of the Drug and Alcohol Abuse Prevention regulations is to implement Section 22 of the Drug-Free Schools and Communities Act Amendments of 1989, which added Section 1213 to the Higher Education Act. These amendments require that, as a condition of receiving funds or any other form of financial assistance under any Federal program, an institution of higher education (IHE) must certify that it has adopted and implemented a drug prevention program as described in this part.

Campus and Community Resources

Substance abuse and addictions counseling services are available to employees and students through UnityPoint Health, Trinity and the Student Assistance Program (SAP). To request information or to set an appointment with SAP call 800-383-7900.

For assistance with contacting community resources, students can meet with the Director of Student Services and External Relations or their academic advisor. Listed below are examples of 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 Outpatient Center**
UnityPoint Health, Trinity Rock Island Campus
2701 17th Street
Rock Island IL 61201
309-779-2800
- **Rock Island County Council on Addictions**
1607 John Deere Road
East Moline, IL 61244
309-792-0292

Support Groups:

- **Narcotics Anonymous**
1706 Brady Street
Davenport, IA 52803
563-328-5228
- **Alcoholics Anonymous, Illowa Intergroup**
1707 Brady Street
Suite 201
Davenport, IA 52803
309-764-1016 - 24 HR Answering Services

Other treatment, counseling and support groups may be available in the area. Trinity College of Nursing & Health Sciences does not endorse any one agency over another.

Transcript Policy

PURPOSE

Transcripts will include all courses taken at the College, and its cooperating institutions while enrolled as a Trinity student.

POLICY AND PROCEDURE

Transcript Requests

Transcripts must be requested online through Parchment, located on the College Website at www.trinitycollegeqc.edu.

Transcripts that are picked up by the student are stamped as being "Issued to Student." If you require transcripts without this stamp, please have them sent directly to the intended recipient. **Transcripts will not be released if the student's account is on hold for noncompliance of the Financial Aid Obligation Policy.**

Transcript Retention

Transcripts submitted to the College for admission or transfer credit become the property of the College and cannot be returned to the student or forwarded to other institutions.

Transcripts submitted by individuals who do not enroll at Trinity College will remain on file for one academic year at which time they will be destroyed.

Transfer Credit Policy

PURPOSE

Academic credit is 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 to the student or issued to another institution.

DEFINITION

A transfer student is defined as a student who has earned college credit at a postsecondary 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 process. Transfer students follow the same application schedule as all other students in applying for admission to the College.

POLICY AND PROCEDURE

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.

Evaluation of International Transcripts Policy

Academic records obtained outside the U.S. must be evaluated by [Educational Perspectives](#), a company recognized by the National Association of Credential Evaluation Services (NACES). Applicants will be asked to submit their transcripts directly to [Educational Perspectives](#), and request a [Catalog Match](#). If you do not use [Catalog Match](#), your evaluation will NOT meet the requirement. Please visit <https://www.edperspective.org/>. Trinity College reviews transcript reports on a case by case basis.

CLEP and DSST Credits

CLEP (College Level Examination Program) and DSST (Dantes Subject Standardized Tests) are both credit-by-examination programs. CLEP and DSST subject level exams test the student's comprehension of the material presented in an equivalent college-level course. Official transcripts for CLEP or DSST credit by examination must be submitted to the Registrar's office for transfer credit evaluation. For more information contact the Registrar at Trinity College of Nursing & Health Sciences or you may visit the websites. The website for CLEP is clep.collegeboard.org; and the website for DSST is getcollegecredit.com.

Advanced Placement Credits

Advanced Placement (AP) is a Program designed to recognize high school students who take college-level courses in secondary school. Participating students may opt to take the subject Advanced Placement Exam. Trinity College of Nursing & Health Sciences accepts scores of 3 or higher on placement exams. Official transcripts for CLEP or DSST credit by examination must be submitted to the Registrar's office for transfer credit evaluation.

Transfer credit shall be determined on the following basis:

Recognizing that each College Program is separate, College credit shall only be transferred into the student's program of study. As applicable, additional credit will be transferred upon acceptance into another College Program. In general, college-level courses in which grades of "C" (2.0) or above are acceptable for transfer to Trinity College.

Current students seeking transfer credit advisement for an additional program must request a review of transcript(s). Transcripts will be reviewed for relevant transfer credit. This process can be initiated through the Registrar.

General Education Courses and Cooperative Agreements

General education provides students with foundational knowledge upon which health science education is built. The faculty believe that behavioral changes occur through the acquisition of knowledge, skills, and attitudes. The faculty recognize that students need broad areas of learning in order to function responsibly in a rapidly changing, global environment. General education fosters an appreciation of the environment and cultural differences. Students grow in wisdom and develop the intellectual skills of accurate observation, problem-solving, and critical thinking. General education encourages clear and effective communication using the written and spoken word.

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 effective communication through writing and speaking.
- Apply critical thinking and problem solving skills.
- Demonstrate knowledge of diverse human behaviors in the global environment.
- Apply mathematical logic and scientific reasoning skills.

The College maintains cooperative agreements with other colleges to provide general education courses for the College's academic programs. Registration, billing, and financial aid for all coursework are completed through Trinity College once accepted and registered as a Trinity College student. General education courses are not offered at Trinity College, and thus are evaluated to determine how each course fulfills the College's general education requirements.

Trinity College uses course descriptions and syllabi from Black Hawk College (BHC), Eastern Iowa Community College (EICC), and Portage (POR) to measure general education course standards for general education transfer credit. To be eligible for transfer, a course must be substantially equivalent to a similar BHC, EICC, or POR course in terms of content and rigor. Course descriptions and syllabi from the institution the student attended, are used to determine whether courses are suitable for transfer.

Tuition & Fee Refund Policy

PURPOSE

The College uses the following guidelines and policy in determining tuition and fee refunds for students. It is very important to be aware of the Refund Policy for Trinity College, as well as all other institutions, including Black Hawk College, Eastern Iowa Community College District, and Portage Learning. The Refund Policy varies by institution in which the courses are offered; therefore students should check the Refund Policy for each institution.

In the event the College cancels a class, and an alternative class is not available, 100% of the class tuition will be refunded.

POLICY

A student is financially responsible for all tuition and fees for all classes not officially dropped by the appropriate refund date. For accelerated semesters, it is important for students to note the last day of the 100% refund period if they are not able to secure funds to pay tuition and fees. Students who are unable to arrange payment with the College should drop their courses within the refund period to avoid incurring non-refundable tuition, fees, and other charges. It is the student's responsibility for dropping a course or courses (face-to-face and/or online).

If a student stops attending a course or courses without officially dropping or withdrawing, the student may receive an F due to absence from the classroom/clinical rotations and/or be withdrawn administratively by faculty. If a student never attends a course in which they are enrolled, the faculty will drop the student because of non-attendance and/or non-participation.

Withdrawal and/or non-attendance might result in change to financial aid eligibility. 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.

Students need to review the Financial Obligations policy and the Financial Aid policy for a detailed explanation regarding the required refund of Federal Financial Aid when withdrawing from a course or all courses.

Semester Length	100% Refund	80% Refund	No Refund
7 to 16 Weeks	Through the 7th calendar day of the semester	Through the 14th calendar day of the semester	After the 14th calendar day of the semester
3 to 6 Weeks	Through the 3rd calendar day of the week in which the course begins	Through the 6th calendar day of the week in which the course begins	After the 6th calendar day of the week in which the course begins
1 to 2 Weeks	Through the first calendar day the course begins	Not Available	After the first calendar day the course begins
Summer Session 13 weeks-Accelerated	Through the 7th calendar day of NUR A101 (100%) plus 100% refund for NUR A102 & NIIR A212	Through the 14th calendar day of NUR A101 (80%) plus 100% refund for NUR A102 & NIIR A212	After the 14th calendar day of NUR A101 (0%) plus 100% refund for NUR A102 & NUR A212

Weather and Fire Safety Policy

PURPOSE:

The purpose of this policy is to describe Trinity College's policy for responding to actual or potential adverse or severe weather conditions.

POLICY AND PROCEDURES

Emergency Weather Closure

The Chancellor 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 the College website, Facebook, or call 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 television stations: WQAD Channel 8, and KWQC Channel 6. The announcement will also be posted on the College website. The announcement will be made by 5:00am. 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 as soon as possible.

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 and Health Sciences or a delegated person shall decide when the plan is to be put into effect. The **Trinity Alert** system will be activated.

Definitions:

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 UnityPoint Health, Trinity 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. All faculty/staff/students in building should move to the following safe locations: Executive Conference Room, Storage Room by Classroom 120, Men's Bathroom, Women'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 “6000” 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 UnityPoint Health, Trinity 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 students and personnel are required to evacuate the facility using the designated routes and exits as posted.

Emergency Services/Messages

In case of emergency, individuals can call Student Services at 309-779-7700 to locate a student on campus. Every effort is made to contact the student and relay a message.

Smoke Free Campus

Trinity College is committed to providing a safe and healthy environment for students, employees, and visitors and seeks to provide a smoke-free campus and grounds that promote wellness. Smoking is not permitted inside the College, on the College grounds or in the parking lot. Students, faculty and staff are not allowed to smoke or use tobacco products on or in any clinical site.

Definitions:

“Smoking” for purposes of this policy is defined as the lighting, smoking or carrying of a lighted cigarette, pipe, cigar, or electronic smoking device.

Electronic smoking device means an electronic device that can be used to deliver nicotine or other substances to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, cigarillo, or pipe

“Tobacco” includes the use of smokeless tobacco products other than those used to aide in the cessation of smoking or tobacco use.

“Environmental smoke” is defined as smoke emergent from the burning end of a cigarette, pipe, electronic smoking device, or cigar during active smoking, including the smoke exhaled by the smoker.

Assistance is available for students, faculty, and staff who smoke and/or who use prohibited tobacco products:

- In IA: 1-800-QUITNOW
- In IL: 1-866-QUITYES

UNDERGRADUATE PROGRAMS

BACHELOR OF SCIENCE IN HEALTH SCIENCES

History

The Bachelor of Science in Health Sciences (BSHS) program began in the fall of 2013.

Program Description

The BSHS program is a full or part-time course of study designed for students with a previous associate degree in radiography or respiratory care to earn a baccalaureate degree in Health Sciences. This degree program may be completed by other allied health professionals if the original course of study was from an accredited allied health program. The Bachelor of Science in Health Sciences program builds upon previous education and aims to broaden the skillset of the allied health professional. Graduates of the Bachelor of Science in Health Sciences program will be prepared to meet the changing needs of health care institutions in a variety of settings. Additionally, graduates will be prepared to assume leadership responsibilities and affect patient outcomes.

Graduates will be prepared to function as collaborative members within the health care team. Knowledge of leadership and management, health provider systems, communication, critical thinking, legal-ethical, teaching-learning principles, evidence-based practice, accounting, and culture care values will be integrated into the Bachelor of Science in Health Sciences curriculum.

Students will learn to critique research findings for applicability to practice, study current trends in health care, examine historical and political influences in the health care system, and apply evidence-based research and practices in the clinical setting.

Graduates will be educated to demonstrate the knowledge, proficiency, and cultural competence of an educated person, including the ability to synthesize general and professional education into clinical practice. The BSHS degree will further reinforce accountability for lifelong learning and professional career development. Graduates will be prepared to practice in diverse health care roles, including leadership and management positions, and provide knowledgeable and competent care across many health care settings.

Program Philosophy

The purpose of the BSHS program is to teach students to apply the contents of scientific inquiry within an ethical, cultural, historical, and philosophical framework. This BSHS completion program strives to provide students with the opportunity to examine the philosophical foundation, principles, methods, and assumptions of professional scientific disciplines and to explore how these disciplines interact with other disciplines in the provision of evidence-based health care.

General education and health science courses are designed to meet the changing needs of health care institutions and to prepare the graduate for leadership responsibilities. Faculty and students partner in a collaborative manner to achieve educational outcomes. Program faculty facilitate this learning process 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. The career-ladder approach to professional education and practice is one valid choice for students and forms the basis for lifelong learning within the BSHS program.

Program Goals

Knowledge

- Analyze theoretical concepts of management utilized within the health care environment.
- Utilize accounting and supply principles to assess health care cost efficiency.
- Analyze the impact of past, current, and future trends on the delivery of health care and health care management.
- Solve complex problems and think reflectively.

Proficiency

- Demonstrate an awareness of and implement evidence-based practice pertinent to the individual's chosen allied health field.
- Communicate professionally using interpersonal, oral and written skills.
- Collaborate as a member of the interdisciplinary health care team to provide comprehensive care.

Culture Care Values

- Demonstrate ability to provide culturally congruent competent care by preserving/maintaining cultural identities and diverse lifeways of healthcare consumers.
- Analyze and evaluate ethical behavior within the framework of professional standards, values, and codes.
- Practice professionalism within the program, in the health care setting, and encourage participation in the professional associations.

Admission Requirements

Admission requirements for the BSHS degree program are as follows:

- Graduation from a professionally accredited allied health program
- Current, unencumbered license/certification as a Radiographer, Respiratory Therapist, or other approved allied health program
- Demonstration of Statistics readiness through placement testing or prior coursework
- Minimum GPA of 2.5 or higher

Note:

- Respiratory Therapists and Radiographers graduating from an accredited diploma program may be considered for admission and will be required to complete the following undergraduate courses from an accredited institution of higher education: written communication, oral communication, humanities, psychology, and college level algebra. These courses are in addition to the required general education courses required for the BSHS degree. Students graduating from allied health professions other than Radiography and Respiratory Care will have credits evaluated by the Registrar and respective Program Coordinators on a case-by-case basis.
- There is no time limit on the acceptance of credits obtained for professional licensure/certification.
- Only courses completed with a grade of "C" or above will be accepted for transfer credit.

Limited Acceptance into the Bachelor of Science in Health Sciences Program

Students currently enrolled in an approved associate degree allied health program (radiography, respiratory care, or similar program) may request Limited Acceptance (LA) into the Trinity College Bachelor of Science in Health Sciences Program. To be eligible for this limited acceptance the student must:

- Have all general education requirements for the associate degree program of study and the BSHS program completed with a 2.0 or higher GPA.
- Have completed 2 semesters in the associate degree allied health program with a 2.5 cumulative GPA or better.
- Must have a recommendation from the allied health Program Coordinator.
- Must maintain a GPA of 2.5 or better in the allied health program until graduation from the A.A.S. program.
- Take no more than 4 BSHS credits in any one semester.
- Take no more than a total of 15 BSHS credits while meeting allied health degree requirements.

Limited Acceptance students must complete a BSHS-LA form to begin the enrollment process. This form can be accessed from the College website.

Students should be aware that BSHS coursework may not be covered under their current financial aid package. If the student is using financial aid, it is required that the student meet with the Financial Aid Specialist to discuss options. BSHS classes will be billed at the current BSHS tuition rate and the student will be subject to fees associated with the enrolled course.

Bachelor of Sciences in Health Sciences Attendance Policy

Regular class attendance is important for academic success. Only with regular attendance and participation are students able to engage fully in discussion, whether online or in person, and to seek clarification concerning presented materials. Students are expected to participate in class each week.

Contact Hour Description

The unit of credit at Trinity College is the semester credit hour. Traditionally, a unit of didactic credit is earned by attending a non-laboratory class for one hour a week for 16 weeks. The BSHS program is offered through an online delivery format. Coursework is completed using an online learning platform. One contact hour for the clinical internship is calculated based on four contact hours for 16 weeks. This clinical internship is a preceptored clinical experience that is guided by a Health Sciences faculty member.

Dress Code

BSHS students must adhere to the College dress code policy concerning name badges, grooming, and jewelry.

Students in the BSHS program may, if they choose, wear a clean, college uniform, with the College insignia sewn on the left sleeve two inches down from the shoulder seam. BSHS students are expected to purchase a plain, washable lab coat/jacket with the College insignia sewn on the left sleeve two inches down from the shoulder seam for use during the clinical internship, BHS 419.

BSHS Grading Scale

Grade	Quality Points	Value	Significance
A	4.0	93-100	Excellent
B	3.0	85-92	Good
C	2.0	77-84	Satisfactory
D	1.0	69-76	Unsatisfactory
F	0	0-68	Failure
I			Incomplete
P			Pass
WP			Withdrawal Passing
WF			Withdrawal Failing
AU			Audit
R			Repeat

Internship

Goals of the internship include:

- Provide the intern with a broad based clinical experience offering them the necessary knowledge, skills and abilities to be leaders and educators in healthcare who can adapt in this rapidly changing environment
- Equip interns with experience and confidence to function in current and future health care systems through the use of projects and authentic assessments
- Develop communication skills to effectively interact with healthcare team members and a diverse patient population
- Provide an educational experience that will support and comply with the *Code of Ethics* and *Scope of Practice* of the Professions

Program Progression

This program is designed for the working allied health professional. As such, the BSHS curriculum 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 BSHS program. Once a student enters the BSHS program, continuity of registration is expected. Continuity is defined as continuous enrollment in at least one BSHS major or general education course during the fall and spring semesters. Summer courses may be offered, but summer enrollment is not required. If a student cannot maintain continuous enrollment, the student must contact his/her academic advisor and complete either a Leave of Absence or Withdrawal form (refer to Leave of Absence and Withdrawal policies). Only two interruptions in the program of study are permitted during the BSHS program. 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 BSHS program at the end of the current term. The student can subsequently apply for readmission into the program but there is no guarantee of admission. Applicable forms and fees apply for readmission. A ten year maximum time limit from time of admission is set for program completion.

Students in the BSHS program who are unsuccessful in one major course must meet with their academic advisor to devise a plan for successful progression through the curriculum. Any student who receives a WF or grade below a C in two major BSHS courses will be withdrawn from the BSHS program. All general education courses must be completed with a grade of C or above.

Graduation Requirements for BSHS

Requirements for a BSHS Degree include meeting all of the following requirements:

- Fulfill the course requirements of the Baccalaureate of Science in Health Sciences curriculum
- Complete 20 semester hours in Health Sciences at the College
- Earn a minimum of 120 semester hours of credit attaining a C (2.0) cumulative grade point average which includes a C or above in each required health sciences and general education course in the curriculum
- Meet all financial obligations incurred with the College
- Be recommended by Faculty and approved by the College Governing Board to graduate.

Critical Objectives

Critical objectives are objectives deemed to be of such importance to the practice of healthcare that satisfactory performance in each objective must be maintained throughout the BSHS 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 critical objectives should be carefully documented by faculty, shared with students and program coordinator, and maintained in a secure file in the office of the Dean of Nursing & Health Sciences.

Critical objectives are applicable while providing patient 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 the respective allied health profession as defined in the Illinois and Iowa Acts and Rules, policies and procedures of the assigned health care organization and/or healthcare unit/department, 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 care based upon the client's physical and psychological condition, age, development level, and environment
- Demonstrate emotional and physical stability when providing care and when interacting with health care team, peers, faculty, and others
- Use honest, accurate, objective verbal and written communication in reporting and recording 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 respective allied health 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 patient care.

BACHELOR OF SCIENCE IN HEALTH SCIENCES PROGRAM CURRICULUM PLAN

Upon acceptance, 75 credits of approved general education prerequisite requirements will be awarded toward the BSHS degree.

FIRST YEAR		
Fall Semester: 16 weeks		
Course #:	Description:	Semester Hours
BHS300	Education Principles in Health Care	3 SH
BHS301	Health Care Delivery Systems	3 SH
	English Comp II	3 SH
	Ethics ^{1,2}	3 SH
	TOTAL	12 SH
Spring Semester: 16 weeks		
BHS302	Health Care Leadership	3 SH
BHS303	Managerial Communication	3 SH
	Humanities Elective	3 SH
	Statistics ^{1,2}	3 SH
	TOTAL	12 SH
SECOND YEAR		
Fall Semester: 16 weeks		
BHS410	Health Science Research	3 SH
BHS411	Ethics for Health Care Professionals	4 SH
BHS412	Accounting Basics for Health Professionals	3 SH
	Anthropology	3 SH
	TOTAL	13 SH
Spring Semester		
BHS419	Clinical Internship	4-6 SH
BHS420	Best Practices in Health Sciences	4 SH
	TOTAL	8-10 SH

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 major, and may be completed prior to or concurrent with major courses.

General Education Total	15 SH
Health Sciences Total	30-32 SH
Advanced Standing Credit	75 SH
BSHS Program Total	120-122 SH

A MINIMUM OF 20 SEMESTER HOURS OF PROGRAM MAJOR COURSES WITHIN THE BSHS PROGRAM MUST BE COMPLETED AT TRINITY COLLEGE OF NURSING & HEALTH SCIENCES TO MEET GRADUATION REQUIREMENTS.

BACHELOR OF SCIENCE IN 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, 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 College 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.

Program Philosophy

The following nursing program philosophy at Trinity College of Nursing & Health Sciences serves as the philosophy for both the BSN and MSN programs.

Faculty believe that nursing education enables the student to acquire the knowledge and proficiencies necessary to meet the changing needs of diverse populations. Faculty embrace the tenets of culturally congruent nursing care. Caring is the unifying and dominant essence of nursing. Faculty believe in life-long learning.

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 expended in their educational endeavor. Learning takes place both in formal curriculum based experiences and informal extracurricular experiences.

Faculty believe that nursing education enables the student to use the nursing process, evidence-based practice, critical thinking skills, clinical judgment, technology, and communication to manage safe, quality patient care across the health-illness continuum. Health includes the physical, mental, social, and spiritual well-being of individuals, families, groups, communities, and populations. Faculty believe that the focus of professional nursing care is wellness, health promotion, disease prevention, and quality of life across the lifespan. Faculty believe that nursing education enables the student to exhibit leadership and integrity across all healthcare settings, and integrate ethical principles from professional codes.

Learning Domains and Program Goals

The goals of 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.

Programs of Study

The Undergraduate Department of Nursing offers a Bachelor of Science in Nursing.

Bachelor of Science in Nursing Program Options and Descriptions

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 licensed Registered Professional 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 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 interprofessional 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 informatics 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

Upon graduation of the BSN Degree Program at Trinity College, the graduate should be able to:

Knowledge

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

Proficiency

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

Culture Care Values

- Integrate cultural care values (preservation, accommodation, restructuring) when providing nursing care to individuals, families, groups, and communities (AACN Essentials VIII; IX)
- Evaluate nursing within the framework of regulatory and professional standards, values and codes (AACN Essentials VIII)
- Integrate information technology into professional nursing practice (AACN Essentials IV)

BSN Admission

Accelerated BSN (BSN-A) Program Option 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 admission 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 degree 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
- Science courses must be completed within the last seven years prior to the date of enrollment into the program

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.

1. Anatomy & Physiology I
2. Anatomy & Physiology II
3. Microbiology
4. Advanced Science
5. Human Growth & Development
6. Statistics

BSN-B Program Option Admission Policy:

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

- Minimum cumulative GPA of 2.75 on a 4.0 scale
- Completion of all required prerequisite general education courses with a grade of C or higher
- Science courses must be completed within the last seven years prior to the date of enrollment in the program

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. One of the following courses may be taken in the first semester of the BSN-B program (with the exception of Anatomy & Physiology I or II or Microbiology) in order to be full-time.

Anatomy & Physiology I	4
Anatomy & Physiology II	4
Microbiology	4
Advanced Science	4
Psychology	3
Human Growth & Development	3
Sociology	3
Anthropology	3
Ethics	3
College Algebra	3
Statistics	3
English Comp. I	3
Oral Communication	3
English Comp. II	3
Humanities Electives X 2	6
Total General Education Credits	52

For a BSN-B applicant with a previous non-nursing college degree; the student will be awarded 52 credit hours upon transcript analysis. In addition, the Registrar will evaluate the transcript for the following specific courses that must be completed with a C or above:

- Anatomy & Physiology I
- Anatomy & Physiology II
- Microbiology
- Advanced Science
- Human Growth & Development
- Statistics

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. 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 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 prior to the end of the first semester
- Minimum cumulative GPA 2.5 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 prior to the end of the first semester
- Minimum cumulative GPA 2.5 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. 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

Program Progression BSN-A Option

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 if they are unable to remain full time students. There is no part-time BSN-A option. Students who are unsuccessful in one course are eligible to apply for readmission in the following curriculum cycle or transfer into the BSN-B option. Students who wish to transfer to the BSN-B option need to meet with the program coordinator and complete the "Request for Change in Program and/or Graduation Date." Students who have been unsuccessful in more than one course will be withdrawn from the program. Neither readmission 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 readmission into the nursing program.

It is the student's responsibility to meet with the Program 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 two grades of WF or two grades below a C (or a combination of the two) will be withdrawn from the program and the College.

Program Progression BSN-B Option

BSN-B students receiving a WF or grade below a C in a required course will be prohibited from progressing full-time in the BSN-B curriculum. The student who wishes to remain in the BSN-B program and take the courses that he/she is eligible must meet with the BSN Coordinator to complete the "Request for Change in Program &/or Graduation Date" form and complete an individualized/revised curriculum plan with a later graduation date. If the student is not eligible to continue in the curriculum due to course availability for which pre-requisites have been met, the student must withdraw from the College. The student may apply for readmission to the nursing program the following academic year. Readmission is not guaranteed. Readmission will be based on ranking and seat availability. The student will only be considered for one readmission into the BSN Program. The student must complete a College application with applicable fees.

BSN-B students must progress through the curriculum as prescribed or meet with the Program Coordinator for an approved slower curriculum plan. Students adjusting their curriculum plan must also consult with the Financial Aid Specialist.

Any student receiving a WF or grade below a C in a nursing course who is re-admitted to the BSN Program will be withdrawn from the College if they receive a 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 and the College.

Program Progression BSN-C Option

The BSN Completion program is designed for the working RN. As such, the 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. The Leave of Absence may not exceed one academic year (two regular semesters, not counting summer term). 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. Current or returning students who do not register for coursework or initiate a leave of absence will be administratively withdrawn by their academic advisor at the end of the term. The student may subsequently apply for readmission into the program. Applicable forms and fees apply for readmission.

Students in the BSN program who do not successfully progress through the curriculum due to achieving a WF or grade below C in one nursing course may continue in the program as long as the subsequent course's pre-requisites have been met. Any student receiving a WF or grade below a C in two or more nursing courses will be withdrawn from the College.

BSN Test Average

In the BSN-A and BSN-B program options, an overall test average of 78% or above must be achieved in each of the following nursing courses in order to successfully complete the course: NUR 101, NUR 101A, NUR 102, NUR 102A, NUR 200, NUR 201, NUR 202, NUR 203. 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. The Weighted Total Grade for the course will be displayed in the course gradebook, but will not be reported as the course grade until all graded items have been recorded in the gradebook and the resulting test average is a minimum of 78%. A student who withdraws from a course with a test average of less than 78% will be assigned a final course grade of D or F equivalent to the student's test average at the time of course withdrawal. Students who do not meet the 78% test average within a specific course will be assigned a course grade of D or F based on the percentage grade attained for the test average. The grade will be assigned according to the Nursing Program Grading Scale described in the catalog.

Standardized Assessment Test Requirement for BSN-A & BSN-B

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 a 95% probability and is based on national norms. The student will have two opportunities to pass the ATI Comprehensive Predictor. If a student does not pass by 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 notification of this release, the standardized nursing assessment requirement will be met.

Students who do not meet the 95% probability score with the second attempt will be billed one general service fee unit each semester until the student is released by ATI.

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 a minimum of 35 semester hours of nursing at the College
- 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 or be released by the Virtual ATI coach to take the NCLEX-RN examination
- 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 a minimum of 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. BSN-students who transfer from the BSN-A option to the BSN-B option may graduate with 121 credits.
- Meet all financial obligations incurred with the College
- Attain a passing score on the standardized nursing assessment test or be released by the Virtual ATI coach to take the NCLEX-RN examination
- 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-C option include meeting all of the following requirements:

- Fulfill the course requirements of the BSN-C curriculum of the Baccalaureate of Science in Nursing Program
- 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

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

Licensed Practical Nurses (LPN Nurses) Admission and Advanced Standing

Application: LPN's may apply to the BSN-B nursing program. LPN's complete all steps in the application procedure. 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 8 months prior to starting the BSN program)
- Minimum GPA of 2.75 on a 4.0 scale
- All general education pre-requisite courses completed with a C or better. (Note: three general education courses from the pre-requisite list may be taken during the first semester. These courses may not include Anatomy & Physiology I, Anatomy & Physiology II, or Microbiology. These courses must be taken prior to admission to the program.)
- Placement exam results (which determine the appropriate entry point and coursework required in the curriculum).

Advanced Standing: Advanced standing for LPNs in the Bachelor of Science in Nursing BSN-B program option is a selective process based upon an evaluation of previous academic and work experience, and results of a placement exam.

The placement exam is the National League for Nursing, Nursing Acceleration Challenge Exam (ACE) I: PN to RN Foundations of Nursing. The placement exam is scheduled by Student Services upon receipt of all application materials and approval of the nursing selection committee.

- Applicants who answer 78% or more of the questions on the placement exam correctly are awarded credit for NUR 101. Accepted applicants enter in the fall semester of their curriculum and take NUR 410: Transcultural Nursing and three general education courses if needed.
- Applicants who answer less than 78% of the questions on the placement exam correctly must complete the entire BSN-B curriculum with no advanced standing credit given.

Military Medic Admission and Advanced Standing

Application: Military Medics may apply to the BSN-B nursing program. Military Medics complete all steps in the College application procedure. Applicants must provide proof of the following:

- Meet minimum Military/Reservist medical experience requirements with additional civilian health care experience as needed.
 - Served in select military classifications: Army medics, Navy hospital corpsmen, Air Force flight medics, and other military medical specialists regardless of branch of service.
 - Were discharged in the last two (2) years or within five (5) years for those who have been employed in a civilian health care role.
- Minimum GPA of 2.75 on a 4.0 scale
- All general education pre-requisite courses completed with a C or better. (Note: two general education courses from the pre-requisite list may be taken during the first semester. These courses may not include Anatomy & Physiology I, Anatomy & Physiology II, or Microbiology. These courses must be taken prior to admission to the program.)

Advanced Standing: Advanced standing for Military Medics in the Bachelor of Science in Nursing BSN-B program option is a selective process based upon an evaluation of previous academic and work experience. Accepted applicants enter in the fall semester of their curriculum.

- Qualifying military service member applicants may be awarded a total of nine (9) credits for their military training, which include:
 - NUR 101 The Art and Science of Nursing Practice - 2 credits
 - NUR 102 Adult Health Nursing - 1 credit
 - NUR 410 Transcultural Nursing - 3 credits
 - NUR 402 Professional Issues in Nursing - 3 credits

General Nursing Department Information

Critical Objectives

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 will 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 must be carefully documented by faculty, shared with the student, Program Coordinator and Dean, and maintained in secure files in the office of the Dean of Nursing and 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, knowledge, and the approved clinical guidelines of the course 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 experiences 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 students on clinical rotations must have:

- a watch that displays seconds
- bandage scissors
- a stethoscope
- a black ink pen

Nursing students may not chew gum while in uniform.

Math for Medication Administration Requirement

Core nursing courses NUR 101A, NUR 102, NUR 102A, NUR 201, NUR 202, and NUR 203 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. If a student fails the first attempt, the student must undergo remediation. Following remediation, the student must retake an alternate form of the math exam and achieve a minimum of 78%. Only 3 retakes are allowed. If unsuccessful, the student will fail the course. For grading purposes, the initial score will be posted as the official test grade. In core nursing course NUR 101, math for medication administration instruction and examinations are incorporated into the course content. Students must achieve a minimum 78% average of the math content examinations in NUR 101 to meet the Math for Medication Administration requirement in NUR 101. A student who fails to meet the math for medication administration requirement in NUR 101 must retake the course.

Nursing Program Grading Scale

Grade	Quality Points	Value	Significance
A	4.0	94-100	Excellent
B	3.0	86-93	Good
C	2.0	78-85	Satisfactory
D	1.0	70-77	Unsatisfactory
F	0	69-Below	Failure
I			Incomplete
P			Pass
WP			Withdrawal Passing
WF			Withdrawal Failing
AU			Audit
IP			In Progress
R			Repeat
S			Satisfactory
U			Unsatisfactory

Clinical Grading

The nursing program utilizes 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 BSN Nursing program, 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 the BSN curricula. The test scores will be included in final course grades.

Licensure

Upon completion, an eligible graduate who has successfully completed all requirements of the accredited program earns the opportunity to apply for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) to qualify to practice as a licensed Registered Professional Nurse. For more information on obtaining a RN licensure in the state of Illinois please contact:

Illinois Department of Financial and Professional Regulation – Nursing Programs
320 West Washington Street, Third Floor
Springfield, Illinois 62786
888-476-4858
www.idfpr.com

Nursing Glossary of Terms

Culturally Competent Nursing Care: "refers to the explicit use of culturally based care and health knowledge in sensitive, creative, and meaningful ways to fit the general lifeways and needs of individuals or groups for beneficial and meaningful health and well-being or to face illness, disabilities, or death." Leininger, M. & McFarland, M. (2002). *Transcultural Nursing. Concepts, Theories, Research & Practice* (3rd. ed.). New York: McGraw-Hill.

Human Care/Caring: "refers to the abstract and manifest phenomena with expressions of assistive, supportive, enabling, and facilitating ways to help self or others with evident or anticipated needs to improve health, a human condition, or a lifeway or to face disabilities or dying." Leininger, M. & McFarland, M. (2002). *Transcultural Nursing: Concepts, Theories, Research & Practice* (3rd. ed.). New York: McGraw-Hill.

Code of Ethics for Nurses

© American Nurses Association, 2015

Provision 1: The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

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

Provision 3: The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

Provision 4: The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

Provision 5: The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

Provision 6: The nurse, through individual and collaborative effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

Provision 7: The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

Provision 8: The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

Provision 9: The profession of nursing collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

BACHELOR OF SCIENCE IN NURSING BSN-A PROGRAM CURRICULUM PLAN

SUMMER SEMESTER		
Summer Session I: 6 weeks		
Course #:	Description:	Semester Hours
NUR101A	The Art and Science of Nursing Practice	7 SH
Summer Session II: 7 weeks		
NUR102A	Adult Health Nursing	9 SH
NUR212A	Pharmacology I	1 SH
		TOTAL 17 SH
FALL SEMESTER		
16 weeks		
NUR200	Human Disease Processes	3 SH
NUR201	Life Span Nursing I	9 SH
NUR302	Advanced Health Assessment	3 SH
NUR411	Nursing Research	3 SH
		TOTAL 18 SH
SPRING SEMESTER		
16 weeks		
NUR202	Life Span Nursing II	8 SH
NUR203	Maternal-Newborn Nursing	4 SH
NUR213A	Pharmacology II	1 SH
NUR303	Nursing Pathophysiology	3 SH
NUR410	Transcultural Nursing	3 SH
		TOTAL 19 SH
SUMMER SEMESTER		
NUR301A	Nursing Leadership & Management	4 SH
NUR402	Professional Issues in Nursing	3 SH
NUR403	Community Health Nursing	4 SH
NUR420A	Senior Seminar	4 SH
		TOTAL 15 SH

All general education prerequisites must be completed prior to admission to the Accelerated BSN Program.
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 NURSING COURSES MUST BE COMPLETED AT TRINITY COLLEGE OF NURSING & HEALTH SCIENCES TO MEET GRADUATION REQUIREMENTS

BACHELOR OF SCIENCE IN NURSING BSN-B PROGRAM CURRICULUM PLAN

FIRST YEAR		
Fall Semester: 16 weeks		
Course #:	Description:	Semester Hours
NUR101	The Art and Science of Nursing Practice	8 SH
NUR410	Transcultural Nursing	3 SH
	*Students may take one general education course, with the exception of A+PI, A+PII and microbiology, to maintain full-time enrollment in the first semester 3-4 semester hours	TOTAL 11 SH (14-15) SH
Spring Semester: 16 weeks		
NUR102	Adult Health Nursing	9 SH
NUR212	Pharmacology I	1 SH
NUR402	Professional Issues in Nursing	3 SH
		TOTAL 13 SH
Summer Semester		
NUR302	Advanced Health Assessment	3 SH
NUR411	Nursing Research	3 SH
		TOTAL 6 SH
SECOND YEAR		
Fall Semester: 16 weeks		
NUR200	Human Disease Processes	3 SH
NUR201	Life Span Nursing I	9 SH
NUR403	Community Health Nursing	4 SH
		TOTAL 16 SH
Spring Semester: 16 weeks		
NUR202	Life Span Nursing II	8 SH
NUR203	Maternal-Newborn Nursing	4 SH
NUR303	Nursing Pathophysiology	3 SH
NUR213A	Pharmacology II	1 SH
		TOTAL 16 SH
SUMMER SEMESTER		
NUR301A	Nursing Leadership & Management	4 SH
NUR420A	Senior Seminar	4 SH
		TOTAL 8 SH

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 & Physiology II, or Microbiology. These courses must be taken before admission to the program.

Pre-Requisite General Education Total	52 SH
Nursing Total	70 SH
Total	122 SH

A MINIMUM OF 35 SEMESTER HOURS OF NURSING COURSES MUST BE COMPLETED AT TRINITY COLLEGE OF NURSING & HEALTH SCIENCES TO MEET GRADUATION REQUIREMENTS

BACHELOR OF SCIENCE IN NURSING BSN-C PROGRAM CURRICULUM PLAN

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		
Fall Semester: 16 weeks		
Course #:	Description:	Semester Hours
NUR301C	Nursing Leadership & Management	3 SH
NUR304	Advanced Health Assessment for the RN ³	3 SH
	Ethics ^{1,2}	3 SH
	English Comp II ⁵	3 SH
		TOTAL 12 SH
Spring Semester: 16 weeks		
NUR303	Nursing Pathophysiology	3 SH
NUR320	Nursing Informatics	3 SH
	Anthropology ^{1,2}	3 SH
	Advanced Science ^{1,2}	4 SH
		TOTAL 13 SH
FOURTH YEAR		
Fall Semester: 16 weeks		
NUR405	Community Health Nursing for the RN	4 SH
NUR411	Nursing Research ³	3 SH
NUR413	Gerontological Nursing	3 SH
	Statistics ²	3 SH
		TOTAL 13 SH
Spring Semester: 16 weeks		
NUR402	NUR 402 Professional Issues in Nursing ³	3 SH
NUR410	NUR 410 Transcultural Nursing ³	3 SH
NUR412	Genetics and Genomics	3 SH
NUR420C	Senior Seminar ⁴	1 SH
	Humanities Elective ^{1,2}	3 SH
		TOTAL 13 SH
General Education Total		19 SH
Nursing Total		32 SH
Advanced Standing Total		71 SH
BSN-Completion Program Total		122 SH

¹ Indicates course may be chosen from among approved clusters listed in the academic section of the College Catalog/Handbook

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

³ Also offered with BSN-A & BSN-B curriculums (See BSN-A & BSN-B curriculum plans)

⁴ Offered every term (including summer)

⁵ Must be a co or prerequisite to the first nursing course

A MINIMUM OF 19 SEMESTER HOURS OF NURSING 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. UnityPoint Health, Trinity was formed in 1992 with the consolidation of United and Franciscan Medical Centers. Today UnityPoint Health, Trinity 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 Illinois and Iowa.

Occupational Description

Radiographers use radiographic 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 and compassionate. Students are assigned clinical experiences using the facilities of UnityPoint Health and other 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 1961. The JRCERT accreditation process offers both a means of providing public assurance of a program meeting accreditation standards and a stimulus to programmatic improvement. JRCERT's website can be accessed by clicking on the following link: www.jrcert.org

Program Philosophy

The Trinity Radiography Program prepares competent ethical and culturally sensitive radiographers that contribute to the global health care community.

Program Goals

The Program Prepares Graduates To:

Knowledge

- Think Reflectively and Problem Solve.

Proficiency

- Communicate Effectively.
- Practice as Competent Entry-Level Radiographers.

Culture Care

- Practice Professionalism.

Program Core Values

Faculty Believe:

- 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.
- 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.
- 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.
- An education should promote the recognition, sensitivity, and appreciation of the diverse culture that is inherent throughout the global health care community.
- 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 take the National Certifying Examination in Radiography, which is administered by the American Registry of Radiologic Technologists (ARRT). Candidates are allowed three attempts 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 ARRT.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.

ASSOCIATE OF APPLIED SCIENCE IN RADIOGRAPHY PROGRAM CURRICULUM PLAN

FIRST YEAR

Summer Semester: 5 weeks

Course #:	Description:	Semester Hours
RT 121	Procedures I	3 SH
	Humanities ^{1,2}	3 SH
	Math ^{1,2}	3 SH
TOTAL		9 SH

Fall Semester: 16 weeks

RT101	Principles of Exposure I	3 SH
RT122	Procedures II	3 SH
RT131	Clinical Applications I	4 SH
RT140	Fundamentals of Patient Care	2 SH
	Anatomy & Physiology I ²	4 SH
TOTAL		16 SH

Spring Semester: 16 weeks

RT102	Principles of Exposure II	3 SH
RT123	Procedures III	3 SH
RT124	Trauma Radiography	1 SH
RT130	Sectional Imaging	1 SH
RT133	Clinical Applications II	4 SH
	Anatomy & Physiology II ²	4 SH
TOTAL		16 SH

SECOND YEAR

Summer Semester: 5 weeks

RT231	Clinical Applications III	3 SH
	Written Communication ^{1,2}	3 SH
	Oral Communication ^{1,2}	3 SH
TOTAL		9 SH

Fall Semester: 16 weeks

RT205	Radiographic Pathology	3 SH
RT224	Procedures IV	3 SH
RT232	Clinical Applications IV	6 SH
	Psychology ^{1,2}	3 SH
TOTAL		15 SH

Spring Semester: 16 weeks

RT203	Principles of Exposure III	3 SH
RT204	Seminar	3 SH
RT233	Clinical Applications V	6 SH
TOTAL		12 SH

¹ Indicates course may be chosen from among approved clusters listed in the academic section of the College Catalog/Handbook

² General education courses are taken at another institution or transferred into the major, 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

Radiography Attendance

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

Grade	Quality Points	Value	Significance
A	4.0	93-100	Excellent
B	3.0	85-92	Good
C	2.0	77-84	Satisfactory
D	1.0	69-76	Unsatisfactory
F	0	0-68	Failure
I			Incomplete
P			Pass
WP			Withdrawal Passing
WF			Withdrawal Failing
AU			Audit
R			Repeat
A			Excellent

Exam Average

In the Radiography program an overall exam average of 77% or above must be achieved in each radiography course in order to successfully complete the course. The average will include unit exams and the final exam in each course. Courses may have additional grading requirements, which will be communicated in the syllabus at the beginning of each course. Students who do not meet the 77% exam average within a specific course will be assigned a course grade of D or F based on the percentage grade attained for exams.

Clinical Grading Scale

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

A = 95-100%

B = 89-94%

C = 84-88%

Program Progression

Radiography students receiving a WF or grade below a C in required radiography course may be prohibited from progressing in the Radiography curriculum and will be withdrawn from the Program. Students must apply for readmission to the Radiography Program for the following academic year. Readmission is not guaranteed. Students will be ranked by the Admissions Selection Committee. Readmission will be based upon ranking and seat availability. Students wishing to be considered for readmission must complete a College application. This process must be initiated by the student. It is the student's responsibility to complete this process in order to be considered for readmission into the Radiography Program, and a student will only be considered for one readmission into the Program.

Students receiving a WF or grade below a C in two radiography courses will be withdrawn from the College and will not be considered for readmission.

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

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 personal lead apron any time a permanent barrier will not protect them from exposure. 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 prohibited.
- A radiation 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 quarterly.

Students are advised of their dosimetry reports, which are maintained by the Program and available to students.

- All students are directly supervised pre- competency and indirectly supervised post- competency by a qualified radiographer.
- Any unsatisfactory radiograph that is repeated must be directly supervised regardless of the level of student education.
- All equipment is in compliance with federal and state safety policies and regulations.
- A separate policy is available for pregnant students.

Pregnancy

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 College readmission criteria

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. Students 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. This must be done in writing and submitted to the clinical coordinator.

Radiography Critical Objectives

Critical objectives are objectives deemed to be of such importance to the practice of healthcare that satisfactory performance in each objective must be maintained throughout the Radiography 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. Correction 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 the student and program coordinator and maintained in a secure file in the office of the Dean of Nursing & Health Sciences.

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

- Follow the dress code
- Display professional attitude, actions, and respect when interacting with patient, family/significant others, health care team, peers, faculty and others.
- Act to preserve/maintain the cultural identities of others and accommodate/negotiate diverse lifeways.
- Practice within legal limits of radiography complying with established standards of care as defined in:
 - Policies and procedures of assigned health care organization and recognized written standards of practice including the health and safety requirements of the college for tuberculosis, CPR certification, immunizations, and OSHA and HIPAA training.
 - Code of Ethics: American Society of Radiologic Technologist (ASRT) website: <http://www.asrt.org>
 - ARRT Standard of Ethics, Website: <http://www.arrt.org>
- Use principles of safety including practicing within the scope of skills and knowledge when implementing care based upon the patient's physical and psychological condition, age, development level and environment.
 - Including the use of two approved patient identifiers
 - Confirm correct exam and diagnosis
 - Manipulate equipment safely so not harm is caused to the patient
- Demonstrate emotional and physical stability when providing care and when interacting with health care team, peers, faculty and others.
- Use honest, accurate, objective verbal and written communication in reporting and recording care, written assignments, and interacting with health care team, patients, peers, faculty and others.
- Demonstrate ethical behaviors
 - Complying with the standards set forth in the Code of Ethics of the ASRT and ARRT.
 - Reflecting integrity and confidentiality at all times. Following the rules and regulations in HIPAA and keeping all passwords secure and confidential.
 - Using citations and references on all written assignments including discussions, presentations, case studies and objectives.
 - Submitting original work.
- Demonstrate accountability in attendance at clinical experience with punctuality, completion of commitments, and reporting of absences according to Radiography Program clinical manual of education and individual course syllabi.
- Demonstrate timely preparation for the clinical experience in verbal and written communication and patient care.
- Demonstrate respect and care for radiographic equipment, supplies and teaching aides
- Assume personal responsibility for personnel radiation monitoring device, wear it at all times in the clinical area.
- Have personal ID lead markers at all times in clinic, appropriately marking images.
- Submit only correctly labeled radiographic images
- Follow the program direct and indirect supervision policies at all times.

Professional Code of Ethics

The American Registry of Radiologic Technologists (2013) 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 take 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.

The following text is taken from the "Examinee Handbook in Radiography" for examination administered by the American Registry of Radiologic Technologists, 1255 Northland Drive St. Paul, and Minnesota 55120-1144. Telephone: 615-687-0048. Web site: <http://www.arrt.org/>

"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.

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 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.

(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 transcribed 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 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.

(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 transcribed 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, Sectional Anatomy for Imaging Services, 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.

COMPUTED TOMOGRAPHY CLINICAL INTERNSHIP CURRICULUM PLAN

OPTION 1		
Summer Semester:		
Course #:	Description:	Semester Hours
RSCT 4100	Sectional Anatomy for Radiation Sciences	3 SH
		TOTAL 3 SH
Fall Semester:		
RSCT 4120	CT Procedures I	3 SH
RSCT 4130	CT Physical Principals & Quality Control	4 SH
RT 331 CT	Clinical Internship	6 SH
		TOTAL 13 SH
Spring Semester:		
RSCT 4110	CT/MRI Pathology	3 SH
RSCT 4125	CT Procedures II	3 SH
		TOTAL 6 SH
OPTION 2		
Summer Semester:		
RSCT 4100	Sectional Anatomy For Radiation Sciences	3 SH
		TOTAL 3 SH
Fall Semester: 16 weeks		
RSCT 4120	CT Procedures I	3 SH
RSCT 4130	CT Physical Principals & Quality Control	4 SH
		TOTAL 7 SH
Spring Semester		
RSCT 4110	CT/MRI Pathology	3 SH
RSCT 4125	CT Procedures II	3 SH
RT 331 CT	Clinical Internship	6 SH
		TOTAL 12 SH

CT Didactic Education Total	16 SH
Clinical Internship Total	6 SH
CT Internship Program Total	22 SH

All "4100" 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.

CARDIOVASCULAR INTERVENTIONAL CLINICAL INTERNSHIP CURRICULUM PLAN

OPTION 1		
Summer Semester:		
Course #:	Description:	Semester Hours
RSCI 4110	Vascular Anatomy	3 SH
RSCI 4120	CVI Principals	4 SH
		TOTAL 7 SH
Fall Semester:		
RSCI 4140	CVI Peripheral Proc & Path	3 SH
RSCI 4150	Neuro & Non Vascular Proc & Path	3 SH
RT 332	CVI Clinical Internship	6 SH
		TOTAL 12 SH
Spring Semester:		
RSCI 4130	ECG & Hemodynamics	3 SH
RSCI 4160	CVI Cardiac Proc & Path	4 SH
		TOTAL 7 SH
OPTION 2		
Summer Semester:		
RSCI 4110	Vascular Anatomy	3 SH
RSCI 4120	CVI Principles	4 SH
		TOTAL 7 SH
Fall Semester: 16 weeks		
RSCI 4140	CVI Peripheral Procedures & Pathology	3 SH
RSCI 4150	CVI Neuro & Non Vascular Procedures & Pathology	3 SH
		TOTAL 6 SH
Spring Semester		
RSCI 4130	ECG & Hemodynamics	3 SH
RSCI 4160	CVI Cardiac Procedures & Path	4 SH
RT 332	CVI Clinical Internship	6 SH
		TOTAL 13 SH

CVI Didactic Education Total	20 SH
Clinical Internship Total	6 SH
CVI Internship Program	26 SH

All "4100" 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.

*RSCI 4100 Sectional Anatomy for Imaging Services – 3 SH is required for the BSRS degree. It is offered each semester.

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. That program remained active until 2000.

In 2004 Trinity College of Nursing & Health Sciences' Strategic Plan identified Respiratory Care as a health science program that needed to be offered based on an assessed need. The College received authority to grant the degree from the Illinois Board of Higher Education (IBHE) in December 2005. In July 2010 the program received its initial accreditation by the Committee on Accreditation for Respiratory Care (CoARC). In 2015 continuing accreditation was granted by CoARC.

Occupational Description

Registered Respiratory Therapists or RRTs are employed in hospitals working in the emergency department, intensive care units, neonatal intensive care units, general floors, diagnostic laboratories and rehabilitation units. RRTs also are employed in home care, nursing homes, and physicians' offices.

Job Description

The following represents the knowledge and skills required of a Registered Respiratory Therapist (RRT), working under the supervision of a physician:

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

Program Description

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

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

Students are assigned clinical experiences using the facilities of UnityPoint Health and other health institutions within the bi-state area. The affiliated institution of UnityPoint Health - Trinity consists of two campuses located in Illinois (one in Rock Island and one in Moline) and a third campus in Bettendorf, Iowa. Students are assigned clinical rotations at all three campuses and other local health care institutions. Students are also assigned to a Level II neonatal care unit located at the Bettendorf campus.

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.

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

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 College will arrange the clinical observation after acceptance in the program.

Program Philosophy

The Respiratory Care Program prepares students to become competent respiratory therapists who display excellence in both performance and attitude. The specialized nature of Respiratory Care requires not only a technical expertise, but also a humane, empathetic and professional behavior directed toward patients and their care. Respiratory Care students are expected to strive for excellence in the classroom, laboratory and in their clinical practice.

Program Goals

The Respiratory Care Program prepares students to become competent respiratory therapists who display excellence in both performance and attitude. Respiratory Care requires not only technical expertise, but also humane, empathetic and professional behavior directed toward patient care. The program prepares 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).

The Respiratory Care Program uses the domains of learning: knowledge, proficiency and culture care values for its goals.

Knowledge (Cognitive)

- Apply knowledge of respiratory care and general education courses to think effectively and problem solve.

Proficiency (Psychomotor)

- Function as a Registered Respiratory Therapist in multiple care settings
- Collaborate with individuals, groups, and other members of the health care team to promote a therapeutic environment.

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 licensure as a respiratory care practitioner in the health care community and to enhance avenues for life-long learning.

Program Progression

Respiratory Care students receiving a WF or a grade below a C in required respiratory care courses may be prohibited from progressing in the Respiratory Care curriculum and will be withdrawn from the Program. Students must apply for readmission to the Respiratory Care program for the following academic year. Readmission is not guaranteed. Students will be ranked by the Admission Selection Committee. Readmission will be based upon ranking and seat availability. Students wishing to be considered for readmission must also contact the Program Coordinator to request readmission. This process must be initiated by the student, it is the student's responsibility to complete this process in order to be considered for readmission into the Respiratory Care Program, and a student will only be considered for one readmission into the program.

Students receiving a WF or grade below a C in two Respiratory Care courses will not be considered for readmission.

Credentialing/Licensure

Upon completion of the respiratory care curriculum, an eligible graduate earns the opportunity to sit for the National Board of Respiratory Care (NBRC), Therapist Multiple Choice Exam (TMC).

National Board for Respiratory Care, Inc.
10801 Mastin Street, Suite 300
Overland, Kansas 66210
888-341-4811
www.nbrc.org

The Therapist Multiple Choice examination (TMC) is designed to objectively measure essential knowledge, skills and abilities required of respiratory therapists. The examination consists of 160 multiple choice questions distributed among three major content areas: clinical data, equipment and therapeutic procedures. Twenty of the 160 questions are being pretested for the future, which means that response for 140 questions will count towards the candidates' score.

There will be two established cut scores for the Therapist Multiple-Choice Examination. If a candidate achieves the lower cut score, they will earn the Certified Respiratory Therapist (CRT) credential. If a candidate achieves the higher cut score, they will earn the CRT credential AND become eligible for the Clinical Simulation Examination.

The Clinical Simulation Examination (CSE) consists of 22 problems. Two of the 22 problems are being pretested for the future, which means that responses to 20 problems will count toward candidates' scores.

The higher cut score on the Therapist Multiple Choice Exam and a passing attempt on the Clinical Simulation Examination (CSE), will award the candidate the Registered Respiratory Therapist (RRT) credential.

Registered Respiratory Therapist (RRT) must provide evidence that they are continuing to meet current standards of practice and have successfully renewed their national credentials issued by the NBRC. Refer to the NBRC website (www.nbrc.org) for details.

Policies for licensure vary with each state.

Respiratory Care Attendance

All students are expected to attend classes on a full time basis. 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. 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
- Watch with a second hand

Respiratory Grading Scale

Grade	Quality Points	Value	Significance
A	4.0	93-100	Excellent
B	3.0	85-92	Good
C	2.0	77-84	Satisfactory
D	1.0	69-76	Unsatisfactory
F	0	0-68	Failure
I			Incomplete
P			Pass
WP			Withdrawal Passing
WF			Withdrawal Failing

Exam Average

In the Respiratory Care program an overall exam average of 77% or above must be achieved in each respiratory care course in order to successfully complete the course. The average will include all unit exams and the final exam in each course. 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 77% exam average within a specific course will be assigned a course grade of D or F based on the percentage grade attained for exams.

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 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 a Comprehensive Self-Assessment Examination.
- 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.
- Promote and practice evidence-based medicine.
- Seek continuing education opportunities to improve and maintain their professional competence and document their participation 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, including the right to privacy, informed consent, and refusal of treatment.
- Divulge no protected information regarding any patient or family unless disclosure is required for the responsible performance of duty as authorized by the patient and/or family, 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
- Refuse to conceal, and will report, the illegal, unethical, fraudulent, 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 is fraudulent or 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.
- Work to achieve and maintain respectful, functional, beneficial relationships and communication with all health professionals. It is the position of the American Association of Respiratory Care that there is no place in a professional practice environment for lateral violence and bullying among respiratory therapists or between healthcare professionals.

ASSOCIATE OF APPLIED SCIENCE IN RESPIRATORY CARE PROGRAM CURRICULUM PLAN

FIRST YEAR		
Fall Semester: 16 weeks		
Course #:	Description:	Semester Hours
RES110	Respiratory Procedures I	5 SH
RES112	Cardiopulmonary Anatomy & Physiology	3 SH
RES116	Introduction to Respiratory Care Anatomy & Physiology I ²	4 SH 4 SH
		TOTAL 16 SH
Spring Semester: 16 weeks		
RES120	Respiratory Procedures II	4 SH
RES122	Respiratory Pharmacology	2 SH
RES124	Respiratory Disease	2 SH
RES155	Clinical Practice I Anatomy & Physiology II ²	4 SH 4 SH
		TOTAL 16 SH
SECOND YEAR		
Summer Semester:		
RES220	Intro to Mechanical Ventilation Microbiology ² Written Communication ^{1,2}	2 SH 4 SH 3 SH
		TOTAL 9 SH
Fall Semester: 16 weeks		
RES 230	Respiratory Procedures III	4 SH
RES 233	Cardiopulmonary Monitoring	3 SH
RES 255	Clinical Practice II Psychology ^{1,2} Oral Communication ^{1,2}	5 SH 3 SH 3 SH
		TOTAL 18 SH
Spring Semester		
RES 240	Respiratory Procedures IV	4 SH
RES 250	Respiratory Seminar	3 SH
RES 275	Clinical Practice III Humanities ^{1,2}	6 SH 3 SH
		TOTAL 16 SH

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

GRADUATE NURSING PROGRAM

Program Overview

The Master of Science in Nursing (MSN) Program is based on the recommendations by the American Association of Colleges of Nursing in *The Essentials of Master's Education in Nursing* (3/21/2011). The curriculum includes theoretical courses and a practicum(s) to provide the necessary knowledge and skills to be an effective leader. Specifically the core master's curriculum provides knowledge in healthcare policy, financing, ethics, evidence-based practice, informatics, communication, quality improvement, patient safety, and health disparities.

The purpose of the MSN Program is to prepare leaders in nursing who demonstrate cultural sensitivity in their decision making skills and collaborate with interprofessional care teams, mentor other healthcare teams, and assume accountability for quality care outcomes. Graduates are prepared to foster best practices and to initiate and effectively facilitate the translation of evidence into practice to improve outcomes. Masters prepared nurses utilize concepts and theories from nursing and related disciplines to improve the environment in which healthcare is delivered.

Master's prepared nurses engage in an expanded scope of practice that is characterized by critical analysis of problems, and application of theories in the decision making process. The graduates manage change effectively and responsibly, as well as use appropriate communication skills and technology within nursing and across healthcare disciplines.

Philosophy/Purpose

Faculty believe that nursing education enables the student to acquire the knowledge and proficiencies necessary to meet the changing needs of diverse populations. Faculty embrace the tenets of culturally congruent nursing care. Caring is the unifying and dominant essence of nursing. Faculty believe in life-long learning.

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 expended in their educational endeavor. Learning takes place both in formal curriculum based experiences and informal extracurricular experiences.

Faculty believe that nursing education enables the student to use the nursing process, evidence-based practice, critical thinking skills, clinical judgment, technology, and communication to manage safe, quality patient care across the health-illness continuum. Health includes the physical, mental, social, and spiritual well-being of individuals, families, groups, communities, and populations. Faculty believe that the focus of professional nursing care is wellness, health promotion, disease prevention, and quality of life across the lifespan. Faculty believe that nursing education enables the student to exhibit leadership and integrity across all healthcare setting, and integrate ethical principles from professional codes.

The graduate program in Nursing (MSN) is based on the recommendations by the American Association of Colleges of Nursing in *The Essentials of Master's Education in Nursing* (2011). The purpose of the MSN program is to prepare leaders in nursing who demonstrate cultural sensitivity in their decision making skills and collaboration with interprofessional care teams, mentor novice nurses or other healthcare team members, and assume accountability for quality care outcomes and the future of the profession. Graduates are prepared to foster best practices and to initiate and effectively facilitate the translation of evidence into practice to improve outcomes. Master's prepared nurses utilize concepts and theories from nursing, education, and other related disciplines to improve the environment in which healthcare is delivered.

Masters prepared nurses engage in an expanded scope of practice that is characterized by critical analysis of problems, and application of theories in the decision making process. The graduates manage change effectively and responsibly, as well as use appropriate communication skills and technology either within the teaching environment or the healthcare environment.

Learning Domains and Program Goals

The goals of the Master 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.

Programs of Study

The College of Nursing offers a Nurse Educator and Direct Entry options.

MSN Program Goals

Knowledge

- Apply knowledge of the concepts and theories from nursing, education, and related disciplines to guide practice in an advanced role. (AACN Essentials 1 – Background for Practice from Sciences and Humanities)
- Apply knowledge of information systems and effective communication skills to promote optimal patient outcomes. (AACN Essentials 5 – Informatics and Healthcare Technologies; 7 – Interprofessional Collaboration for Improving Patient and Population Health Outcomes; 9 Master’s Level Nursing Practice)

Proficiency

- Provide leadership in clinical practice, education, research utilization, and service. (AACN Essentials 2 – Organizational and Systems Leadership; 9- Master’s – Level Nursing Practice)
- Use the process of scientific inquiry to foster best practices, validate and translate evidence into practice, and promote life-long learning. (AACN Essentials 4 – Translating and Integrating Scholarship into Practice)
- Evaluate quality and safety initiatives to assure optimum individual and population health outcomes (AACN Essentials 3 – Quality improvement & safety; 9 – Master’s – Level Nursing Practice)

Culture Care Values

- Demonstrate caring that recognizes the uniqueness and cultural diversity among individuals, families, communities, and the population. (AACN Essentials 8 – Clinical Prevention and Population Health for Improving Health)
- Practice evidence-based nursing within the framework of professional standards, values and codes, with ethical and legal considerations. (AACN Essentials 6 – Health Policy and Advocacy; 9 – Master’s Level Nursing Practice)

ADMISSIONS INFORMATION

Graduate Program Admission Policy

Trinity College maintains a selective admission process that provides access to graduate education in nursing for individuals who have the skills and attributes for success in a challenging health career program.

Students are offered acceptance into an MSN specialty option based on committee review of the applications received. Applications are accepted on a rolling basis and students may be admitted into any one of the semester start dates (August, January, May). The application deadline for an August start date is May 1st. The application deadline for a January start date is October 1st. The application deadline for a May start date is February 1st. Please see specific program options for application deadlines.

Application Deadlines

Applications may be submitted at any time during the year for admission consideration into the graduate nursing programs. Each of the MSN program options may have a different start date that affects application deadlines. The College has a suggested timeline for applicants described below.

Master of Science in Nursing Direct Entry Program Option

The Master of Science direct entry into nursing practice program option is a degree program for those students who have completed a non-nursing baccalaureate degree from an accredited college or university. This 24-month program begins in May each year, which is considered a summer start date. Students who wish to be considered for early admission are encouraged to apply to the College no later than November 1. Students who receive early admission into the program are notified on or before December 20. All students not receiving early admission are notified of their admission decision on or before February 1. An orientation session is held the first day of class for the MSN-DEP students since many are completing their undergraduate degrees just prior to the summer start date at Trinity.

Master of Science in Nursing Education Option

The Master of Science in nursing education program option begins each semester (August, January, or May). Applications are accepted on a rolling basis and students may be admitted into any one of the three semester start dates.

Application for Admission Procedure

Graduate admission at Trinity College of Nursing & Health Sciences includes the following:

1. Complete application at www.trinitycollegeqc.edu
2. Submit application fee (\$50.00)
3. Submit 1-2 page written essay describing your educational and career goals (text box included with application)

In addition to completing the above, please mail the following documents if applicable:

4. Submit three letters of recommendations from nursing professionals, recent employers or professors (this form can be obtained through the College website and is uploaded with the MSN application).
5. Proof of unrestricted professional registered nursing license
6. Graduate Record Exam scores, if applicable
7. Copy of current CPR card
8. Current professional vitae/resume to
Trinity College of Nursing & Health Sciences
2122 25th Avenue
Rock Island, IL 61201

Contact:

Contact previous institutions and request official transcripts be sent to Trinity College of Nursing & Health Sciences.

Interview:

After all materials are received, a faculty member from Trinity College of Nursing & Health Sciences will call you to schedule an interview if applicable.

Transfer credit shall be determined on the following basis:

Recognizing that each College Program is separate, College credit shall only be transferred into the student's program of study. As applicable, additional credit will be transferred upon acceptance into another College Program.

Current students seeking transfer credit advisement for an additional program must request a review of transcript(s). Transcripts will be reviewed for relevant transfer credit. This process can be initiated through the Registrar.

Transfer Credit

Academic credit is accepted only from institutions that are accredited by one of the regional institutional accrediting organizations. Up to six (6) credits of graduate study taken at another accredited institution may be accepted. Transfer of courses must have been completed within five (5) years of admission to the MSN program with an earned grade of 3.00 or better on a 4.00 scale for each course. Courses will be evaluated on an individual basis by the Registrar and/or Dean of Nursing & Health Sciences.

Non-Matriculated Students

Students who wish to enroll in graduate courses at the College without entering a degree program must have permission of the course faculty and/or Dean of Nursing & Health Sciences. Students may take no more than three Master of Science in Nursing (MSN) courses without matriculating into the MSN program. In addition, students must submit to Student Services:

- 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 the MSN 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 B or better (3.0 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 the MSN degree.

Admission Decisions

The materials of each prospective student are reviewed and careful consideration is given to the information included in the application packet. Admission decisions are based on the review of all materials by a selection committee, which is comprised of the program coordinator and program faculty. Trinity College does not discriminate against prospective students based on race, color, religion, age, national and ethnic origin, sexual orientation, gender, disability, or military status.

When a prospective student has completed the application process, one of the following decisions will be made:

1. Full Acceptance in Good Standing
2. Conditional Acceptance – After review of the application materials the selection committee defines the conditions of admission in a letter of conditional acceptance. Conditional applicants are those persons requesting admission with a GPA below the stated requirement for the program option; those not meeting all prerequisite course requirements.
 - a. Applicants to the MSN Nursing Educator option not holding an RN license at the time of admission will be limited to 3 credits in the first semester, and a GPA of less than 3.0 will be required to submit official GRE scores (within last 5 years) and complete nine credit hours of non-clinical graduate course work with a cumulative GPA of 3.0 or above before conditional status is removed; others must satisfy course deficiencies to have conditional status removed. Upon completion of the conditions and submission of appropriate evidence, the student will receive a Letter of Acceptance indicating Full Acceptance.
3. Denied Acceptance – Students who do not meet the admission requirements of the College are denied admission. An applicant may appeal the decision in writing to the Dean of Nursing & Health Sciences. An applicant may re-apply to Trinity College of Nursing & Health Sciences if he/she fulfills the requirements of admission at a later date.
4. Wait List – Students who meet the admission criteria for the MSN program may be placed on a wait list. Students may be selected from the wait list if a seat becomes available within a specific specialty option. Students placed on a wait list are not guaranteed acceptance.

Fully qualified applicants will be admitted before conditional applicants with a GPA below the requirement.

The Graduate Admission and Academic Standard Committee reserves the right to make final decisions regarding admission to the MSN program.

Critical Objectives

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 will 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 must be carefully documented by faculty, shared with the student, Program Coordinator and Dean, and maintained in secure files in the office of the Dean of Nursing and 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, knowledge, and the approved clinical guidelines of the course 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 experiences 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

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 are not computed in the student's GPA.

Grading is based on a percentage system. Criteria for theory and clinical grades are specific to each major discipline. Refer to each program section for specific grading scales and grading policies.

Grade	Significance
A	4.0
B	3.0
C	2.0
D	1.0
F	0.0
I	Incomplete
P	Pass
R	Repeat
S	Satisfactory
U	Unsatisfactory
AU	Audit
IP	In Progress
WF	Withdrawal Failing
WP	Withdrawal Passing

Clinical Grading

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 program, 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.

Nursing Glossary of Terms

Culturally Competent Nursing Care: "refers to the explicit use of culturally based care and health knowledge in sensitive, creative, and meaningful ways to fit the general lifeways and needs of individuals or groups for beneficial and meaningful health and well-being or to face illness, disabilities, or death." Leininger, M. & McFarland, M. (2002). *Transcultural Nursing. Concepts, Theories, Research & Practice* (3rd. ed.). New York: McGraw-Hill.

Human Care/Caring: "refers to the abstract and manifest phenomena with expressions of assistive, supportive, enabling, and facilitating ways to help self or others with evident or anticipated needs to improve health, a human condition, or a lifeway or to face disabilities or dying." Leininger, M. & McFarland, M. (2002). *Transcultural Nursing: Concepts, Theories, Research & Practice* (3rd. ed.). New York: McGraw-Hill.

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 of Nursing and Health Sciences.
- 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 leave 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.
- Only two interruptions in the program of study are allowed.
- A leave of absence may affect financial aid and loan repayment. Students may be granted a 180-day leave of absence in any 12-month period from the state and federal government. Therefore, all students requesting a leave of absence must meet with the Financial Aid Specialist for counseling.

If the student is a Title IV loan recipient, all 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 Student Services or on 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 Student Services 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.

Good Standing

To be in good standing, any graduate student while enrolled at Trinity College, regardless of where the hours were earned, must maintain a cumulative GPA of 3.0. 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 3.0 is placed on academic warning. Achieving WF (Withdrawal Failing) C, D or F in a required course may place the student on Academic Warning. Academic Warning is noted on a student's academic transcript. A student placed on Academic Warning should talk to his/her advisor to discuss a strategy and action plan to improve the student's chances of academic success.

Code of Ethics for Nurses

© American Nurses Association, 2015

Provision 1: The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

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

Provision 3: The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

Provision 4: The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

Provision 5: The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

Provision 6: The nurse, through individual and collaborative effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

Provision 7: The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

Provision 8: The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

Provision 9: The profession of nursing collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

MSN Educator Program Option

The Master of Science in Nursing degree in Nursing Education prepares licensed, registered nurses who have completed baccalaureate nursing studies and at least one year of clinical experience for a successful career as a nurse educator in a clinic, hospital, or college/university setting. The on-line program offers flexibility needed to pursue graduate education and continue the responsibilities of home and work.

MSN Educator Program Goals

Knowledge

- Apply knowledge of the concepts and theories from nursing and related disciplines to guide practice in the role of nurse educator. (AACN Essentials 1 – Background for Practice from Sciences and Humanities)
- Apply knowledge of technology and effective communication skills to promote quality nursing education in a variety of environments. (AACN Essentials 5 – Informatics and Healthcare Technologies; 7 – Interprofessional Collaboration for Improving Patient and Population Health Outcomes; 9 Master’s Level Nursing Practice)

Proficiency

- Provide leadership in clinical practice, education, research utilization, and service. (AACN Essentials 2 – Organizational and Systems Leadership; 9- Master’s – Level Nursing Practice)
- Use the process of scientific inquiry to provide educational best practices. (AACN Essentials 4 – Translating and Integrating Scholarship into Practice)

Culture Care Values

- Demonstrate caring that recognizes the uniqueness and cultural diversity among learners. (AACN Essentials 8 – Clinical Prevention and Population Health for Improving Health)
- Practice the role of nurse educator within the framework of professional standards, values and codes, with ethical and legal considerations. (AACN Essentials 6 – Health Policy and Advocacy; 9 – Master’s Level Nursing Practice)

Admission Requirements

1. Graduation from an ACEN or CCNE accredited baccalaureate nursing program with a GPA of 3.0 or higher on a 4.0 scale. Graduate Record Exam scores (within 5 years) are required for GPA less than 3.0.
2. Evidence of a current unrestricted professional registered nursing license or RN license prior to second semester of enrollment in MSN Program.
3. At least one year of nursing practice or currently practicing as an RN
4. Completion of the following courses with a grade of C or better:
 - Community Health Nursing
 - Statistics
 - Health Assessment (N304)
 - Nursing Research
5. Computer literacy in word processing, spreadsheets, and presentation software
6. 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 if applicable.
7. All students will be subject to a criminal background check prior to matriculation into the program
8. Faculty interview

RN Applicants with a non-nursing bachelor’s degree

The RN applicant with a bachelor’s degree in a field other than nursing must meet the following content requirement in addition to general admission requirement for the MSN program.

1. Statistics – 3 credit hour undergraduate course
2. Nursing Research – 3 credit hour undergraduate course
3. Nursing in the Community – 4 credit hour undergraduate course
4. Health Assessment (N304) – 3 credit hour undergraduate course

MSN Educator Progression Requirements

- All degree requirements must be completed within seven (7) calendar years of initial enrollment in Trinity's Graduate Nursing Program.
- Students must maintain a 3.00 GPA in graduate work. Grades of less than a B are not acceptable.
- The Admission and Academic Standards Committee will meet to review students each semester who earn a grade of 'C' or less in any course to determine progression in the program. Students who earn a grade of less than a B in any course may be dropped from the program, or allowed to progress on probation.
- Student's placed on probation will have two semesters to achieve a grade point average of 3.0 or higher. If the desired grade point average of 3.0 or higher is not achieved within the two semesters following the initial probation, the student will be dropped from the program.
- Students must maintain current registered nurse licensure, CPR, and health status documentation.

MSN Educator Graduation Requirements

- All degree requirements must be completed within seven (7) calendar years of initial enrollment in Trinity's Graduate Nursing Program.
- Fulfill the course requirements for the Master of Science in Nursing Educator curriculum
- Earn a minimum of 36 semester hours in nursing with a B (3.0) cumulative grade point average
- Meet all financial obligations incurred with the College.
- Application for graduation must be made in the semester prior to anticipated graduation.
- Be recommended by Graduate Faculty and conferred by the College Governing Board to graduate.

MSN Direct Entry Program Option

The Direct Entry Master's Generalist into Nursing Practice is designed for individuals who already hold a non-nursing bachelor's degree and are interested in entering the nursing profession. The 74 credit program builds upon previous, broad educational preparation and provides a rigorous, nursing curriculum. Following 24 months of full-time study, students take the NCLEX-RN examination and graduate with a Master of Science in Nursing (MSN - generalist).

MSN Direct Entry Program Goals

Knowledge

- Apply knowledge of the concepts and theories from nursing, education, and related disciplines to guide nursing practice (AACN Essentials 1- Background for Practice from Sciences and Humanities)
- Apply knowledge of information systems and effective communication skills to promote optimal patient outcomes (AACN Essentials 5 – Informatics and Healthcare Technologies; 7 – Interprofessional Collaboration for Improving Patient and Population Health Outcomes; 9 Master's Level Nursing Practice)

Proficiency

- Provide leadership in clinical practice, education, research utilization, and service (AACN Essentials 2 – Organizational and Systems Leadership; 9 - Master's –Level Nursing Practice)
- Use the process of scientific inquiry to foster best practices, validate and translate evidence into practice, and promote life-long learning (AACN Essentials 4 – Translating and Integrating Scholarship into Practice)
- Evaluate quality and safety initiatives to assure optimum individual and population health outcomes (AACN Essentials 3 – Quality improvement & safety; 9 - Master's – Level Nursing Practice)

Culture Care Values

- Demonstrate caring that recognizes the uniqueness and cultural diversity among individuals, families, communities, and the population (AACN Essentials 8 – Clinical Prevention and Population Health for Improving Health)
- Practice evidence-based nursing within the framework of professional standards, values and codes, with ethical and legal considerations (AACN Essentials 6 – Health Policy and Advocacy; 9 - Master's Level Nursing Practice)

Admission Requirements

1. Hold a baccalaureate or higher degree in a non-nursing discipline
2. College GPA of 3.20 or higher on a 4.0 scale
3. Completion of the following courses with a grade of C or higher:
 - Anatomy and Physiology I
 - Anatomy and Physiology II
 - Microbiology
 - Advanced Science
 - Human Growth and Development
 - Statistics
 - Research (Research may be taken during the first semester of the curriculum)
4. Personal essay in a letter form addressing candidate's professional attributes, ability to manage a rigorous curriculum, and career goals
5. Required science courses must have been completed within the last seven years prior to enrollment.
6. Official transcripts sent directly from the registrar of the degree-granting college/university
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 if applicable.
8. All students will be subject to a criminal background check prior to matriculation into the program

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 the MSN Direct Entry curricula. The test scores will be included in final course grades.

MSN Direct Entry Program Option Test Average

In the MSN Direct Entry program option, an overall test average of 78% or above must be achieved in each of the following nursing courses in order to successfully complete the course, NUR 511, NUR 512, NUR 521, NUR 522, and NUR 523. 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.

Standardized Assessment Test Requirement for MSN Direct Entry Program Option

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 a 95% probability and is based on national norms. The assessment test is given in NUR 520. The student will have two opportunities to pass the ATI Comprehensive Predictor. If a student does not pass by 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 notification of this release, the standardized nursing assessment requirement will be met.

Students who do not meet the 95% probability score with the second attempt will be billed one general service fee unit each semester until the student is released by ATI.

Nursing Department Dress Code

In addition to strict adherence to the College dress code policy students on clinical rotations must have:

- a watch that displays seconds
- bandage scissors
- a stethoscope
- a black ink pen

Nursing students may not chew gum while in uniform.

When deemed appropriate by the Course Coordinator, students will be directed to wear the approved alternative uniform. The alternative uniform shall consist of solid navy, black, or khaki pants and a navy, black, or red polo shirt and the College ID badge. Pants must be loose fitting, no leggings or yoga pants. Female students may wear a knee length solid navy, black, or khaki skirt. Hose are to be solid or neutral. Shoes are to be flats or low-heeled leather with closed-toes and back.

MSN Direct Entry Progression Requirements

- Students must maintain a 3.00 GPA in graduate work. Grades of less than a B are not acceptable.
- The Admission and Academic Standards Committee will meet to review students each semester who earn a grade of 'C' or less in any course to determine progression in the program. Students who earn a grade of less than a B in any course may be dropped from the program, or allowed to progress on probation.
- Student's placed on probation will have two semesters to achieve a grade point average of 3.0 or higher. If the desired grade point average of 3.0 or higher is not achieved within the two semesters following the initial probation, the student will be dropped from the program.
- Students must maintain current CPR, and health status documentation.

MSN Direct Entry Graduation Requirements

- All degree requirements must be completed within seven (7) calendar years of initial enrollment in Trinity's Graduate Nursing Program.
- Application for graduation must be made in the semester prior to anticipated graduation.
- Fulfill the course requirements for the Master of Science in Nursing Direct Entry curriculum
- Earn a minimum of 74 semester hours in nursing with a B (3.0) cumulative grade point average
- Meet all financial obligations incurred with the College
- Attain a passing score on the standardized nursing assessment test or be released by ATI coach
- Be recommended by Faculty and approved by the College Governing Board to graduate

Licensure

Upon completion, an eligible graduate who has successfully completed all requirements of the accredited program earns the opportunity to apply for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) to qualify to practice as a licensed Registered Professional Nurse. For more information on obtaining a RN licensure in the state of Illinois please contact:

Illinois Department of Financial and Professional Regulation – Nursing Programs
320 West Washington Street, Third Floor
Springfield, Illinois 62786
888-476-4858
www.idfpr.com

MASTER OF SCIENCE IN NURSING PROGRAM NURSING EDUCATION CURRICULUM PLAN

MASTER OF SCIENCE IN NURSING DEGREE

CORE COURSES

NUR 501: Organizational & Systems Leadership	3 SH
NUR 502: Health Care Policy, Trends, & Issues	3 SH
NUR 503: Nursing Theory & Evidence-Based Practice	3 SH
NUR 504: Population Health & Disparities	3 SH
NUR 505: Technology in Health Care	3 SH
NUR 620: Master's Project or Thesis	3 SH

TOTAL 18 SH

SPECIALTY OPTION: NURSING EDUCATION

NUR 601: Assessment & Evaluation of the Learner	3 SH
NUR 602: Curriculum Development & Evaluation of Learning Outcomes	3 SH
NUR 603: Pathophysiological Basis for Nursing Practice	3 SH
NUR 604: Pharmacology Across Lifespan	3 SH
NUR 605: Comprehensive Health Assessment	3 SH
NUR 606: Nurse Educator Role Practicum: Didactic	2 SH
NUR 607: Nurse Educator Role Practicum: Clinical	1 SH

TOTAL 18 SH

Total Credits Master of Science in Nursing: Nursing Education: 36 credits

MASTER OF SCIENCE IN NURSING PROGRAM DIRECT ENTRY CURRICULUM PLAN

SUMMER SEMESTER		
13 weeks		
Course #:	Description:	Semester Hours
NUR 511	The Art & Science of Nursing Practice for the MSN	7 SH
NUR 524	Pharmacology for the MSN	1 SH
NUR 533	Assessment across the Lifespan for the MSN	3 SH
		TOTAL 11 SH
FALL SEMESTER		
16 weeks		
NUR 512	Adult Health Nursing for the MSN	9 SH
NUR 603	Pathophysiological Basis for Nursing Practice	3 SH
NUR 604	Pharmacology Across the Lifespan	3 SH
		TOTAL 15 SH
SPRING SEMESTER		
16 weeks		
NUR 503	Nursing Theories & Evidence Based Practice	3 SH
NUR 521	Lifespan Nursing I for the MSN	9 SH
NUR 523	Maternal Newborn Nursing for the MSN	4 SH
		TOTAL 16 SH
SUMMER SEMESTER		
13 weeks		
NUR 505	Technology in Health Care	3 SH
NUR 531	Nursing Leadership, Management & Organizations	3 SH
NUR 541	Nursing in the Community for the MSN	4 SH
NUR 544	Clinical in the Community	1 SH
		TOTAL 11 SH
FALL SEMESTER		
16 weeks		
NUR 504	Population Health & Disparities	3 SH
NUR 522	Lifespan Nursing II for the MSN	8 SH
NUR 620	Master's Thesis/Project	1 SH
		TOTAL 12 SH
SPRING SEMESTER		
16 weeks		
NUR 502	Health Care Policy, Trends, & Issues	3 SH
NUR 520	Graduate Seminar	4 SH
NUR 620	Master's Thesis/Project	2 SH
		TOTAL 9 SH
		PROGRAM TOTAL 74 SH

* Research from the prerequisite list may be taken during the first semester.

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 and Health Sciences may approve additional courses.

Course Abbreviation Key

BHS	Bachelor of Science in Health Sciences
CMU	Clinical Make-Up Unit
RES	Respiratory Care
NUR	Nursing
RT	Radiography

Course Delivery Format Key

F2F	Face-to-Face
ONL	Online
HYB	Hybrid
CLIN	Clinical

BHS 300 EDUCATION PRINCIPLES IN HEALTH CARE – 3 Credits (ONL)

Education Principles gives students the basics of androgogical theory for use in planning, implementation, and evaluation of employee training and development. The course emphasizes the learning process, reinforcement, and monitoring success. Principles and practices of organizational learning, performance, and change will be addressed, as well as methods of educating the health care consumer.

BHS 301 HEALTH CARE DELIVERY SYSTEMS – 3 Credits (ONL)

Health Care Delivery Systems provides a historical perspective of the growth and development of the dynamically changing health care systems in America. The current status and future of these complex systems will be assessed and analyzed, along with the respective professional and allied health roles that are vital to continued success. The impact of the political, legislative, and economic forces on health care systems will be examined.

BHS 302 HEALTH CARE LEADERSHIP – 3 Credits (ONL)

The Health Care Leadership course presents didactic concepts preparing the student for leadership and management responsibilities. Management concepts basic to management (planning, organizing, leading, and controlling) will be presented. Strategies for managing a diverse workforce will be explored. Theories of leadership and motivation, as well as conflict management, change, politics and power will be presented. The health care manager's role in the interdisciplinary health care team will be discussed.

BHS 303 MANAGERIAL COMMUNICATION – 3 Credits (ONL)

Co-requisite or Pre-requisite: Health Care Leadership

Managerial Communication will give the student the opportunity to strengthen communication skills that are necessary to be successful in leadership and managerial situations. Knowledge from general education communication courses will be used and applied specifically to routine managerial varieties of written communication documents and presentations. Professional formats for memos, reports to superiors, white papers, and accreditation documents will be developed. Common management presentation skills may include conducting staff meetings, introducing departmental change, motivating employees in small and large groups, and giving effective employee feedback.

BHS 410 HEALTH SCIENCES RESEARCH – 3 Credits (ONL)

Pre-requisite: Statistics

The Health Sciences Research course provides an introduction to the theoretical foundation for scientific investigation, the research process, contributions of research to the Allied Health Professions, 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 health professional's role in research, including the rights and responsibilities toward human subjects and additional legal-ethical concerns are discussed. Evidence based practice and using research in the practice settings are stressed. Statistical knowledge and qualitative analysis from the required general educational math courses will be integrated.

BHS 411 ETHICS FOR HEALTH CARE PROFESSIONALS – 4 Credits (ONL)

Pre-requisite: College level ethics

This course examines the influence of ethical and moral principles of behavior and the ethical decision-making process. Opportunities are provided in this course to foster development of the ethical decision-making process through case studies and comparison of institutional practices. This course will heighten awareness of ethical health care practice, fostering improved decision-making, and resulting in a better understanding of health care issues.

BHS 412 ACCOUNTING BASICS FOR HEALTH PROFESSIONALS – 3 Credits (ONL)

Accounting Basics includes an overall explanation of financial accounting terminology, review of financial reports, income statements, balance sheets, budgets, and cost reports. It is intended that this course develop health care professionals with an appreciation for and understanding of the financial implications of operational and strategic management. Case studies will use examples from hospitals, long term care facilities, and home health care to prepare students to read, analyze, use, and understand financial statements and budgets.

BHS 419 CLINICAL INTERNSHIP – 4-6 Credits (CLIN)

Pre-requisite: All courses in the BSHS program; or

Co-requisite: Best Practices in Health Science

Students will complete a four to six semester hour internship with a health care manager or educator. The Clinical Internship is designed to give the student the opportunity to apply previously learned knowledge in the health care setting. The student will apply leadership skills, managerial communication, and accounting basics in the clinical setting.

BHS 420 BEST PRACTICES IN HEALTH SCIENCES – 4 Credits (ONL)

Pre-requisite: BHS 410 Health Sciences Research. BHS 420 is to be taken in the final semester of the Program unless prior approval from the Program Coordinator is received.

This course provides a framework guiding an independent student paper/project which demonstrates integration, synthesis, and application of concepts of courses in the BHS curriculum. Students will review the literature on a self-selected health care delivery issue and then develop a strategy to address that issue. Collaboration with classmates will be used to refine and evaluate paper/projects. Attainment of the BSHS Program Goals will be assessed as part of this final course.

CMU 400 CLINICAL MAKE-UP UNIT 400 – 0 Credits (CLIN)

Clinical Make-up Unit 400 is a course designed for undergraduate students requiring clinical and/or laboratory make-up hours for a Nursing or Health Sciences course with a clinical and/or laboratory component. Clinical/laboratory 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. 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 500 CLINICAL MAKE-UP UNIT 500 – 0 Credits (CLIN)

Clinical Make-up Unit 500 is a course designed for graduate students requiring clinical and/or laboratory make-up hours for a Nursing course with a clinical and/or laboratory component. Clinical/laboratory 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. 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.

NUR 101 THE ART AND SCIENCE OF NURSING PRACTICE - 8 Credits (HYB)

Prerequisite: Admission to the Basic BSN program (BSN-B)

BSN-B: Co-requisite of one allowed general education course if not completed prior to admission.

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.

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

NUR 101A THE ART AND SCIENCE OF NURSING PRACTICE - 7 Credits (HYB)

Prerequisite: Admission to the Accelerated BSN program (BSN-A)

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 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.

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

NUR 102 ADULT HEALTH NURSING - 9 Credits (HYB)

Prerequisites: NUR 101 The Art and Science of Nursing Practice and completion of all required general education courses

BSN-B: Completion of approved general education concurrent with NUR 101.

This course builds on the knowledge and skills from Nursing 101: The Art and Science of Nursing Practice. 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 may occur in the acute care, peri-operative, medical surgical skilled nursing, mental health, and community-based health facilities.

5.5 Credits Didactic (1.5 Credits Mental Health) and 3.5 Credits Clinical/Learning Laboratory (0.5 Credits Mental Health)

NUR 102A ADULT HEALTH NURSING - 9 Credits (HYB)

Prerequisites: NUR 101A The Art and Science of Nursing Practice. Accelerated BSN (BSN-A) Curriculum Plan students only.

This course builds on the knowledge and skills from Nursing 101: The Art and Science of Nursing Practice. 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 may occur in the acute care, peri-operative, medical surgical skilled nursing, mental health, and community-based health facilities.

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 Credits (HYB)

Prerequisites: NUR 102 or NUR 102A Adult Health Nursing and NUR 212 or NUR 212A Pharmacology I.

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.

NUR 201 LIFE SPAN NURSING I – 9 Credits (HYB)

Prerequisites: NUR 102 or NUR 102A Adult Health Nursing and NUR 212 or NUR 212A Pharmacology I.

Pre or Co-requisite: NUR 302 Advanced Health Assessment

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 a 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.

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 Credits (HYB)

Prerequisite: NUR 201 Life Span Nursing I

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.

4 Credits Didactic (1.25 Credits Pediatrics), 4 Credits Clinical/Learning Laboratory (0.75 Credits Pediatrics)

NUR 203 MATERNAL – NEWBORN NURSING – 4 Credits (HYB)

Prerequisites: NUR 102 or NUR 102A Adult Health Nursing, NUR 212 or NUR 212A Pharmacology I, and NUR 200 Human Disease Processes

Maternal-Newborn Nursing presents didactic and clinical experiences that emphasize the care of 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 obstetric acute care units, evidence based practice lab and clinical simulation lab.

2.5 Credits Didactic, 1.5 Credits Clinical/Learning Lab

NUR 212 PHARMACOLOGY I – 1 Credit (HYB)

Pre or Co-requisite: NUR 102 Adult Health Nursing

This hybrid 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).

NUR 212A PHARMACOLOGY I - 1 Credit (HYB)

Pre or Co-requisite: NUR 102A Adult Health Nursing. Accelerated BSN (BSN-A) Curriculum Plan students only

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).

NUR 213A PHARMACOLOGY II - 1 Credit (HYB)

Prerequisites: NUR 200 Human Disease Processes and NUR 212 or NUR 212A Pharmacology I

Pre or Co-requisite: NUR 302 Advanced Health Assessment

This course explores the pharmacological treatment of various disease processes. The effects of medications, both therapeutic and adverse, on the human body are investigated.

NUR 301A NURSING LEADERSHIP AND MANAGEMENT – 4 Credits (HYB)

Prerequisite: Must be taken in the final semester of the program

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.
3 Credits Didactic, 1 Credit Clinical

NUR 301C NURSING LEADERSHIP AND MANAGEMENT – 3 Credits (ONL)

Prerequisite: Admission to the BSN Completion program (BSN-C)

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.

NUR 302 ADVANCED HEALTH ASSESSMENT – 3 Credits (HYB)

Prerequisites: NUR 102 or NUR 102A Adult Health Nursing and NUR 212 or NUR 212A Pharmacology I

Advanced Health Assessment presents didactic concepts and laboratory experiences related to advanced assessment and builds on knowledge from natural and social sciences, humanities, and nursing, including physical health assessment. The student is provided with the opportunity to develop and enhance advanced skills in interviewing and data collection, as well as systematically examining clients who are at various stages in the lifespan. Comprehensive assessment concepts and advanced techniques will be addressed using a systems approach. A holistic emphasis to health assessment is used including cognitive, physical, psychological, nutritional, cultural, economic, spiritual and environmental considerations. Students will be provided the opportunity to expand communication skills through in-depth interviews of individuals. The didactic component emphasizes the nurse's role as a member of the interdisciplinary team in health assessment. Course expectations include fostering critical thinking and advanced psychomotor skills leading to the course outcome performance of a complete health assessment of an individual.
2.33 Credits Didactic, 0.67 Credit Learning Laboratory

NUR 303 NURSING PATHOPHYSIOLOGY – 3 Credits (ONL)

Prerequisites BSN-A or BSN-B: NUR 200 Human Disease Processes and NUR 302 Advanced Health Assessment. BSN-C: NUR 302 Advanced Health Assessment or NUR 304 Advanced Health Assessment for the RN

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.

NUR 304 ADVANCED HEALTH ASSESSMENT FOR THE RN– 3 Credits (ONL)

Prerequisite: Admission to the BSN Completion program (BSN-C)

Advanced Health Assessment presents didactic concepts and online laboratory 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 course emphasizes the nurse's role as a member of the interdisciplinary team in health assessment. Course expectations include fostering critical thinking and advanced psychomotor skills leading to the course outcome performance of a complete health assessment of an individual.

2.33 Credits Didactic, 0.67 Credit Learning Laboratory

NUR 320 NURSING INFORMATICS – 3 Credits (ONL)

Prerequisite: Admission to the BSN Completion program (BSN-C)

Nursing Informatics is an online course focusing on the use of computer science, information science and nursing science. Documenting, researching 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 a paper on a selected topic requiring a search of the professional literature, quizzes, discussions, and a professional resume are required.

NUR 402 PROFESSIONAL ISSUES IN NURSING – 3 Credits (ONL)

Prerequisite (BSN-A or BSN-B): NUR 101 or NUR 101A The Art and Science of Nursing Practice

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.

NUR 403 COMMUNITY HEALTH NURSING – 4 Credits (HYB)

Prerequisites: NUR 102 or NUR 102A Adult Health Nursing, NUR 212 or NUR 212A Pharmacology I, and NUR 302 Advanced Health Assessment. BSN-Basic (BSN-B) students only.

Community Health Nursing focuses 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 community and family assessment, provision of culturally appropriate care to aggregates, and the historical and political aspects of nursing roles.

3 Credits Didactic, 1 Credit Clinical

NUR 405 COMMUNITY HEALTH NURSING FOR THE RN – 4 Credits (ONL)

Prerequisites: NUR 302 Advanced Health Assessment OR NUR 304 Advanced Health Assessment for the RN

Pre or Co-requisite: Undergraduate statistics course which is acceptable for the statistics requirement. BSN Completion (BSN-C) students only.

Community Health Nursing for the RN focuses 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 community and family assessment, provision of culturally appropriate care to aggregates, and the historical and political aspects of community nursing roles.

3 Credits Didactic, 1 Credit Clinical

NUR 410 TRANSCULTURAL NURSING – 3 Credits (ONL)

Prerequisite: Admission to the BSN program

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.

NUR 411 NURSING RESEARCH – 3 Credits (ONL)

Prerequisite: Undergraduate statistics course which is acceptable for the statistics requirement.

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.

NUR 412 GENETICS AND GENOMICS – 3 Credits (ONL)

Prerequisite: NUR 303 Nursing Pathophysiology OR undergraduate Genetics course with a lab which is acceptable for the advanced science requirement.

This BSN-C course is designed to provide an overview of inheritance patterns, discussion of genetic disorders and discussion of 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 makeup of individuals will be considered.

NUR 413 GERONTOLOGICAL NURSING – 3 Credits (ONL)

Prerequisite: Admission to the BSN Completion (BSN-C) program

This online course provides the opportunity for the BSN-C student to continue building a positive perspective towards the aging process and the older adult. This didactic course focuses on the current status of attitudes toward the older adult, and theories of aging. Myths and stereotypes of the older adult, utilization of support services by the older adult, and trends in gerontological nursing will be explored. The interrelatedness of the biophysical and psychosocial alterations and health problems resulting from the aging process are studied. Health assessment, promotion of wellness, presentation of illness and nursing and pharmacological problems in the older adult will be discussed. Additionally principles of teaching-learning and legal-ethical considerations will be applied to the special needs of the older adult. The student evaluates issues of retirement, alternatives to institutionalized care, economic concerns, and legal-ethical issues related to the older adult. Course expectations include examining current research related to gerontological nursing and the exploration of gerontological nursing case studies.

NUR 420A SENIOR SEMINAR - 4 Credits (HYB)

Prerequisite: Must be taken in the final semester of the program

This course provides a framework for assisting students to integrate the BSN program goals. Students will select a nursing oriented clinical problem for exploration, review the related literature, and develop a strategy to address the 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.

1 Credit Didactic; 3 Credits Clinical

NUR 420C SENIOR SEMINAR – 1 Credit (ONL)

Prerequisite: Must be taken in the final semester of the program

This course provides a framework guiding an independent student paper 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.

NUR 501 ORGANIZATIONAL & SYSTEMS LEADERSHIP - 3 Credits (ONL)

This online course focuses on leadership, roles, and skills essential to promoting excellence in practice as well as maintaining effective working relationships with inter-professional teams. Leadership styles, change theory and change management, coaching for performance, communication, and conflict and conflict management will be emphasized.

NUR 502 HEALTH CARE POLICY, TRENDS, & ISSUES - 3 Credits (ONL)

This online course examines healthcare policy relevant to the U.S., the history of health services, healthcare funding, nursing education financing, quality improvement models, nurse sensitive indicators, patient safety, national benchmarks, just culture, ethics and how nursing practice is impacted by regulations and policy.

NUR 503 NURSING THEORY & EVIDENCE-BASED PRACTICE - 3 Credits (ONL)

Prerequisite: Undergraduate research and statistics courses.

This online course focuses on the use of nursing theory and models in research, internal and external validity, psychometric properties of instruments, analysis of selected quantitative and qualitative research designs, and the application of evidence-based practices within the clinical setting. Students will critique applied research, determine evidence or gaps in the literature related to a clinical nursing problem or nursing education practice, and assess the evidence-based research as it relates to a specific problem.

NUR 504 POPULATION HEALTH & DISPARITIES - 3 Credits (ONL)

This online course focuses on social determinants of health, population-based nursing, health disparities and outcomes, access to care, epidemiologic methods of analysis, evidence-based practice, transcultural nursing care, and health literacy.

NUR 505 TECHNOLOGY IN HEALTH CARE - 3 Credits (ONL)

This online course prepares the nurse to manage health information systems critical to the mission of healthcare delivery systems. The use of technology in patient care, improved patient outcomes, and data mining will be emphasized, as well as legal and ethical issues regarding healthcare technology.

NUR 511 THE ART AND SCIENCE OF NURSING PRACTICE for the MSN - 7 Credits (HYB)

Prerequisite: Admission to Direct Entry to Practice Master of Nursing Program (MSN-DEP)

The Art and Science of Nursing Practice for the MSN presents didactic concepts, clinical/laboratory practice and clinical experiences emphasizing therapeutic nursing interventions, cultural awareness, nursing skills, and knowledge basic to nursing practice. Also, discussed is the history of nursing, 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 importance of evidence-based practice or best practices will be introduced and emphasized. 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 to include mathematical application for accurate administration are presented and practiced. The development of a therapeutic interpersonal relationship is emphasized. Therapeutic communication skills will be practiced in the lab setting, as well as body mechanics related to transfer of patients. 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. Principles of teaching-learning will also be emphasized. In addition to the learning laboratory, clinical experiences occur in acute and chronic care client settings.

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

NUR 512 ADULT HEALTH NURSING for the MSN - 9 Credits (HYB)

Prerequisites: NUR 511; NUR 533

This course builds on the knowledge and skills from Nursing 511, The Art and Science of Nursing Practice for the MSN, and all prerequisite general education coursework completed prior to matriculation into the Direct Entry Generalist MSN program. Adult Health Nursing for the MSN 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. 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 evidence-based practice, group process and assessment skills are strongly emphasized. Medication administration and teaching-learning principles 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 or chronic care settings, peri-operative, and medical surgical, and skilled nursing health care facilities.

5.5 Credits Didactic (1.5 Credits Mental Health) and 3.5 Credits Clinical/Learning Laboratory (0.5 Credits Mental Health)

NUR 520 GRADUATE SEMINAR - 4 Credits (HYB)

Prerequisite: NUR 503; Must be taken in final semester of the program

This course provides a framework for assisting students to integrate the MSN program goals. The clinical immersion experience whereby the student works with a preceptor in a “realistic” assignment will assist in the transition from education to practice. Post conference discussions will take place on the clinical units. Attainment of the MSN Program Goals and readiness for NCLEX-RN will be assessed through reflective journaling, standardized testing, and questionnaires. Transitional testing will be completed in preparation for the national licensing examination.

1 Credit Didactic; 3 Credit Clinical

NUR 521 LIFE SPAN NURSING I for the MSN– 9 Credits (HYB)

Prerequisites: NUR 512

Life Span Nursing I for the MSN is the first of two courses that presents didactic concepts and clinical experiences that examine the health status of individuals throughout the lifespan. Acute mental and physical health problems, critical care, and emergent care will be explored in pediatric, adult, and geriatric clients. Health promotion and maintenance, family involvement, culturally sensitive caregiving, and evidence-based practice will be emphasized. The student will learn to manage individuals and groups of patients with increasingly complex health issues. Clinical experiences are in the acute care setting as well as in the community.

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 522 LIFE SPAN NURSING II for the MSN – 8 Credits (HYB)

Prerequisite: NUR 521

Life Span Nursing II for the MSN is the second of two courses that presents didactic concepts and clinical experiences that examine the health status of individuals throughout the lifespan. Chronic health problems, palliative care and end of life care will be explored in pediatric, adult, and geriatric clients. Care transitions, continuity of care, and family involvement in caregiving and culturally sensitive care will be emphasized. Clinical experiences are in the acute care and home care setting, as well as in the community.

4 Credits Didactic (1.25 Credits Pediatrics), 4 Credits Clinical/Learning Laboratory (0.75 Credits Pediatrics)

NUR 523 MATERNAL – NEWBORN NURSING for the MSN– 4 Credits (HYB)

Prerequisites: NUR 512

Maternal-Newborn Nursing for the MSN presents didactic and clinical experiences that emphasize the care of 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, evidence-based practices, 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 obstetric acute care units, evidence based practice lab, clinical simulation lab, and community offerings related to child-bearing families.

2.5 Credits Didactic, 1.5 Credits Clinical/Learning Lab

NUR 524 PHARMACOLOGY for the MSN - 1 Credit (ONL)

Prerequisite: NUR 511

This online 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 and contraindications. 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 focused case studies to prevent adverse effects and 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) across the lifespan and within various cultures.

NUR 531 NURSING LEADERSHIP, MANAGEMENT, & ORGANIZATIONS – 3 Credits (ONL)

Prerequisite: NUR 503

The Leadership, Management, and Organizations course presents didactic concepts preparing the student for leadership and management responsibilities. Management concepts discussed include organizational theory and structure, delegation and managing human and material resources. Strategies for managing a culturally diverse workforce will be explored. Theories of leadership and, conflict management, change theory, persuasion, and negotiation will be presented.

Additional concepts of delegation, advocacy, case management, care coordination, nursing care delivery systems, and teams/groups are addressed. The nurse's role in the interdisciplinary health care team, health care delivery systems, and decision-making processes are discussed and operationalized. Integrated concepts include communication principles and legal and ethical considerations.

NUR 533 ASSESSMENT ACROSS THE LIFESPAN FOR THE MSN – 3 Credits (HYB)

Prerequisites: NUR 511

This course with lab focuses on the collection, interpretation, and synthesis of genetic, historical, biological, physical, cultural, psychosocial, spiritual, nutritional, and safety evidence, using critical thinking skills to develop a comprehensive, holistic assessment of individuals across the lifespan. This online course builds on the knowledge from fundamentals of nursing. The lab component includes fostering critical thinking and psychomotor skills leading to the course outcome performance of a complete health assessment of an individual. An emphasis is also placed on health history taking skills and assessment of common abnormalities incorporating diagnostic tests, health promotion and risk reduction. Students will also explore standardized assessment tools in each focused assessment.

2.33 Credits Didactic, 0.67 Credit Learning Laboratory

NUR 541 NURSING IN THE COMMUNITY FOR THE MSN -4 Credits (HYB)

Prerequisites: NUR 533; NUR 603; NUR 604

Nursing in the Community for the MSN focuses on collaborative strategies to improve the health of populations. Public health concepts such as epidemiology, levels of prevention, disaster preparedness, environmental safety, population health, and health promotional screening are applied to the study of communicable and chronic diseases, as well as to the environment. Other major course topics include community, cultural, and family assessment, continuity of care, provision of culturally appropriate care to aggregates, and the historical and political aspects of community nursing roles.

3 Credits Didactic; 1 Credit Clinical

NUR 544 CLINICAL IN THE COMMUNITY – 1 Credit (CLIN)

Prerequisites: NUR 521; NUR 523

This course involves a total of 48 hours of clinical practicum that can occur in a variety of healthcare settings in the community. Clinical settings for this practicum must allow the student to participate in the application of principles and methods of leadership, as well as the application of evidence-based practice to influence healthcare outcomes for individuals and populations of various cultures across the lifespan. Teaching-learning principles will be emphasized. The clinical practicum may take place in home care, express care facilities, churches, and other community settings where health care is provided. Reflective journaling will be the primary means of evaluation.

NUR 601 ASSESSMENT & EVALUATION OF THE LEARNER - 3 Credits (ONL)

This online course explores the role of assessment and evaluation of student learning in various settings. Test development and test interpretation will also be emphasized.

NUR 602 CURRICULUM DEVELOPMENT & EVALUATION OF LEARNING OUTCOMES - 3 Credits (ONL)

This online course prepares the student to design and implement curriculum based on evidence-based teaching/learning theories. Focus is on the process of curricular development for a specific course including course objectives, content, learning activities, course delivery, and student evaluation.

NUR 603 PATHOPHYSIOLOGICAL BASIS FOR NURSING PRACTICE - 3 Credits (ONL)

Prerequisites: Undergraduate Anatomy & Physiology; Undergraduate Pathophysiology

This online course builds on the knowledge of human anatomy, physiology, and pathophysiology. The focus is on critical examination of the physiological and pathophysiological mechanisms affecting individuals across the lifespan. Emphasis is on correlating laboratory data to disease processes, the rationales for pharmacotherapy, and the physiological mechanisms underlying disease processes. This course uses problem based learning to explore pathophysiological concepts using scientific evidence based literature.

NUR 604 PHARMACOLOGY ACROSS THE LIFESPAN - 3 Credits (ONL)

Prerequisites: For MSN DEP only: NUR 524 Pharmacology for the MSN

This online course builds on knowledge of basic pharmacology and commonly used medications. This course focuses on pharmacokinetics and the pharmacodynamics of various drugs as applied to the management of clients with various health conditions across the lifespan. This course emphasizes receptor theory and coupling, dose response, drug interactions, drug classes, and adverse effects when applying real examples and clinical problems.

NUR 605 COMPREHENSIVE HEALTH ASSESSMENT - 3 Credits (HYB)

Prerequisites: Undergraduate Health Assessment course

This course focuses on the collection, interpretation, and synthesis of genetic, historical, biological, cultural, psychosocial, spiritual, and physical evidence, using critical thinking skills to develop a comprehensive, holistic assessment of individuals across the lifespan. This course builds on the knowledge and skills gained in the baccalaureate health assessment course. The practicum (48 hours) emphasizes health history taking skills and assessment of common abnormalities incorporating diagnostic tests including health promotion and risk reduction. Students are encouraged to select vulnerable populations for their clinical setting.

NUR 606 NURSE EDUCATOR ROLE PRACTICUM: DIDACTIC - 2 Credits (CLIN)

Prerequisites: NUR 601 and NUR 602

This course focuses on the application of learning theories, strategies, and evaluation in the didactic setting within a nursing program. The student will be introduced to and engaged in several activities of the nurse educator role such as: committee work; advising/mentoring students; professional meetings; reports and accreditation; and development of teaching plans for traditional and on-learning learning. Journaling by the student will be the primary means for reflection, meeting of course objectives, and tracking of hours.

The student will develop his/her MSN written and approved contract with the preceptor and faculty. The student will spend time with a preceptor in an approved classroom setting

NUR 607 NURSE EDUCATOR ROLE PRACTICUM: CLINICAL - 1 Credit (CLIN)

Prerequisites: NUR 601 and NUR 602

The role of the nurse educator in higher educational settings and healthcare is explored. This course involves 48 hours of clinical that can occur in a variety of healthcare settings depending on the student's personal career goals. Clinical settings for this practicum must allow the student to participate in the application of teaching-learning principles, curriculum development, and learner evaluation. An example might be leading of pre and post conferences with students in the clinical setting.

Students will develop a written contract with their preceptor and approval of course faculty. Course objectives will be written by the student to meet their individual goals. **During this course students will develop a clinical research idea to pursue in their Master's thesis or project.** Journaling by the student will be the primary means for reflection, meeting of course objectives, and tracking of hours.

NUR 620 MASTER'S THESIS/PROJECT – 1 TO 3 Credits (ONL)

Prerequisites: With consent of faculty advisor.

This course involves working closely with a faculty who would become the chair of the student's thesis/EBP project. This course focuses on research principles through problem identification, review of the literature, proposal development, implementation, and evaluation of a clinical or educational problem. A master's thesis is highly recommended for those who may pursue doctoral work at the PhD level; a master's project is recommended for those who may pursue the DNP.

This course should be taken in the last two semesters of the curriculum; 1 sh in the first semester, and 2 sh in the second semester. During the first semester (1 sh) the student should develop a clinical or research question, conduct a literature review on the topic, select a theoretical framework if applicable, and develop the methodology for the project or thesis. During the second semester (2 sh), the student should focus on implementation of the project or thesis (data collection), data analysis, findings, conclusions, limitations, and recommendations for future research in the topic area. In addition, the student will defend his/her project/thesis in the last semester enrolled in NUR 620.

NUR 620 is a pass/fail course. A grade of IP (in progress) will be given each semester until the project or thesis has been completed. Upon completion of the project or thesis, a grade of P/F (pass/fail) will be given. Should the student need more time (exceeding two semesters) to complete the project or thesis, the student will continue to enroll in NUR 620 until the project or thesis has been defended. The student should register for 2 sh in the semester that he/she plans to defend.

RES 110 RESPIRATORY PROCEDURES I – 5 Credits (F2F)

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 clearance techniques, humidity therapy, bland aerosol therapy, and aerosol drug therapy. An introduction to respiratory pharmacology, diseases, and performance and evaluation of pulmonary function testing are also included.

4 Credits Didactic and 1 Credit Lab

RES 112 CARDIOPULMONARY ANATOMY & PHYSIOLOGY – 3 Credits (F2F)

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. The course provides foundation knowledge of the respiratory and cardiovascular systems. The mechanics of ventilation, respiration, gas transport, neurologic control of ventilation, and the renal system will be covered.

RES 116 INTRODUCTION TO RESPIRATORY CARE – 4 Credits (F2F)

Prerequisite: Matriculation into the Respiratory Care Program

This course will introduce the respiratory student to the history of respiratory care and professional organizations. The student will be provided with the necessary instruction and competencies to conduct a general cardiovascular and pulmonary patient assessment. There will be an introduction to the diseases affecting the cardiopulmonary system and the preparation and implementing of patient respiratory care plans. Clinical time will be spent in acute care settings where the student will perform general floor therapies, patient assessments, and care planning. This clinical time will also emphasize interpersonal relationship skills, communications, ethics, and patient confidentiality.

3 Credits Didactic and 1 Credit Clinical

RES 120 RESPIRATORY PROCEDURES II – 4 Credits (F2F)

Prerequisite: RES 110, RES 112, RES 116

This course provides continuation of concepts included in Respiratory Procedures I. Topics included are: arterial puncture and interpretation of arterial blood gases, and non-invasive ventilation. 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 Credits Didactic and 1 Credit Lab

RES 122 RESPIRATORY PHARMACOLOGY – 2 Credits (F2F)

Prerequisite: RES 110, RES 112, RES 116

This course provides an in-depth discussion of drugs utilized in the treatment of cardiopulmonary diseases and disorders with emphasis on those agents administered by respiratory therapist. Topics include the general principles of pharmacology, dosage calculation, review of the nervous system, and review of primary agents used in the treatment of cardiopulmonary diseases.

RES 124 RESPIRATORY DISEASE – 2 Credits (F2F)

Prerequisite: RES 110, RES 112, RES 116

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.

RES 155 CLINICAL PRACTICE I – 4 Credits (CLIN)

Prerequisite: RES 110, RES 112, RES 116

This course emphasizes physical assessment and the development of the ability to administer general care. The student will develop 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, arterial blood gases, pulmonary function testing, and non-invasive ventilation.

RES 220 INTRODUCTION TO MECHANICAL VENTILATION – 2 Credits (F2F)

Prerequisite: RES 120, RES 122, RES 124, RES 155

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.

RES 230 RESPIRATORY PROCEDURES III – 4 Credits (F2F)

Prerequisite: RES 220

This course emphasizes 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 respiratory care in alternative settings will also be included.

3 Credits Didactic and 1 Credit Lab

RES 233 CARDIOPULMONARY MONITORING – 3 Credits (F2F)

Prerequisite: RES 220

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, capnography monitoring, ventilator adjustment based on patient condition and response, and complications of critical care. An introduction to polysomnography will also be included.

RES 240 RESPIRATORY PROCEDURES IV– 4 Credits (F2F)

Prerequisite: RES 220, RES 230, RES 255

This course will emphasize the care of neonatal and pediatric patients. Fetal development of the cardiopulmonary system is covered along with the care and treatment of neonatal pulmonary disorders and congenital cardiac defects. The course will also cover physical and radiographic assessment, invasive and noninvasive ventilation, airway management, and the administration of therapeutic gases that is needed to care and treat the neonate and pediatric patient. This course will include surfactant replacement therapy and extracorporeal membrane oxygenation. Units on home care and the transport of infants and children will also be covered.

3 Credits Didactic and 1 Credit Lab

RES 250 RESPIRATORY SEMINAR – 3 Credits (F2F)

Prerequisite: RES 230, 233, 255

Respiratory seminar analyzes student strengths and weaknesses, reinforces key principles of previously studied content, and enhancement of problem solving skills in preparation for credentialing examinations. A research project is also required for this course.

RES 255 CLINICAL PRACTICE II – 5 Credits (CLIN)

Prerequisite: RES 220

This course emphasizes the care of patients in the critical care unit. The student will continue to refine previously learned skills in the management of artificial airways and develop the skills of mechanical ventilation management and the interpretation of ventilator graphics. Non-invasive and invasive monitoring of the critical care patient is also a skill that will be stressed.

RES 275 CLINICAL PRACTICE III – 6 Credits (CLIN)

Prerequisite: RES 230, RES 233, RES 255

This course emphasizes the integration of previous 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.

RT 101 PRINCIPLES OF EXPOSURE I – 3 Credits (F2F)

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.

RT 102 PRINCIPLES OF EXPOSURE II – 3 Credits (F2F)

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 key concepts are reinforced. 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.

RT 121 PROCEDURES I – 3 Credits (F2F)

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, ribs, sternum, and abdomen. 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.

RT 122 PROCEDURES II – 3 Credits (F2F)

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 appendicular skeleton. Communication and culturally congruent patient instruction are emphasized. Criteria for determining the successful production of required anatomical views are addressed and applied. Procedures II also provides the student with the knowledge to construct and organize the steps necessary to perform pediatric, trauma and mobile radiographic procedures. Radiation protection is reinforced and monitored as a part of laboratory skills testing.

2.5 Credits Didactic and 0.5 Credit Lab

RT 123 PROCEDURES III – 3 Credits (F2F)

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 gastrointestinal studies. 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 Credits Didactic and 0.5 Credit Lab

RT 124 TRAUMA RADIOGRAPHY – 1 Credit (F2F)

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

Trauma 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.

RT 130 SECTIONAL IMAGING – 1 Credit (HYB)

Prerequisite: Completion 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.

RT 131 CLINICAL APPLICATIONS I – 4 Credits (CLIN)

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 appendicular skeleton and visceral torso are pursued.

RT 133 CLINICAL APPLICATIONS II – 4 Credits (CLIN)

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 and cranial imaging and begins assignments in a variety of rotations.

RT 140 FUNDAMENTALS OF PATIENT CARE – 2 Credits (F2F)

Prerequisite: RT 121

Patient Care provides the student with the basic skills required to appropriately care for patients within the imaging department. Measures to assure infection control, patient safety, and confidentiality are stressed. Caring for patients from newborn to geriatric is discussed. Professionalism, Patient Bill of Rights, legal, and ethical issues are covered. Students practice a variety of basic patient assessment/clinical skills and to prepare for handling medical emergencies and trauma situations.

RT 203 PRINCIPLES OF EXPOSURE III – 3 Credits (F2F)

Prerequisite: Completion of fall semester of Year Two in the Radiography Program and all general education courses 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 in relationship with effective dose limits and equivalent dose limits. Regulatory agencies are identified and their involvement in radiation protection discussed.

RT 204 SEMINAR – 3 Credits (F2F)

Prerequisite: Completion of fall semester of Year Two in the Radiography Program and all general education courses 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.

RT 205 RADIOGRAPHIC PATHOLOGY– 3 Credits (F2F)

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.

RT 224 PROCEDURES IV – 3 Credits (F2F)

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. Intravenous urography, vascular imaging and neuroradiography are primary areas of focus.

RT 231 CLINICAL APPLICATIONS III – 3 Credits (CLIN)

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. Mobile, surgery, and trauma experience is emphasized. Specialized rotations into advanced imaging modalities are assigned. Students begin patient case study assignments in special imaging areas. Students are expected to complete a minimum of 47% of all mandatory competencies.

RT 232 CLINICAL APPLICATIONS IV – 6 Credits (CLIN)

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.

RT 233 CLINICAL APPLICATIONS V – 6 Credits (CLIN)

Prerequisite: Completion of Fall Semester, Year Two in the Radiography Program and all general education courses

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.

RT 331 COMPUTED TOMOGRAPHY CLINICAL INTERNSHIP – 6 Credits (CLIN)

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 16 consecutive weeks.

RT 332 CARDIOVASCULAR INTERVENTIONAL IMAGING CLINICAL INTERNSHIP – 6 Credits (CLIN)

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 16 consecutive weeks.

DIRECTORIES

Governing Board

Heidi Storl, PhD - Chair
Matt Wynn, BB – Vice Chair
Argrow Evans-Ford, PhD
Bobbi Lastrapes, MEd
Jenny Parvin
Tracy Poelvoorde, PhD, RN
Karla Steele, JD, MBA
Jackie Staron, BS
Deborah Waymack, BSN

Administration

Rosemary Brower, MBA
Director of Business Services
BBA Finance, University of Iowa, Iowa City, Iowa
MBA, Kaplan University, Davenport, Iowa

Hilary Henke, MEd
Director of Student Services and External Relations
BS, Iowa State University, Ames, Iowa
MSP, Kaplan University, Davenport, Iowa
MEd, Kaplan University, Davenport, Iowa

Tracy L. Poelvoorde, PhD, RN
Chancellor
Diploma, United Medical Center School of Nursing, Moline, Illinois
BA, Augustana College, Rock Island, Illinois
BSN, Idaho State University, Pocatello, Idaho
MS, Idaho State University, Pocatello, Idaho
PhD, University of Northern Colorado, Greeley, Colorado

Lindsey Rives, BS
Executive Assistant
BS, Southern Illinois University, Edwardsville, Illinois

Teresa Wischmann, DNP, RN
Dean of Nursing and Health Sciences
ASN, Excelsior College, Albany, New York
BGS, Indiana University, Indianapolis, Indiana
MSN, Walden University, Minneapolis, Minnesota
DNP, Touro University, Henderson, Nevada

College Faculty and Staff

Bachelor of Science in Health Sciences Faculty

Morgan Frederiksen MSN, RN
Nursing Instructor
B.S., Western Illinois University, Macomb, IL
BSN, Trinity College of Nursing & Health Sciences, Rock Island, IL
MSN, Trinity College of Nursing & Health Sciences, Rock Island, IL

Christine Kessel, PhD, RN, CNE
Professor
BSN, Boston College of Nursing, Chestnut Hill, Massachusetts
MSN, University of Connecticut, Storrs, Connecticut
MA, University of Iowa, Iowa City, Iowa
PhD, Capella University, Minneapolis, Minnesota

Sharon Marquard, PhD, RNC, CRRN
Associate Professor
BSN, Depaul University, 1978
MSN, Northern Illinois University, DeKalb, Illinois
PhD, Illinois State University, Bloomington, Illinois

Undergraduate Nursing Department Faculty

Megan Dean, MSN, RNC-NIC, IBCLC
Assistant Professor
Diploma of Nursing, Trinity School of Nursing, Moline, IL
BSN, Trinity College of Nursing, Moline, IL
MSN, Trinity College of Nursing & Health Sciences, Rock Island, IL

Morgan Frederiksen MSN, RN
Instructor
B.S., Western Illinois University, Macomb, IL
BSN, Trinity College of Nursing & Health Sciences, Rock Island, IL
MSN, Trinity College of Nursing & Health Sciences, Rock Island, IL

Pam Hill, PhD, RN, FAAN
Professor
Diploma, Lutheran Hospital for Nurses, Moline, Illinois
BSN, Marycrest College, Davenport, Iowa
MS, Northern Illinois University, DeKalb, Illinois
PhD, University of Iowa, Iowa City, Iowa

Christine Kessel, PhD, RN, CNE
Professor
BSN, Boston College of Nursing, Chestnut Hill, Massachusetts
MSN, University of Connecticut, Storrs, Connecticut
MA, University of Iowa, Iowa City, Iowa
PhD, Capella University, Minneapolis, Minnesota

Sharon Marquard, PhD, RNC, CRRN
Associate Professor
BSN, Depaul University, 1978
MSN, Northern Illinois University, DeKalb, Illinois
PhD, Illinois State University, Bloomington, Illinois

Kim E. Perry, MSN, RNC, APN, CNE
Program Coordinator, Undergraduate Nursing
Assistant Professor
ASN, Excelsior College, Albany, New York
BSN, Husson College, Bangor, Maine
MSN, State University of New York, Stony Brook, New York

Shelley Spector, DNP, ARNP
Instructor
BSN, Coe College, Cedar Rapids, Iowa
MAN, University of Iowa, Iowa City, Iowa
DNP, Clarke College, Dubuque, Iowa

Denise Westendorf MSN, RN-BC, CNOR
Assistant Professor
BSN, Coe College, Cedar Rapids, IA
MSN, St. Ambrose University, Davenport, IA

Melinda M. Wildermuth, DNP RN
Assistant Professor
Diploma, Lutheran Hospital School for Nurses, Moline, Illinois
BSN, Marycrest International University, Davenport, Iowa
MSN, Nebraska Methodist College, Omaha, Nebraska
DNP, Clarke University, Dubuque, Iowa

Graduate Nursing Faculty

Pamela Hill, PhD, RN, FAAN
Professor
Diploma, Lutheran Hospital for Nurses, Moline, Illinois
BSN, Marycrest College, Davenport, Iowa
MS, Northern Illinois University, DeKalb, Illinois
PhD, University of Iowa, Iowa City, Iowa

Christine Kessel, PhD, RN, CNE
Professor
BSN, Boston College of Nursing, Chestnut Hill, Massachusetts
MSN, University of Connecticut, Storrs, Connecticut
MA, University of Iowa, Iowa City, Iowa
PhD, Capella University, Minneapolis, Minnesota

Sharon Marquard, PhD, RNC, CRRN
Associate Professor
BSN, Depaul University, 1978
MSN, Northern Illinois University, DeKalb, Illinois
PhD, Illinois State University, Bloomington, Illinois

Melinda M. Wildermuth, DNP, RN
Assistant Professor
Diploma, Lutheran Hospital School for Nurses, Moline, Illinois
BSN, Marycrest International University, Davenport, Iowa
MSN, Nebraska Methodist College, Omaha, Nebraska
DNP, Clarke University, Dubuque, Iowa

Radiography Program Faculty

Catherine DeBaillie, EdD, RT(R)
Program Coordinator, Radiography
Professor
Diploma, Moline Public Hospital School of Radiologic Technology, Moline, Illinois
AAS, Black Hawk College, Moline, Illinois
BS, University of St. Francis, Joliet, Illinois
MSEd, Capella University, Minneapolis, Minnesota
EdD, Argosy Online University, Phoenix, Arizona

Ellyn Despain, BSHS, RT(R) (CT)
Clinical Coordinator, Radiography
Instructor
AAS, Trinity College of Nursing & Health Sciences, Rock Island, IL
BSHS, Trinity College of Nursing & Health Sciences, Rock Island, IL

Jennifer Harl, MA, RT(R)
Assistant Professor
Diploma, Trinity School of Radiologic Technology, Moline, Illinois
AAS, Black Hawk College, Moline, Illinois
BS, University of St. Francis, Joliet, Illinois
MA, Saint Xavier University, Chicago, Illinois

Respiratory Care Program Faculty

Julie Thorpe, BA, RRT
Clinical Coordinator
AAS, Respiratory Therapy, Black Hawk College
BA, Biology, St. Ambrose University

Academic Secretary

Lori Graham

Business Services Department

Stephanie Ford, MBA
Business Services Specialist
BS Management, Kaplan University, Davenport, Iowa
MBA, Kaplan University, Davenport, Iowa

Derek A. Fuller
Institutional Priorities Coordinator
AAS, Kaplan University, Davenport, Iowa
BBA, St. Ambrose University, Davenport, Iowa

Stefanie Miljush, MHA
Financial Aid Specialist
BS, Western Illinois University, Macomb, IL
MHA, Ashford University, Clinton, IA

Registrar

Cara Banks, MA
Registrar
BA, Illinois State University, Bloomington, Illinois
MA, Saint Xavier University, Chicago, Illinois

Student Services Department

Trisha Cox, BS
Admissions Representative
BS, Western Illinois University, Macomb, Illinois

Katelynn Lawler
Student Services Secretary

Mathew Oles, BA
College Educational Technologist/Web Specialist
BA, Teikyo Marycrest University, Davenport, Iowa

Lori Perez, BA
Admissions Representative
BA, Northern Illinois University, DeKalb, Illinois

Librarian

Elizabeth Fox, MA, MS
Lead Librarian
MA, Western Washington University, Bellingham, Washington
MS, University of Illinois, Champaign, Illinois