Grow your
compassion
into a **care**er

College
Catalog

2025-2026

Trinity College of Nursing & Health Sciences
UnityPoint Health

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. Trinity College has been in the Quad Cities for over 125 years, and we take pride in our heritage of graduating health professionals who are well prepared academically and clinically. The faculty of Trinity College have expertise as educators and practitioners within their chosen disciplines.

The Mission, Vision, and Values of our institution provide the framework for all educational endeavors at Trinity College. It is the mission of Trinity College to incorporate innovative teaching and learning strategies in the development of our students. A Trinity College education emphasizes best practices, clinical reasoning, the artful delivery of culturally competent health care, and lifelong learning. Trinity College 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 successfully achieve their educational goals and have successful health care careers. At Trinity College, we work outside the traditional classroom to achieve exceptional outcomes. Trinity College values service to the community, both locally and nationally.

Trinity College of Nursing & Health Sciences is affiliated with UnityPoint Health – Trinity, a bi-state, four campus hospital system with facilities in Bettendorf and Muscatine, Iowa as well as in Moline and Rock Island, Illinois. This affiliation offers access to state-of-the-art facilities, the ability to work with outstanding staff, and an environment where students can learn within a variety of health care settings.

Welcome to Trinity College. I look forward to seeing you on campus as a member of our educational community.

Tracy L. Poelvoorde, PhD, RN
Chancellor

2025-2026 ACADEMIC CALENDAR

Summer 2025

*Memorial Day Holiday (College Closed)..May 26, 2025
New student orientation...May 27, 2025
Classes begin..May 27, 2025
Tuition and fees due for summer semester... June 1, 2025
Last day for 100% refund .... June 2, 2025
Last day for 80% refund .... June 9, 2025
0% refund begins .... June 10, 2025
*Juneteenth Holiday (College Closed) .... June 19, 2025
*Independence Day Holiday (College Closed) ....July 4, 2025
Semester mid-date ....July 11, 2025
Last day to withdraw from 14 week classes .... August 20, 2025
Summer Commencement .... August 27, 2025
Summer term ends .... August 27, 2025

Fall 2025

New Student Orientation.. August 21, 2025
*Labor Day Holiday (College Closed) ....September 1, 2025
Classes begin..September 2, 2025
Last day for 100% refund ....September 8, 2025
Last day for 80% refund ....September 15, 2025
Tuition and fees due for fall semester ....September 15, 2025
0% refund begins ....September 16, 2025
*Columbus Day (College Closed) .... October 13, 2025
Semester mid-date .... October 24, 2025
Advising week .... October 27-31, 2025
Radiologic Technology Week .... November 2-8, 2025
Registration for spring classes .... November 3-14, 2025
*Veteran's Day Holiday (College Closed) ....November 11, 2025
*Thanksgiving Holiday (College Closed)... November 27-28, 2025
Last day to withdraw from 16 week classes ....December 10, 2025
Fall term ends ....December 17, 2025
Winter break begins..December 18, 2025
College holiday recess (College Closed) .... December 24-January 2, 2026

Spring 2026

*Martin Luther King Day (College Closed) .... January 19, 2026
Classes begin.. January 20, 2026
Last day for 100% refund .... January 26, 2026
Tuition and fees due for spring semester .... February 1, 2026
Last day for 80% refund .... February 2, 2026
0% refund begins .... February 3, 2026
*President's Day Holiday (College Closed) .... February 16, 2026
Semester mid-date .... March 13, 2026
Spring break .... March 16-20, 2026
Advising week .... March 23-27, 2026
Registration for summer and fall classes ....March 30-April 10, 2026
Medical Laboratory Professionals Week...April 19-25, 2026

Nurse's Week .... May 6-12, 2026
Last day to withdraw from 16 week classes ....May 6, 2026
Pinning Ceremony...May 12, 2026
Spring commencement...May 13, 2026
Spring term ends...May 13, 2026

APPROVALS AND ACCREDITATION

The Higher Learning Commission – Trinity 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 – Trinity 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
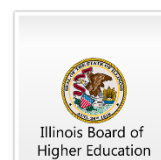
The baccalaureate degree program in nursing at Trinity College of Nursing & Health Sciences is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).

The master's degree program in nursing at Trinity College of Nursing & Health Sciences is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).

Illinois Department of Financial and Professional Regulation – Nursing Programs
320 West Washington Street, Third Floor
Springfield, Illinois 62786
https://idfpr.illinois.gov/profs/nursing.html
Phone information:
Division of Professional Regulation
General Assistance: 1-888-473-4858
Professional Licensing: 1-800-560-6420
Complaint Intake Unit: 1-312-814-6910
TDD Line: 1-866-325-4949

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

Trinity College of Nursing & Health Sciences is currently seeking accreditation from the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) for the Bachelor of Health Sciences in Medical Laboratory Science (MLS) Program, and is in serious applicant status.

National Accrediting Agency for Clinical Laboratory Sciences - Medical Laboratory Science Program
5600 N. River Rd
Suite 720
Rosemont, Illinois 60018
773-714-8880
Email: info@naacls.org
https://www.naacls.org

COLLEGE INFORMATION

Governance

Trinity College of Nursing & Health Sciences operates at 2122 25th Avenue, Rock Island, Illinois. Clinical education is conducted at health care sites in the Quad Cities and surrounding areas. Four UnityPoint Health – Trinity Campuses: Rock Island and Moline, Illinois; Bettendorf and Muscatine, Iowa serve as primary clinical sites for Trinity College students. The College operates under the guidelines of the Higher Learning Commission and adheres to Federal and State Laws that govern the workplace. Governance of the College is vested in the appointed Governing Board of Trinity College. The Governing Board delegates responsibility for the general and active management, control, and direction of the College to the Chancellor to accomplish the mission of the College.

This Catalog is effective beginning the summer of 2025 semester through the spring of 2026 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.

Faculty accomplish program purpose and goals through a collaborative governance framework.

TRINITY'S VALUES & HISTORY

Vision

Trinity College of Nursing & Health Sciences will continue to be a dedicated partner in the preparation of health care professionals for an ever-changing global community.

Mission

Trinity College of Nursing & Health Sciences incorporates evidence-based teaching and learning strategies to develop professionals who promote the health and wellbeing of individuals, families, and communities.

Values

Trinity College values the application of theoretical knowledge and the practice of compassionate care through:

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

Learning Domains/Related Competencies

Intellectual Curiosity
- Ability to integrate and synthesize knowledge
- Ability to apply quantitative and qualitative concepts
- Ability to access and utilize resources
- Ability to evaluate and contextualize information

Professional Practice
- Ability to communicate effectively
- Ability to collaborate with multiple disciplines
- Ability to practice competently
- Ability to apply ethical and legal principles
- Ability to adapt to evolving situations

Caring for Self and Others
- Ability to respond to needs of self
- Ability to respond to needs of others
- Ability to provide culturally sensitive care
- Ability to engage in continuous learning

Strategic Plan

Trinity College uses an integrated approach to plan for future College and community needs. This includes analyzing and using key data points in the strategic decision-making process. The directions of the Trinity College strategic plan represent our vision for the future. Each direction provides the framework for analysis and continuous improvement of current operations and processes. These strategic directions are aligned and integrated to ensure the mission, vision, and values of Trinity College are fulfilled with quality and integrity. The strategic directions of Trinity College are listed below.

- **Excellence through Transformative Education:** Prepare health care practitioners who are skilled, guided by evidence-based knowledge, provide culturally congruent health care, and sought by employers

- **Engaged Students:** Provide an academic environment that fosters personal and professional growth while instilling the importance of a life of learning

- **Engaged 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

- **Cultivate and Strengthen Community Connections:** Become recognized in the community as a trusted partner in the education and preparation of health care providers

- **Growing, High Performing, Healthy College:** 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 was enrolled in the fall of 2013. In 2023, Trinity College expanded the Bachelor of Science in Health Science degree to include a concentration in Medical Laboratory Science. 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. This program offered two options: Nursing Education and Leadership in Health Care Systems. In January 2018, Trinity College of Nursing & Health Sciences' nursing department was approved to offer the Master of Science in Nursing-Direct Entry option, which is a pre-licensure graduate degree. The first cohort of students started classes in summer 2018. Trinity College continues to develop nursing and health sciences programs to meet the health care needs of local and global citizens.

Service Commitment

The faculty, staff, and administration of Trinity College of Nursing & Health Sciences are committed to delivering customer service FOCUSed on achieving student outcomes that foster professional development. This requires connecting with each customer (whether current student, faculty/staff, prospective student, or any other stakeholder) in a manner that focuses on achieving student-centered interactions that engage, empower, and transform our students. This FOCUS defines Trinity College as the college of choice for preparing health care professionals who make a difference in the communities they serve.

FACILITIES

Campus

Trinity College is on a 4.5-acre site in Rock Island. The College provides an excellent environment for the education of students. Our facility is ADA accessible and houses classrooms, learning laboratories, computer lab, conference rooms, and student study areas as well as administrative, faculty and staff offices. Classrooms and learning laboratories leverage high technology and high touch equipment to optimize student educational opportunities. The College campus is situated north of UnityPoint Health-Trinity's Rock Island campus. The UnityPoint Health-Trinity security team monitors the Trinity College campus to ensure student safety. The Student Commons is a gathering space for study and student life and offers vending machines, refrigerators, microwaves, and a kitchenette with a coffee machine. Student parking is well-lit and available on-site.

Learning Labs

The Harriet Olson Learning Lab and two high-fidelity simulation labs are available to students to use throughout their respective curriculum. The College believes that proficiency in hands-on skills is enhanced when students can first observe and practice skills in simulated settings. There are scheduled lab classes and testing hours, and 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. Additional labs are designated for simulations.

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, and open and faculty-guided practice hours. This lab houses five adult exam tables and the equipment needed to perform a head-to-toe assessment.

Study Rooms

The College has two rooms that are reserved for study, rooms 122 and 123. Room 122 has tables and a whiteboard. Room 123 has three computers with internet access, a whiteboard, two conference tables, and medical textbooks and journals. Both 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. Room 123 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 the 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, 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 can study in the Student Commons or use the gathering space outside of room 100.

Parking

Student parking is available on-site. Parking is 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. Parking citations will be issued for violation of the parking policies.

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)
- 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.

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 program has a different start date that affects application deadlines. Applications submitted incomplete with the applicant being non-responsive for a period of 90 days during the application process will have their application closed. Applicants are welcome to reapply when ready to complete the process if their application has been closed. The College has a suggested timeline for applicants described in each pertinent section below.

Associate of Applied Science in Radiography

The radiography program begins each year in the fall (September start date).   Applicants are encouraged to apply as soon as possible for the following academic year, but applications are accepted on a year round basis and qualified applicants are notified of acceptance status upon review. 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 (September or January). Applications are accepted on a rolling basis and students may be admitted into either of the two semester start dates.

Bachelor of Science in Health Science with a concentration in Medical Laboratory Science

The MLS program begins each year in the summer (May). Applicants are encouraged to apply by December 20th for the following academic year, but applications are accepted on a year round basis and qualified applicants are notified of acceptance status upon review. Qualified applicants are expected to meet all admission criteria as well as essential functions of the program.

Bachelor of Science in Nursing Program Options

The Bachelor of Science nursing (BSN) program has several different options for students to choose from.

The Bachelor of Science-accelerated four semester nursing program is a program option for those students who have completed a baccalaureate degree from an accredited college or have two years of healthcare experience. This - program begins annually each summer (May). Students in the accelerated program experience the same curriculum as all BSN students, but within a rigorous 15 month plan. Applicants are encouraged to apply to this program by March 1st for the same academic year, but applications are accepted on a year round basis and qualified applicants are notified of acceptance status upon review.

The Bachelor of Science-basic nursing six semester program option begins annually in the fall (September). This program is a 24 month program designed for students who have completed their general education requirements. Applicants are encouraged to apply by June 1st for entry in the same academic year, but applications are accepted on a year round basis and qualified applicants are notified of acceptance status upon review.

Students may also opt for a Bachelor of Science –basic nursing five semester spring start program that begins annually in the spring (January). This program is a 20 month program designed for students who have completed their general education requirements. Applicants are encouraged to apply by September 1st for the next academic year, but applications are accepted on a year round basis and qualified applicants are notified of acceptance status upon review.

The Bachelor of Science-completion nursing program option begins each semester (September, January, or May). Applications are accepted on a rolling basis and students may be admitted into any one of the three semester start dates, although May starts are encouraged for continuous completion. 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 fall semester in September. Applicants are encouraged to apply by June 1st for the same academic year, but applications are accepted on a year round basis and qualified applicants are notified of acceptance status upon review. 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 annually each summer (May). Applicants are encouraged to apply by March 1st for the same academic year, but applications are accepted on a year round basis and qualified applicants are notified of acceptance status upon review.

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 admissions representatives, the Registrar and program directors. 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:

- Official Acceptance - Full Acceptance in Good Standing
- 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 and/or those not meeting all prerequisite course requirements. Upon completion of the conditions and submission of appropriate evidence, the student will receive a Letter of Acceptance indicating Official Acceptance. The college reserves the right to withdraw a student's acceptance for failure to maintain GPA requirements, or for failure to successfully complete all required program pre-requisites.
- 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 they fulfill the requirements of admission at a later date.

- 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. The waitlist is reviewed as space becomes available. Admissions decision appeals or requests for additional reviews of an application will not be accepted. The waitlist is not ranked and it is not known if any space will become available or how many students will be accepted via the waitlist. Students offered a waitlist option will need to accept or reject their placement on waitlist per deadlines on the waitlist notification letter or the student will be removed from the waitlist and will need to re-apply for reconsideration. Waitlisted students who are not accepted into the academic year for which they applied will have the option of rolling their application forward for consideration to the next academic year or be removed.

Programmatic Admission Decisions

- Dual Degree Admission for BSN 4 Semester or MSN Direct Entry program (Augustana College Student Applicants) - Students who participate in the Augustana College pre-nursing program and meet the outlined admission requirements for the BA/BSN-4 semester program option or BA/MSN-Direct Entry program option at Trinity College of Nursing & Health Sciences may apply to Trinity College during their junior year at Augustana. Accepted students can attend one nursing course (NUR 330 for BSN students or NUR511 for MSN students) during the summer session at Trinity after completing their junior year at Augustana. Dual Degree Admission is considered to be Conditional Acceptance for the time between the junior and senior year while enrolled at Augustana. The Dual Degree Admission student in Good Standing returns to Trinity College of Nursing & Health Sciences the following year after graduation from Augustana to begin the BSN- four semester program option or the MSN-Direct Entry program option as a fully officially accepted student.
- Combined Acceptance for MSN Direct Entry program (Augustana College Students) – This condition applies to students who are accepted through Augustana College's pre-nursing program and Trinity College of Nursing & Health Sciences MSN program while they are still in high school. These students will take four years of undergraduate coursework in biology or psychology at Augustana College and can take one nursing course (NUR511) during the summer session at Trinity after completing their junior year at Augustana. Combined Acceptance is considered to be Conditional Acceptance while enrolled at Augustana. The Combined Acceptance student in Good Standing returns to Trinity College of Nursing & Health Sciences the following year after graduation from Augustana to begin the MSN-Direct Entry program option as a fully accepted student.
- Limited Conditional Acceptance for MSN Educator program- 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. Additionally, applicants with 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. Fully qualified applicants will be admitted before conditional applicants where GPA is below the requirement.
    - Limited Acceptance for Bachelor of Science in Health Sciences Program – Students currently enrolled in an approved associate degree allied health program (radiography or similar program) may request Limited Acceptance (LA) into the Trinity College Bachelor of Science in Health Sciences Program. 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 the BSHS coursework may not be covered under their current financial aid package. If the student is using financial aid, they must 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. 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 GPA of higher
        - Have completed two semesters in the associate degree allied health program with a 2.5 cumulative GPA or higher

o   Have a recommendation from the allied health Program Coordinator
o   Maintain a GPA of 2.5 or higher in the allied health program until graduation from the AAS program
o   Take no more than 4 BSHS credits in any one semester

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 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 *	▪ A baccalaureate or higher degree in a non-nursing discipline or two years of healthcare experience ▪ Minimum GPA of 3.0 on a 4.0 scale ▪ Completion of all required prerequisite general education courses with a grade of C or higher ▪ Personal essay in a letter form addressing candidate's professional attributes, and ability to manage an accelerated curriculum and career goals
Bachelor of Science in Nursing Basic Program *	▪ Minimum degree GPA of 2.75 on a 4.0 scale ▪ Completion of all required prerequisite general education courses with a grade of C or higher

Bachelor of Science in Nursing Completion Program *	▪ Unencumbered RN licensure ▪ Minimum GPA of 2.5 or higher
Early Degree Guaranteed Entry (EDGE) for BSN, AAS, and MLS	▪ 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 applicable Trinity College program
Master of Science in Nursing Direct Entry Program	▪ A baccalaureate or higher degree in a non-nursing discipline ▪ Minimum GPA of 3.0 on a 4.0 scale ▪ Completion of all required prerequisite general education courses with a grade of C or higher ▪ Personal essay in a letter form addressing candidate's professional attributes, and ability to manage an accelerated curriculum and career goals

Master of Science in Nursing Education Program	▪ Graduation from an ACEN, CCNE, or CNEA 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 undergraduate courses with a grade of C or better:
	    o Community Health Nursing
	    o Statistics
	    o Health Assessment (NUR 334)
	    o Research
	▪ Faculty interview
	▪ Personal essay describing education and career goals
	▪ Three letters of recommendation from nursing professionals, recent employers, or professors

Associate of Applied Science in Radiography *	▪ Cumulative High School GPA of 2.5 on a 4.0 scale ▪ or 12 hours of completed college coursework with a cumulative GPA of 2.5 or above and Accuplacer Test placement at 100 level math ▪ Completion of math requirement ▪ Completion of A&P I with a C or better
Bachelor of Science in Health Sciences	▪ 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
Bachelor of Science in Medical Laboratory Science	▪ Minimum college cumulative GPA of 2.8 or higher ▪ Minimum science and math GPA of 2.8 or higher ▪ Completion of all required prerequisite general education courses with a "C" or above

* = 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 Check policy). Due to the curriculum at Trinity College, all students must complete CPR for the health care provider before entry. Additionally, all students are required to have several immunizations prior to entry. This includes TB testing, and documentation of measles, mumps, and rubella. Hepatitis B and COVID-19 Vaccinations are highly recommended.

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 all Trinity College of Nursing & Health Sciences programs. 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 and shared with pertinent student and program chair/directors, 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.

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 ADA Coordinator 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 • 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 • 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 • Detect vibrations • Detect unsafe temperature levels • Detect environmental temperature • Identify differences in surface characteristics • Identify differences in sizes, shapes Smell • Detect odors originating from the patient • Detect smoke • Detect gases or noxious smells Reading • Read and understand written documents using the English language
Motor	Gross Motor Skills • 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 • 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 ADA Coordinator 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 transcripts from all post-secondary institutions attended
4. 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 https://www.ets.org/toefl.html.Proof of licensure, if applicable

Official high school transcripts are required for students who have not yet attained the level of a BA or BS degree. Paper applications can be retrieved from Trinity College admissions or electronic applications can be found online at Trinity College of Nursing & Health Sciences | Application.

Questions can be directed to: Admissions@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 forwarded directly by the previous institution in a secure transmission. Hard copies must arrive in a sealed institutional envelope.
   - Transcripts can be sent 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 there is reason to suspect fraud.
   - The College will review 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 without a CEEB code, research is completed to determine if the school is recognized by the State Department of Education.
   - If a school is recognized by the State Department of Education, then the College 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. Depending on the student's state laws, one or more of the following documents may be required for admission:
- Students who are home schooled or from a school that is not accredited by the Illinois Board of Higher Education will be required to submit transcripts from the organization/program through which they obtained their materials for homeschooling.
- A copy of the student's state's homeschooling law, a high school transcript, and (depending on the state) a signed letter from the local superintendent stating that homeschooling took place in compliance with the law will likely diffuse any concerns.
- A transcript prepared by the home-school educator detailing coursework and grades.
- Standardized test scores (if applicable), such as the ACT, SAT, or state proficiency exams, to demonstrate placement readiness.
- A diploma or certification of completion, if issued by the home-school program or state-recognized entity.

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 competitive nationwide and 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, Medical Laboratory Sciences, or Radiography.

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 student's awareness of available opportunities for post-secondary education.

Requirements for acceptance into the EDGE program are as follows:

1. 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 student's high school guidance counselor) attesting to the student's character and aptitude for a career in their chosen field;
3. A one-page personal essay describing the applicant's 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 2.75 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 2.5 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.

Bachelor of Medical Laboratory Science
1. Completion of all general education requirements at an accredited community college or university with a grade of "C" or better
2. Cumulative GPA with a GPA of at least 2.8 on a 4-point scale;
3. Science and Math prerequisite GPA of at least a 2.8 on a 4-point scale

Shadow Visits

Through the department of Human Resources, UnityPoint Health – Trinity, offers shadow visits in many of the medical center's units. This program is designed to offer high school students and prospective transfer students an opportunity to experience a day in the life of various healthcare professionals. For information on these visits, please contact Trinity College Admissions to arrange for a tour of the college and the medical center at Admissions@trinitycollegeqc.edu.

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 a student does 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 without 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 provided to students prior to the start of clinical rotations. 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 their 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 for the spring semester are due and payable February 1st. All tuition and fees for the summer semester are due and payable June 1st. All tuition and fees for the fall semester are due and payable September 15th. Students desiring to utilize financial assistance should contact the Financial Aid Specialist to set up an appointment. 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 are 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)
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)
Graduation Fee	$300.00	paid final semester

MLS Bachelor of Medical Laboratory Science		
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)
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)
Auxiliary Fee 1st semester	$600.00	1st semester
Supplies Fee	$100.00	per semester
Graduation Fee	$300.00	paid final semester

Undergraduate Nursing Programs

BSN 4 Semester Summer Start Bachelor of Science in Nursing		
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)
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)
Auxiliary Fee 1st, 2nd & 3rd semesters	$665.00	per semester
4th semester	$570.00	per semester
Supplies Fee	$325.00 $100.00	first semester 2nd, 3rd, & 4th semester
Graduation Fee	$300.00	paid final semester

BSN 5 Semester Spring Bachelor of Science in Nursing		
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)
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)
Auxiliary Fee 1st, 3rd & 4th semester	$670.00	per semester
2nd Semester	$620.00	per semester
Supplies Fee 1st semester	$175.00	per semester
2nd semester	$150.00	per semester
3rd, 4th & 5th semester	$100.00	per semester
Graduation Fee	$300.00	paid final semester

BSN 6 Semester Spring Bachelor of Science in Nursing		
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)

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)
Auxiliary Fee		
1st & 2nd semester	$665.00	per semester
3rd & 4th Semester	$620.00	per semester
5th semester	$100	per semester
Supplies Fee		
1st semester	$125.00	per semester
2nd, 3rd, 4th & 5th semester	$100.00	per semester
Graduation Fee	$300.00	paid final semester

BSN Completion Bachelor of Science in Nursing		
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)
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)
Auxiliary Fee	$50.00	per semester
Supplies Fee	$25.00	per semester
Graduation Fee	$300.00	paid final semester

Master of Science in Nursing Programs

Master of Science in Nursing Program - EDU		
Tuition	$751.00	per semester hour
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)
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)
Student Activities Fee	$25.00	per semester (fall, spring)
Thesis	$75.00	per semester hour (NUR 620)
Practicum Fee	$75.00	per semester hour (NUR 605; NUR 606; NUR 607)
Graduation Fee	$300.00	paid final semester

Master of Science in Nursing Program - DEP		
Tuition	$751.00	per semester hour
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)
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)
Student Activities Fee	$25.00	per semester (fall, spring)
Auxiliary Fee		
1st, 2nd & 3rd semester	$665.00	per semester
4th semester	$570.00	per semester
5th semester	$615.00	per semester
6th semester	$45.00	Per semester
Supplies Fee		
1st semester	$125.00	per semester
2nd, 3rd, 4th, 5th, & 6th semester	$100.00	per semester
Thesis	$75.00	per semester hour (NUR 620)
Graduation Fee	$300.00	paid final semester

Radiography Program

Associate of Applied Science Radiography Program		
Tuition	$535.00	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)
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)
Auxiliary Fee		
1st Semester	$300.00	per semester
4th semester	$35.00	per semester
Supplies Fee		
1st semester	$75.00	per semester
2nd, 3rd & 4th semester	$60.00	per semester
Graduation Fee	$300.00	paid final semester

Clinical Make-Up Unit (CMU)

Clinical Make-Up Unit (CMU)		
CMU 400	$295.00	per unit
CMU 500	$395.00	per unit

Phlebotomy Program		
Tuition	$375.00	per semester hour
General Service Fee (only applies to courses taken at Trinity College of Nursing & Health Sciences)	$	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)
Technology Fee (only applies to courses taken at Trinity College of Nursing & Health Sciences)	$	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	$	per semester (fall, spring)
Auxiliary Fee 1st Semester	$	per semester
Supplies Fee **1st semester**	$	per semester
Graduation Fee	$	paid final semester

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.

Re-Application
This $15.00 nonrefundable fee is for students who wish to re-apply. This fee is paid through the online application process.

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 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 learning materials used throughout the curriculum.

Tuition Deposit
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. Failure to pay the tuition deposit by the due date could result in the student being moved to waitlist status. The deposit is credited toward the student's 1st semester tuition and fees.

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

General Service Fee (see Tuition and Fee Information)
Students are assessed a general service fee which covers funding for all college support services.

Graduation Fee (see Tuition and Fee Information)
Students applying for graduation will be assessed a fee of $300.00, which covers a diploma, diploma cover, invitations, cap and gown, commemorative college pin, one student-issued transcript and additional services related to graduation.

Late Payment Fee
A $30.00 late fee will be assessed for any missed payment for students utilizing the deferred payment plan option.

Late Registration Fee
A $25.00 late fee will be assessed for registrations received after the last day of the registration period. 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 15th

for fall semester). This fee will not be waived for students who subsequently enroll in the deferred payment plan option after the payment due date.

Student Activities Fee (see Tuition and Fee Information)
This fee provides funds for the Student Government Association and 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, background check, 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 and through the 13th week of a 14-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.

Courses that do not run the length of the entire semester will have drop dates listed in the course syllabus.

To drop a course after the 100% refund period, students must meet with their 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 a student has registered for a class or classes, an agreement and a promise to pay has been created. Students are responsible for dropping classes when withdrawals are necessary.

Administrative Withdrawal

The College reserves the right to withdraw a student from classes at any time during the semester. Generally, these withdrawals are initiated because 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. See attendance Policy.

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 their faculty advisor and/or program director.

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

1. Meet with assigned 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 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/trinityscholarships.aspx. Scholarship applications are accepted September 1 – October 31. Scholarship applications are reviewed by the Trinity College Scholarship Committee and awards are made based on funding availability. Students must be currently enrolled in classes to apply for a Trinity College scholarship. Scholarship awards are to be applied directly toward the spring semester tuition and fees at Trinity College of Nursing & Health Sciences. 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.

External Scholarships

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 email of the orientation date.

Orientation is intended to provide students with needed information to help 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 textbooks
- Student Success Center
- Scholarships
- Wellness

Student attendance is required as specific policies are reviewed, which require student signatures. Students are also introduced to faculty, staff, and safety and security officers.

Students who miss orientation must seek permission to make arrangements with Student Services to receive the necessary information.

OPERATING SYSTEM AND STUDENT DEVICES

Trinity College students are expected to have their own electronic device for successful completion of coursework. Nursing students will adhere to the Bring Your Own Device policy below; some computers are available for student use in the Student Success Center and the student study rooms. All student provided devices are required to meet the following requirements for their operating system.

Microsoft® Windows® Operating System

	Microsoft EDGE	Google Chrome	Firefox
Windows 11	**Certified**	Compatible	**Certified**
Windows 10	**Certified**	Compatible	**Certified**

Apple® Mac OS® Operating System

	Safari	Microsoft EDGE	Google Chrome	Firefox
MacOs 15.0: "Sequoia"	Unsupported	**Certified**	Compatible	Compatible
MacOs 14.0: "Sonoma"	Unsupported	**Certified**	Compatible	Compatible
MacOs 13.0: "Ventura"	Unsupported	**Certified**	Compatible	Compatible

Certified: fully tested and supported.
Compatible: partially tested but should function properly.
Unsupported: either impossible or not tested.

Bring Your Own Device (BYOD) Policy for Pre-Licensure Nursing Students

PURPOSE:
The purpose of this policy is to delineate the use of the ExamSoft electronic test administration and analysis platform for administration of proctored examinations in the pre-licensure nursing programs.

POLICY AND PROCEDURE:
Trinity College of Nursing & Health Sciences is a Bring Your Own Device (BYOD) campus. Students are responsible for providing a personal laptop computer PC/MAC.

Procedures
1. Students will provide a laptop computer meeting these specifications:
   - Up-to-date personal computer or laptop (2 years or younger)
   - High speed internet connection
   - Microsoft Office 365 Software (A Trinity College Student License will be issued during Technology Orientation, which will include Word, PowerPoint, Excel, and OneNote.)
   - Meets Examplify minimum system requirements https://examsoft.com/examplify-minimum-system-requirements/
   - Speaker to hear recorded lectures
   - Internet browser (Firefox, Google Chrome, Internet Explorer for PC and Safari for Mac)
   - Students will have access to five free downloads of Office 365

2. Nursing students have access to Examsoft/Examplify® and ATI® testing as part of their fees at Trinity College of Nursing & Health Sciences.
3. Students are required to bring the laptop to class in an operational status with a fully charged battery that will last a minimum of three hours and/or a power cord.
4. Examinations must be completed as scheduled using the designated testing platform (e.g., Examsoft®, ATI®, etc.).
5. Students must download an assigned Examsoft® examination prior to the beginning of the exam start time. It is recommended that students download the exam at least 24 hours prior to the examination start time. Students who download an exam immediately prior to the scheduled time for the examination may encounter complications that could impact their ability to test electronically.
6. When students complete the examination, the exam will upload automatically, or they should contact IT for support.
7. It is recommended that students turn off their antivirus protection *during testing* on ExamSoft. Compatible antivirus software programs are Microsoft Defender, Norton, MacAfee, Kaspersky. Students may contact IT for support with antivirus software.
8. In the event of a student's personal computer failure on the day of an examination, faculty will provide a paper copy of the exam. The paper exam may be a different format than the exam being given through Examplify®. See the Undergraduate or Graduate Nursing Student Handbook for policies related to tests and test review. The student is required to call Examsoft® for technical support and if the problem cannot be resolved, to provide an Examsoft® compliant laptop within 4 weeks.

ExamSoft

The nursing department requires students to use ExamSoft for course quizzes and exams. This technology requires specific system requirements, which can be found by clicking on https://examsoft.com/examplify-minimum-system-requirements/.

ACADEMIC REGULATIONS & INFORMATION

Overview

An academic program consists of program majors 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 are required prior to coursework at Trinity for the BSN-A, BSN-B, MSN-DEP and MLS programs. Some general education courses may be taken at the same time as program courses in Radiography, BSN-C and BSHS. Trinity College of Nursing & Health Sciences prepares graduates who have attained knowledge from their program and general education courses. Program Goals begin with knowledge learned in the general education courses and integrate with program coursework to achieve the Learning Objectives of: Intellectual Curiosity, Professional Practice and Caring for Self and Others.

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 IEC and faculty work collaboratively with each academic department, students, and community partners in assessing, reviewing, and ensuring that the results of these efforts are used to improve instruction and the quality of education at Trinity College of Nursing & Health Sciences. Evaluating learning with appropriate assessment methodologies and measures is primary to the design of the College Institutional Effectiveness Plan (IEP) is under purview of the IEC. The IEP guides college-wide practices and processes.

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

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 offering institution's course catalog. General education requirements vary by program. For specific program option requirements, refer to the individual program section of the catalog. 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.

2025-2026 Cluster Options		
Communication Category		
Oral Communication Cluster		
Black Hawk College	SPEC 101	Principles of Speech Communication
	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
Portage Learning	COMM 180	Foundations of Public Speaking
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

2025-2026 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	Precalculus
	MATH 131	Finite Mathematics
	MATH 228	Probability & Statistics
Eastern Iowa Community College	MAT 110	Math for Liberal Arts
	MAT 121	College Algebra
	MAT 128	Precalculus
	MAT 140	Finite Mathematics
	MAT 156	Statistics
Portage Learning	MATH 101	College Algebra
	MATH 110	Introduction to Statistics
Science Cluster		
Black Hawk College	BIOL 120	Nutrition
	BIOL 145	Anatomy & Physiology I
	BIOL 146	Anatomy & Physiology II
	BIOL 261	Microbiology
Eastern Iowa Community College	BIO 151	Nutrition
	BIO 168	Human Anatomy & Physiology I with Lab
	BIO 173	Human Anatomy & Physiology II with Lab
	BIO 186	Microbiology
Portage Learning	BIOD 121	Essentials in Human Nutrition
	BIOD 151	Essential Human Anatomy & Physiology I with Lab
	BIOD 152	Essential Human Anatomy & Physiology II with Lab
	BIOL 251	Anatomy and Physiology I with Lab
	BIOL 252	Anatomy and Physiology II with Lab
	BIOD 171	Essential Microbiology with Lab
	BIOL 271	Microbiology with Lab
	CHEM 212	Biochemistry with Lab
	CHEM 219	Principles of Organic Chemistry with Lab

2025-2026 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
Medical Terminology		
Black Hawk College	BIOL 150	Medical Terminology
Eastern Iowa Community College	HSC 113	Medical Terminology
Portage Learning	BIOD 130	Medical Terminology
Humanities Elective		
Black Hawk College		Anthropology
		Art
		Communication
		English
		Foreign Language
		History
		Humanities
		International Studies
		Journalism
		Music
		Philosophy
		Political Science
		Sociology
		Speech
		Theatre
		Television
Eastern Iowa Community College		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

| Portage Learning | History |
| | Global Religions and Culture |

Behavioral Sciences Electives-BSN-C Program Option		
Black Hawk College	PSYC 119	Understanding Human Sexuality
	PSYC 210	Personality Theories
	PSYC 230	Social Psychology
	PSYC 250	Abnormal Psychology
	SOC 102	Contemporary Social Problems
	SOC 230	Sociology of Sex & Gender
	SOC 250	Social Inequality
	SOC 251	Sociology of Families
Eastern Iowa Community College	PSY 236	Psychology of Personality
	PSY 241	Abnormal Psychology
	PSY 261	Human Sexuality
	PSY 262	Psychology of Gender
	SOC 115	Social Problems
	SOC 120	Marriage and Family
Portage Learning	PYSC 210	Abnormal Psychology

Enrollment Status

The College's student enrollment status guidelines are listed in the chart below. 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
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 for 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 Portal 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. 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 didactic and clinical grades are specific to each program.

Undergraduate Grade Point Average

Grade	Value		Program	
			BSHS Radiography	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			
WF	Withdrawal Failing			
WP	Withdrawal Passing			
R	Repeated Course			
IP	In Progress			
AU	Audit			

Graduate Grade Point Average

Grade	Value		Graduate	
A	Excellent	4.0	90-100	
B	Good	3.0	80-89	
C	Satisfactory	2.0	70-79	
D	Unsatisfactory	1.0	60-69	
F	Failure	0.0	0-59	
I	Incomplete			
P	Pass			
R	Repeated Course			
S	Satisfactory			
U	Unsatisfactory			
AU	Audit			
IP	In Progress			
WF	Withdrawal Failing			
WP	Withdrawal Passing			

Examination Proctoring for Online Courses

An alternative approach to asynchronous online testing has been 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 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 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 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 (7th 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 to 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 their 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 their 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; and status (full or part-time). 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

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 summer, fall, and spring 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 or clinical 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 or clinicals courses, one credit hour is granted for two to four hours in the laboratory per week, depending on the course. 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. 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 fourteen weeks.

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. More than 75% of the instruction occurs in person.

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.

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 hybrid-course, online delivery replaces up to 50% 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. Online meetings may be offered synchronously or asynchronously, depending on the course.

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

Good Standing

Undergraduate Programs - 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.
Graduate Programs - To be in good standing, any student while enrolled at Trinity College must maintain a cumulative GPA of 3.0.

Academic Warning

Undergraduate Programs - 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. A student placed on Academic Warning must speak to their advisor to discuss a strategy and plan of action to improve the student's chances of academic success.

Graduate Programs - 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 will also place the student on Academic Warning. A student placed on Academic Warning should talk to their advisor to discuss a strategy and plan of action to improve the student's chances of academic success.

Removal from Academic Warning

Undergraduate Programs - 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.

Graduate Programs - When the student achieves a cumulative GPA of 3.0 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.

Complaint Procedures

The purpose of the Complaint Procedure is to provide a formal process for students to express their concerns regarding existing policies, procedures, or practices.

Academic Complaints

The Dean of Nursing and Health Sciences and Program Chair/Directors are committed to high quality programs at the College. The Dean and Program Chair/Directors are open to hearing complaints concerning faculty or curricular matters.

If a student has a complaint concerning faculty, they should first consult with the faculty member involved. If the student continues to have a concern, they should put the concern in writing and deliver it to the academic secretary who will set up an appointment with the Dean.

 If the student has a complaint regarding curricular matters, they should first consult with the faculty member involved. If the student continues to have a concern, they should put the concern in writing and deliver it to their Program Chair/Director, who will set up a time to meet with them to discuss the concerns. These complaints will be addressed by the Program Chair/Directors in consultation with or referral to the appropriate Department Director or Dean.

Complaints will remain confidential and only be shared on a need-to-know basis. A written record of formal complaints and their resolution is reported by the Program Chair/Directors annually to the Dean of Nursing and Health Sciences. Any decisions made in response to a complaint will be final.

Student Services Complaints

Complaints that pertain to admissions, post-secondary enrollment, career development, student organizations and activities should be referred to the Director of Student Services. The student should first consult with the person involved, and if a resolution is not satisfactory, they should put the concern in writing and deliver it to the student services secretary who will set up an appointment with the Director of Student Services. The complaint will remain confidential and only be shared on a need-to-know basis. Any decisions made in response to a complaint will be final.

Business Services Complaints

Complaints that pertain to financial aid or business services should be referred to the Director of Business Services. The student should first consult with the person involved, and if a resolution is not satisfactory, they should put the concern in writing and deliver it to the student services secretary who will set up an appointment with the Director of Student Services. The complaint will remain confidential and only be shared on a need-to-know basis. Any decisions made in response to a complaint will be final.

ACADEMIC ACHIEVEMENT

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.

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

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 Excellence and Leadership Excellence.

Dean's List

Each semester the College recognizes superior academic performance by mailing the students a letter from the Dean. 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.

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 3.0 (on a 4.0 scale) and to maintain a minimum cumulative grade point average of 3.0. 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

On 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 100,000 active members.
- Members reside in more than 100 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 600 chapters at approximately 700 institutions of higher education throughout Armenia, Australia, Botswana, Brazil, Canada, Columbia, England, Ghana, Hong Kong, Ireland, Israel, Jamaica, Japan, Jordan, Kenya, Lebanon, Malawi, Mexico, the Netherlands, Pakistan, Philippines, Portugal, Scotland, Singapore, South Africa, South Korea, Swaziland, Sweden, Taiwan, Thailand, the United Kingdom, and the United States of America.

GRADUATION REQUIREMENTS

Meeting graduation requirements is ultimately the student's responsibility. 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 before the anticipated graduation term. 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, they may 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:

- Associate of Applied Science in Radiography
- Bachelor of Science in Health Sciences
- Bachelor of Science in Health Science with a major in Medical Laboratory Science
- Bachelor of Science in Nursing
- 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

MyPortal

Trinity College of Nursing & Health Sciences' self-service portal provides a convenient way to log into the portal to view your academic information, receive personalized communication, and use our self-service tools. MyPortal is the gateway to important College information and services provided to the student body. MyPortal allows students to access the following:

- Landing Page Dashboard
- Academics - Unofficial Transcript - My Degree Audit - My Grades
- My Profile - My Calendar - My Information - My FERPA
- My Billing & Payments - Touchnet - View 1098T
- My Message Center
- My Financial Aid - Financial Aid Offer - Financial Aid Overview - Federal Student Aid
- My Documents - Document Center
- Additional Resources - Federal Student Aid

E-mail

Email is Trinity College's official communication tool with students. Students are expected to access their Trinity College email on at least a weekly basis, although daily is strongly recommended. 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 Student Resources toolbar of the College website: www.trinitycollegeqc.edu. Students may use any computer in the student success center 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, the ADA Coordinator 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. The service provides assistance with personal, social, academic, professional, and vocational concerns. Concerns such as drug and alcohol abuse, marital problems, financial trouble and others can also 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 for all Trinity College of Nursing & Health Sciences students. 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, students can be assisted 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 critical thinking skills, and 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. The Student Success Center, along with two study rooms at the college, also offer quiet places to study and a supportive environment. The room may be reserved for faculty use, such as faculty tutoring or testing, but could also be reserved by students.

- If needed, reservation of Computer Lab time is arranged with the librarian at 309-779-7758. Faculty with course requirements have priority. Open hours are on a first-come, first-served basis.
- NO FOOD OR DRINKS are permitted in the Student Success Center.
- Students may access the Student Success Center after college hours by using their badge.
- DO NOT COPY any apps from the computers. This is a violation of the site license.
- Before leaving the Student Success Center, exit from all open programs per Handbook Guidelines. Remove all personal USB flash drives and push chairs in.

Library

The Health Sciences Library is located in the Student Success Center, room 128. The library serves the College as well as the employees of UnityPoint Health Trinity. The library is a reference and information center for 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 library has the same access hours as the College building; the room can be accessed with a student badge after business hours.

The College recognizes that a strong library is critical to its academic environment. The library is a member of the PrairieCat Area Library System, a consortium of area public, private, and academic libraries. Partner 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 must apply for an Augustana library card to use those resources.

The Health Sciences Library's print book holdings can be searched online at
https://www.librarything.com/catalog/TCONHS

The library maintains a subscription to Ovid which provides access to Medline, Evidence-Based Medicine resources, and PsychInfo. The subscription to EBSCOhost Research Databases provides access to the Cumulated Index to Nursing and Health Sciences Literature (CINAHL) and other databases to support the faculty and students at 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 Blackboard, the student course management software. Links, usernames, and passwords for the Ovid and EBSCOhost databases are available off-campus through Blackboard. Please contact the librarian for any access issues.

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 PrairieCat Area Library System for direct borrowing between local libraries.

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 Dean of Nursing and Health Sciences, the student's advisor or program director, by self-referring through the college website, or may be referred by an academic advisor or course faculty for these services to the Student Success Center. The Student Success Center will accommodate requests through either faculty or student tutors.

Textbooks

Trinity College has partnered with the largest textbook supplier in the nation, Barnes & Noble College. This bookstore is built around a course-driven system that ensures students order and receive the right book on time. 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 the purchaser. Students may search for required course materials using their course code at the following link College Bookstore

To request to have textbooks charged to the student's Trinity College tuition account, please request a book voucher from the Business Services Specialist.

Career Services

Student Services and academic advisors help plan 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, students should inquire with their advisor.

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.

Health Assessment, and Learning Laboratories

The purpose of the Health Assessment and Learning Laboratories is to enhance independent learning. Trinity College believes that learning of "hands-on" health science skills needs to be observed and practiced in simulated and laboratory settings. Use of the 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.
- Maintenance is expected by cleaning up after oneself.
- Contact the course coordinator, if supplies are needed.
- Respect for the rights of others is expected; therefore, students are to refrain from activities that would disturb others in the area.

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 drinks are prohibited in all labs.
- No lotion, betadine, pen or pencil markings are to be applied to the mannequins 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.
- Students using the Learning Lab should check in and out using the QR code available in the labs.
- The Student Success Center offers several hours per week of faculty assisted open lab times during the course of each semester.

Injury to Person or Damage to Equipment:

- Respond appropriately 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 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 encouraged and are designed to review curriculum offerings and tour the college. Visits can be arranged to meet the student's schedule. Hours are Monday through Friday 8:00 a.m. to 4:30 p.m. Students 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 Medical Laboratory Science, Nursing or Radiography 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, office of the registrar, and the College's post-secondary enrollment program. The Business Services office works collaboratively with the Student Services department to ensure a holistic approach to meeting student needs.

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. Students may call 309-779-7700 for assistance.

ORGANIZATIONS & ACTIVITIES

Co-Curricular Experiences

Co-Curricular activities at Trinity College of Nursing & Health Sciences are those experiences, activities, and interactions that augment curricular learning as well as the students' development within a professional practice discipline. Co-Curricular experiences provide the milieu for Trinity College students to "live" the College Values in a manner that aligns with the students emerging professional practice. The Trinity College Values of Best Practice, Caring, Diversity and Inclusion, Integrity, and Lifelong Learning, when aligned with professional codes and discipline-specific practice, provide the foundation for preparing students for a successful professional career in nursing or the health sciences.

Co-Curricular experiences at Trinity College are designed and assessed by college students, faculty, staff, and external stakeholders. Co-Curricular experiences at Trinity College reflect the College's dedication to preparing health care professionals for an ever-changing global community.

Activity Programming Guidelines

Activities that are planned by students must receive approval from the Director of Student Services prior to implementation of the event. A request in writing must be made and submitted to the Director of Student Services two weeks prior to the event. Students are encouraged to seek programming assistance from Student Services before 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 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.

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 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 can interact collaboratively while providing service to the community and 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 for leadership and service excellence awards and other student related policies, suggestions, and requests that impact students' well-being at the College. At least one student representative from each program is sought 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. At least 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 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	2023	2022	2021	2023	2022	2021	2023	2022	2021	2023	20222	2021
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

* The College does not have on-campus student housing facilities.

Hate crimes:
2023: No hate crimes reported.

2022: No hate crimes reported.

2021: No hate crimes reported.

Unfounded crimes:
2023 0 unfounded crimes.

2022: 0 unfounded crimes.

2021: 0 unfounded crimes.

Statistics for unfounded crimes provided by law enforcement agencies:
2023: 0 unfounded crimes.

2022: 0 unfounded crimes.

2021: 0 unfounded crimes.

Data from law enforcement agencies:
- The data above reflects statistics provided by 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 Honesty and Integrity Policy (college catalog)
   - Use of Student Email and MyPortal 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 of Nursing & Health Sciences to promote academic honesty and student integrity as outlined in this policy.

POLICY AND PROCEDURE

For an academic community to teach and support appropriate educational standards, an environment of collaboration, trust, and individual responsibility must be upheld. It is the student's responsibility to achieve their educational obligations in a fair and honest manner. The Corrective Action Policy will be used to address violations of the Academic Honesty and Integrity policy.

Academic dishonesty includes but is not limited to:

Plagiarism
Plagiarism is the use of information borrowed from a source, without giving credit to that source. The current Publication Manual of the American Psychological Association (APA) is the standard for citation used at Trinity College of Nursing & Health Sciences. Any of the following, without full acknowledgement of the original source, is plagiarism:

- Utilizing any type of Artificial Intelligence (AI) to write any portion of the work and without proper citation.
- Misrepresenting someone else's words or ideas or quoting them inaccurately.
- Citing the wrong source or failing to cite a source.
- Submitting one's own work which has already been submitted for a grade in another course or another session of the same course.

Cheating
Cheating is the use of unauthorized materials that provides an unfair advantage on any assignment or exam. The following are examples of cheating:

- Looking at prepared notes, references, or unauthorized electronic device brought into a testing environment
- Viewing the work completed by someone else
- Sharing answers to work that is assigned as individual work
- Sharing examination questions, answers or other exam material

Fabrication
Fabrication is the falsification of information relating to assignments of any type, both inside and outside of the classroom. It also includes falsification of signatures, documents, or timelines.

Procedure
If a violation of the Academic Honesty and Integrity policy is suspected by or reported to faculty, the faculty member will follow the process outlined in the Corrective Action Policy to document the concern and discuss the concern with the student. If a student observes or becomes aware that another student has violated the Academic Honesty and Integrity Policy, the student should report the concern to the course faculty.

If the concern is substantiated by evidence, corrective action is at the discretion of faculty and can include, but is not limited to, the following:

- Receiving a failing grade or a zero on the assignment or exam
- Requiring the student to re-submit the original assignment, with a mandatory reduction in grade
- Receiving a failing grade for the course
- Dismissal from Trinity College of Nursing & Health Sciences

Academic integrity will be upheld with the Corrective Action Policy.

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 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. 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 are listed in the College Catalog under "Clinical Performance Standards".

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 ADA Coordinator to discuss any needs he/she may have. The ADA Coordinator 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 ADA Coordinator to discuss the student's needs and complete an "Accessibility Services Student Intake Form" as provided by the ADA Coordinator. To obtain accommodations by the start of a semester, the student

should meet with the ADA Coordinator 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 ADA Coordinator 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 ADA Coordinator. The ADA Coordinator will review the Student Intake Form and request all documentation from the student's medical provider. Documentation requirements are outlined further in the section below. Reasonable accommodations are determined through the collaboration of the ADA Coordinator, 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 ADA Coordinator will develop a plan identifying the student's disability, the circumstances for which accommodations are needed, and the reasonable accommodations recommended by the ADA Coordinator. The plan will be distributed to those with a need to know to put any accommodation in place. Additionally, the ADA Coordinator 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 ADA Coordinator.

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 should address their concerns to the Director of Student Services. Those who wish to submit a grievance about discrimination or harassment related to disability services should follow the Fair Treatment Policy. 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 their profession. Documentation must be current (within the past year). If it is not, then the ADA Coordinator will request current documentation and, if necessary, will provide references for health care providers, including the option of using UnityPoint Health Employee/Student 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 ADA Coordinator 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 Honesty & 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.

PROCEDURES

1. The student must complete the Accessibility Services Student Intake Form.
2. The student must schedule a confidential meeting with the ADA Coordinator and request documentation as noted in the preceding policy statements. The ADA Coordinator will review the Accessibility Services Intake Form and supporting medical documentation and determine what if any reasonable accommodation(s) can be provided for the student related to enrollment as a student at Trinity College of Nursing & Health Sciences unless doing so would cause an undue financial or administrative burden on the College.
3. Other faculty/staff will be notified of the accommodation(s) on a need-to-know basis.
4. The reasonable accommodation will be put into place if deemed appropriate.
5. The ADA Coordinator will evaluate the necessity of continuation of the student's plan for accommodations after each semester to determine the necessity of continuation, modification, or discontinuance of the plan is indicated.
6. 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 ADA Coordinator 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: 800-877-8339
Email: OCR@ed.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

If a student must drop or withdraw from course(s) due to receipt of military orders and, as a result, is unable to attended 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.

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

Trinity College will re-admit the student with the same academic status, which means the student will be admitted:

- 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 previously completed, unless the student is readmitted to a different program to which the completed credit 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 or substituted program from which they withdrew, Trinity College must assess the tuition and fee charges that they student would have been assessed for the academic year during which they withdrew for the first academic year in which they return. Subsequent years of enrollment following the student's first year of return will be subject to the current year's tuition and fee schedule as posted in the college catalog.

PROCEDURE FOR WITHDRAWAL

1. The student must notify their Academic Advisor at Trinity College of their military deployment, the desire to withdraw and/or the intention to return to school as follows:
   - The student 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
2. Students needing to withdraw under these circumstances are required to submit a withdrawal form and a copy of their military orders. The academic advisor, upon notification, will assist the student in completing the withdrawal form and will collect the receipt of orders from the student.
   - Receipt of orders may include deployment, mobilization, activation, or a temporary duty assignment.
3. A grade of WP (withdrawal passing) will be issued by the college.
4. Students who are receiving financial aid will need to inform the Financial Aid Specialist of the need to withdraw due to a military obligation.
   - All 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.

PROCEDURE FOR READMISSION

Students intending to return to school will follow the following procedure:

1. Students will start the process of readmission with an Admissions Representative.
2. At the time of readmission, the student must submit an attestation of military service that necessitated the student's absence from the school.
3. The student must give written notice of their intent to return to Trinity College within three years after the completion of the period of service. A student who is unable to return within three years due to hospitalization or convalescence 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 College's general readmission practices.

Principles of Excellence

Executive Order 13607, signed April 27, 2012, by the President of the United States, established Principles of Excellence (POE) for educational institutions serving service members, veterans, spouses, and other family members. Eight Principles of Excellence are described in the Order.

Compliance with the POE is intended to ensure an institution provides meaningful information to service members, veterans, spouses and other family members about the financial cost and quality of the institution; to assist those prospective students in making choices about how to use their Federal educational benefits; prevent abusive and deceptive recruiting practices that target the recipients of Federal military and veterans educational benefits; and ensure that the educational institution provides high-quality academic and student support services to active -duty service members, reservists, members of the National Guard, veterans, and military families. Trinity College of Nursing & Health Sciences complies with the Principles of Excellence.

1. Prior to enrollment, provide prospective students who are eligible to receive Federal military and veterans educational benefits with a personalized and standardized form, as developed in a manner set forth by the Secretary of Education, working with the Secretaries of Defense and Veterans Affairs, to help those prospective students understand the total cost of the educational program, including tuition and fees; the amount of that cost that will be covered by Federal educational benefits; the type and amount of financial aid they may qualify for; their estimated student loan debt upon graduation; information about student outcomes; and other information to facilitate comparison of aid packages offered by different educational institutions.
2. Inform students who are eligible to receive Federal military and veterans educational benefits of the availability of Federal financial aid and have in place policies to alert those students of their potential eligibility for that aid before packaging or arranging private student loans or alternative financing programs.
3. End fraudulent and unduly aggressive recruiting techniques on and off military installations, as well as misrepresentation, payment of incentive compensation, and failure to meet State authorization requirements, consistent with the regulations issued by the Department of Education (34 C.F.R. 668.71-668.75, 668.14, and 600.9).
4. Obtain the approval of the institution's accrediting agency for new course or program offerings before enrolling students in such courses or programs, provided that such approval is appropriate under the substantive change requirements of the accrediting agency.
5. Allow service members and reservists to be readmitted to a program if they are temporarily unable to attend class or have to suspend their studies due to service requirements and take additional steps to accommodate short absences due to service obligations, provided that satisfactory academic progress is being made by the service members and reservists prior to suspending their studies.
6. Agree to an institutional refund policy that is aligned with the refund of unearned student aid rules applicable to Federal student aid provided through the Department of Education under Title IV of the Higher Education Act of 1965, as required under section 484B of that Act when students withdraw prior to course completion.

7. Provide educational plans for all individuals using Federal military and veterans educational benefits that detail how they will fulfill all the requirements necessary to graduate and the expected timeline of completion.

8. Designate a point of contact for academic and financial advising (including access to disability counseling) to assist service member and veteran students and their families with the successful completion of their studies and with their job searches.

Service members, veterans, spouses, and other family members 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.

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. With regular attendance students can participate fully in discussion and laboratory sessions and 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 will record attendance for all didactic, lab, and clinical sessions.

Approved Absences
Approved absences include those related to jury duty, bereavement, and medical care. An approved absence may be requested by providing documentation to the course lead faculty prior to an anticipated absence. For unplanned emergency absences, the request should be communicated via college email as soon as possible and documentation provided within one week of the absence. For absence(s) related to a disability, follow the Accessibility Services Policy.

Didactic Face to Face Synchronous Classroom
For in-person course sessions, students may not miss more than 10% of course meeting time without an approved absence. Unapproved absences exceeding 10% of the total course meeting time will result in administrative withdrawal from the course.

Online Asynchronous Didactic Classes
Regular online attendance is defined as logging into the course each week and completing the course assignments by the established due dates. Students are expected to read the course syllabi and any other documents presented by the course faculty. The course syllabus or calendar will state when assignments or check-ins are due and the syllabus will include other course expectations and policies.

For online coursework, students must complete all modules, assignments and/or check-ins by their due date. Students who have not checked in for a module by one week post due date will be considered absent, and no credit will be given for that module. A repeat offense of no attendance for a module, assignment and/or check-in for one week past the due date will result in an administrative withdrawal from the class with a WF grade. The repeat offense does not have to be consecutive with the first offense.

Online Synchronous Didactic Classes
Students are expected to attend all synchronous class meeting times in their entirety as published in the course. Unapproved absences exceeding 10% of the total course meeting time will result in administrative withdrawal from the course. Program-specific policies may allow for alternatives to synchronous online class attendance.

Clinical/ Practicum Attendance
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 site and following additional program policies 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). Students who miss clinical and practicum experiences beyond the parameters set within the course syllabus, and who do not make-up the missed session by the deadline set within the syllabus will be administratively withdrawn from the course with a grade of WF.

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 or the report, by email at clientservices@verifiedcredentials.com or call 800-938.609

POLICY AND PROCEDURE

The Dean of Nursing & Health Sciences 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, 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 Dean of Nursing & Health Sciences and/or their Program Chair/Director 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

<u>PURPOSE</u>

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).

<u>DEFINITIONS</u>

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 self, 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-l, et seq.)

<u>POLICY</u>

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. **A**lert- Announcement of the onset of the emergency can be anything.
   - Gunfire
   - Witness
   - Phone alert

2. **L**ockdown- 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. **I**nform- Use any means necessary to pass on real time information.
- Can be derived from 911 calls
- Give in plain language
- Identify yourself
- 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. **C**ounter- 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 the aggressor under control call 911 and tell the police your location and listen to their commands when officers arrive on scene

5. **E**vacuate- Remove yourself from the danger zone as quickly as possible.
- Decide if you can safely evacuate
- Run quickly in a zigzag pattern
- 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 "6000". 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 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 if the concern is about a student
2. The Director of Student Services 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.

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 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 Cornerstone 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 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 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 Cornerstone 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. Members shall share information and make decisions about next steps to be taken. Membership shall include the Director of Student Services, 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 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 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 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

<u>PURPOSE</u>

To advise students, faculty & staff regarding compliance with federal copyright law (<u>Title 17, United States Code</u>). Copyright extends to multiple mediums and retrieval methods; users should be vigilant in their adherence to federal copyright law when utilizing works done by others in support of their research. The distribution of copyrighted material from any computer (including music, games, videos, etc., for which users do not have the owner's permission) is a violation.

<u>POLICY AND PROCEDURE</u>

Trinity College of Nursing and Health Sciences network users are prohibited from distributing copyrighted materials through web pages, illegal downloading, email, or peer-to-peer distribution. This policy applies to both college-owned and personally-owned computers that have access to the College network.

Copyright is a form of protection of both published and unpublished works that is established by law for original works of authorship fixed in a tangible medium of expression (Title 17, United States Code). Works protected by copyright include (but are not limited to):

- Books
- Journal Articles
- Music
- Websites
- Software
- Videos
- Pictures
- Choreography

Copyright does NOT protect:

- Ideas
- Familiar symbols or designs (though may be protected by trademark laws)
- Titles, names, short phrases and slogans (though may be protected by trademark laws)
- Blank forms
- Works for which copyright has expired

Section 107 of the Copyright Law of the United States allows for the fair use of a copyrighted work for purposes such as teaching, scholarship, or research. Note: "fair use" provides guidelines rather than specific rules. To determine if use of a copyrighted material would qualify for fair use, consider:

- How will the copyrighted work, including for commercial or educational purposes be used?
- What is the nature of the copyrighted work – what medium does it use, how was it accessed?
- How much of the copyrighted work will be used?
- How will use affect the potential market or value of the copyrighted work?

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

1. Utilizing technology-based deterrents
2. Educating the College community about appropriate and inappropriate use of copyrighted material
3. Providing consumer information to prospective and enrolled students
4. Procedures for handling unauthorized distribution of copyrighted material, including disciplinary action
5. Offering legal alternatives to illegal downloading or otherwise acquiring copyrighted material

6.   Reviewing the effectiveness of the plan on an annual basis

For more information regarding fair use, items that might be covered, or with other questions, please contact the Health Sciences Librarian.

Statement of Penalties for Copyright Infringement

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the filesharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. For more information, please see the website of the U.S. Copyright Office at https://copyright.gov.

REFERENCE

United States Copyright Office. (2022). *Copyright laws of the United States.*

https://www.copyright.gov/title17/

Corrective Action Policy

PURPOSE

Trinity College of Nursing & Health Sciences aims to "... develop health care professionals who promote the health of individuals, families, and communities" (College Mission). Quality health care education requires recognition of and adherence to established policies, procedures, regulations, practices and high standards of performance. The College has established policies to promote academic success and professional development of students, including but not limited to: *Academic Honesty and Integrity, Attendance*, *Dress Code for Students*, *General Standards of Behavior*, *Sexual Harassment, Social Media, Substance Abuse*, and *Campus Violence Prevention* policies. Individual programs have established program-specific policies, such as *Critical Objectives*, course-specific policies, clinical guidelines, and other policies which must be continuously upheld by students. Students are expected to adhere to the code of ethics of the profession for which they are being prepared. The College provides for protection of student rights and due process within policies such as the *Fair Treatment Policy for Students* as well as the annual *College Catalog* and *Faculty and Employee Handbook.*

The intent of this policy is to provide a confidential and progressive process for faculty, staff or administration (concerned party) to:

1. Document concern(s) regarding observed or reported student behavior(s) in violation of established policy,
2. Ensure appropriate investigation of the concern to determine whether it is substantiated by evidence,
3. Develop and monitor an appropriate improvement plan to promote accountability for expected behavior when a concern is substantiated,
4. Determine ongoing compliance with and effectiveness of the improvement plan, and,
5. Where ongoing concern(s) remain unresolved or urgent concerns are identified, to provide documentation supporting written referral for administrative review.

PROCESS

It is expected that most substantiated concerns will be resolved using a written *Plan for Improvement* as described in *Steps 1-6*. Substantiated ongoing student behavior that is not improving, is violent or threatening, or presents an imminent danger warrants urgent action and is referred to the Dean of Nursing & Health Sciences (academic concern) or Director of Student Services and External Relations (non-academic concern) using S*tep 7 Written Notification of Administrative Referral.* The administrator receiving the referral will complete the *Step 8 Administrative Review and Recommendation*.

Trinity College of Nursing & Health Sciences retains the authority to remove or withdraw from a class, clinical, observation experience, or other college-sponsored activity/event, any student whose conduct may have a detrimental effect on themselves, the College, employees, patients, visitors, clients, or other students. An administrative recommendation for removal from a course or program is reviewed by the College Chancellor *(Step 9)*.

Providing a signature acknowledges that the student has been advised of the concern in writing and agrees with the written documentation and plan of improvement or has provided a written statement of disagreement with explanation. Non-adherence to the agreed upon Plan for Improvement will result in progression to additional step(s) as noted in the process. The student, concerned party, and appropriate administrator is provided with an updated copy of the documentation at each step of the process.

Documentation of Corrective Action Process

Step 1: Documentation of the concern.
Within 2 business days of observing or receiving a report of a student behavioral concern, document the concern below and inform the Dean of Nursing & Health Sciences (academic concerns) or Director of Student Services (non-academic concerns).

Documentation of Step 1:

Electronic or Written Signature:
Date:

Step 2: Inform the student of the concern and request a meeting

Within 1 business day of documentation of the concern, using college email with confidential setting and using delivery confirmation and read-receipt options, request a face-to-face meeting with the student to discuss a student conduct concern. Students are expected to respond within 2 business days and to provide periods of availability upon reading the message. Details of the concern are not to be included in the email. Identify a minimum of 2 college personnel to be present at the meeting, one being the concerned party and the second being the Director or Chair of the student's program. The student may request a support person to attend the meeting, who must be mutually agreed upon beforehand, and who is not allowed to participate in the meeting.

Documentation of Step 2:

Electronic or Written Signature:
Date:

Step 3: Face to face meeting

The student, optional support person, concerned party and Program Director/Chair will meet in a private meeting room to ensure confidentiality. Establish the purpose and agenda for the meeting, and that the General Standards of Behavior (policy) are expected. Present the concern to the student and document the student's response. If the student agrees that the concern is accurate, the parties will proceed to Step 4 and create a written Plan for Improvement. If the student is not in agreement, provide an opportunity to document their disagreement with the concern in writing.

In the instance of a concern reported by another student or individual not employed by the college, if the student does not agree with the concern as presented, the student will present their perspective in writing for inclusion in this step of the report. The meeting will be ended, and the reporting individual will be informed that the concern has been addressed and resolved. If the reporting individual provides additional verifiable evidence to substantiate the concern, the concerned party will begin again at Step 1.

Documentation of Step 3 including notes from the face-to-face meeting:

Documentation of student's response indicating agreement and willingness to create a plan for improvement (Step 4) or disagreement with the concern, with explanation:

Signature of Concerned Party:
Date:

Signature of Program Director or Chair:
Date:

Signature of Student:
Date:

Step 4: Create a mutually agreeable Plan for Improvement.

This step may take place immediately at the conclusion of Step 3 during the first face to face meeting or may be accomplished via confidential email communication or via a second face to face meeting, within 2 business days of the completion of Step 3 as mutually agreed upon.

Include relevant student resources such as the Student Assistance Program, Student Success Center, Tutoring, Library services, and Academic Advising as appropriate. Include clear and measurable expectations of expected improvement and a mutually agreeable date to evaluate improvement. Implement the Plan.

If an additional instance or instances of the same behavior are substantiated prior to the agreed upon date of evaluation, the concerned party will proceed directly to Step 6 and request a face-to-face meeting regarding the ongoing concern within 1 business day. The student is expected to respond to the meeting request upon receipt.

Documentation of Step 4 *Plan for Improvement* including date of evaluation:

Signature of Concerned Party:
Date:

Signature of 2nd person (Program Director or Chair):
Date:

Signature of Student:
Date:

Step 5: Evaluate and document adherence to and effectiveness of the *Plan for Improvement*

If the concern has been fully resolved, document the resolution below and provide a copy of the documentation to the student. The completed form will be kept in a confidential file with the Dean of Nursing & Health Sciences (academic concern) or Director of Student Services *(non-academic concern). If there has been improvement but the concern is not fully resolved, proceed to Step 6, evaluate and revise the plan as mutually agreed upon, including a date for re-evaluation for full resolution.*

Step 5 Documentation:

Signature of Concerned Party:
Date:

Signature of 2nd person (Program Director or Chair):
Date:

Signature of Student:
Date:

Step 6: Revision, continuance, and re-evaluation of effectiveness of the Plan for Improvement. Used as described in *Steps 4* and *5*.

Continue the Plan or revise as needed with a second evaluation date. At the conclusion of Step 6, document the outcome of the Plan for Improvement. If the concern has been fully resolved, document this below. If the concern has not been fully resolved, document the evidence of the ongoing concern and proceed to Step 7.

Step 6 Documentation:

Signature of Concerned Party:
Date:

Signature of 2nd person (Program Director or Chair):
Date:

Signature of Student:
Date:

Step 7: Written Referral for Administrative Review

If the concern has not been resolved at the conclusion of Step 6 or if substantiated new, urgent or recurring behavior is documented, the matter is referred to the Dean of Nursing & Health Sciences (academic concern) or Director of Student Services *(non-academic concern). Written referral to the appropriate Dean or Director must include all prior documentation of the process to date, where applicable.*

Step 7 Documentation:

Signature of Concerned Party:
Date:

Signature of 2nd person (Program Director or Chair):
Date:

Step 8: Administrative Review and Recommendation

The administrator receiving the referral will review all documentation and meet with the concerned party and student as deemed appropriate by the administrator. The administrator will determine an administrative recommendation for final resolution of the concern and communicate the administrative recommendation to the involved parties. The Administrative Review will be completed within 5 business days. If a recommendation is made to remove a student from a course or program of study, the decision will be reviewed by the Chancellor of the College prior to implementation.

Step 8 Documentation:

Administrative Signature:
Date:

Step 9: Chancellor Review of Administrative Recommendation

The Chancellor of the College will review all documentation and meet with concerned parties as deemed appropriate by the Chancellor within 5 business days. If the Chancellor concurs with the administrative review and recommendation, the Chancellor will direct the Dean of Nursing & Health Sciences to implement the recommendation.

Step 8 Documentation:

Chancellor Signature:
Date:

Plan for Improvement

Description of expectation of improvement and recommended support resources as applicable	Date of 1st Evaluation	1st Evaluation (Met, Partially Met, Not Met*)	Date of 2nd Evaluation	2nd evaluation (Met, Partially Met, Not Met*)

*Key for Evaluation:

Met: Improvement has been consistently demonstrated between the implementation of the Plan for Improvement and the Date of Evaluation. If all expected behaviors are met, the concern is documented as resolved.

Partially Met: Improvement has been progressively but not fully demonstrated between the implementation of the Plan for Improvement and the 1st Date of Evaluation. Refer to Step 6.

Not Met: Improvement has not been progressively demonstrated by the 2nd date of evaluation **or** concern has increased by a new instance of substantiated behavior at any time. Refer to Step 7.

Course Repeat Policy

<u>**PURPOSE**</u>

This policy outlines the guidelines for repeating a course at Trinity College.

<u>**POLICY AND PROCEDURE**</u>

Students may repeat a course only under the following conditions:

- If a student has not successfully completed a required course necessary for their degree, that course may be repeated once.
- If the student needs to improve their grade point average to meet graduation requirements, a single course may be repeated once.

Students who must repeat a course but are not eligible to enroll in other courses within their curricular plan during a specific semester must withdraw from the College and reapply for the term when eligible courses are offered.

When a course is repeated, only the highest grade will be calculated in the grade point average. The transcript will indicate a repeated course with an "R" next to the original grade.

Failure to successfully complete a repeated course may result in dismissal from the College.

Electronic Device Policy

<u>**PURPOSE**</u>

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

<u>**POLICY AND PROCEDURE**</u>

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, with the exception of a personal computer when required for electronic testing. 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 Student Dress Code Policy and 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 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
Trinity College is committed to delivering high quality programs. 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.

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, student assistance program (SAP), 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, 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. 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 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 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 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 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 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 notify the Student Affairs Committee Chair. This request must be made no later than five working days after receipt of the 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 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 they so desire.
4. The involved party may bring a support person who is not allowed to participate in the proceedings if they so desire.
5. All involved parties shall inform the Dean of Nursing & Health Sciences of the College/Director of Student Services 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 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/Director of Student Services 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 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 Signature

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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

<u>PURPOSE</u>

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. Students may call 309-779-7812 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.

<u>POLICY AND PROCEDURES</u>

Application Procedure
Students interested in receiving financial assistance must complete the Free Application for Federal Student Aid (FAFSA). Online applications can be completed at https://studentaid.gov/h/apply-for-aid/fafsa. 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), Federal Work Study, 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 https://studentaid.gov/h/apply-for-aid/fafsa. 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. Once all required paperwork is received, an estimated student aid offer letter will be created by the College and provided to the student. The offer 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 covered, every attempt will be made to issue authorized refund checks by the end of the fifth week of classes. Questions concerning refund eligibility, 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 directly to the student.

Return of Federal Financial Aid

If a student withdraws (WP or WF) from all classes 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 students 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 Financial Aid Specialist uses The Department of Education refund calculator to determine percent of enrollment period completed. 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 calculator to verify and return funds if 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 detail during the exit interview with the Financial Aid Specialist.

Last Day of 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 student's last date of attendance.

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 Attendance Policy.

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

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

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 submitting tax return transcripts. Verification must be complete before any federal financial aid and/or state aid can be disbursed. The deadline to complete verification for the 2025-26 award year is 120 days after the last date of enrollment or September 22, 2026. Failure to complete the verification process will result in the loss of federal financial aid.

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 original reported information or when additional funding is received.

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 student aid index (SAI) of the FAFSA, per federal and state regulations.

Student 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.

Trinity College of Nursing & Health Sciences will not take any of the four following actions toward any student using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill ® (Ch. 22) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while their payment from the United States Department of Veterans Affairs is pending to the educational institution:

- Prevent their enrollment;
- Assess a late penalty fee to;
- Require they secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA's Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies (see our VA School Certifying Official for all requirements).

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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 starting classes. The Financial Aid Specialist and Business Services Specialist are 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 designated tuition due date 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 an outstanding balance on their 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. Students with delinquent balances will have billing holds placed on their accounts, and will not be allowed to register and/or attend classes for subsequent semesters.

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, they 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 charges tuition on credit hour basis (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
For the spring semester, payment of tuition and fees is due February 1st, for the summer semester payment of tuition and fees is due June 1st, and for the fall semester payment of tuition and fees is due September 15th. It is the student's responsibility to review their account monthly via *MyPortal* 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/or scholarships do not fully cover tuition and fees 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). Acceptable methods of payments made directly to the College are cash, check, or money order. 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/debit card or ACH checking/savings account payments can be made online via *My Portal.* Question or concerns regarding the online payment process should be directed to the Business Services Specialist at (309) 779-7733.

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. The form can also be completed with the Business Services Specialist. There is a $25.00 per semester non-refundable DPO application fee.

If a deferred payment plan is approved, the agreed upon monthly payment stated on the deferred payment option form is due by indicated date as the form shows. Fall semester payments are due the 15th 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 only three payments in the summer semester). If payment is not received by the indicated date as listed above the account will be charged a $30 late fee for each month payment is late. Questions regarding payments and the Deferred Payment Option should be directed to the Business Services Specialist at (309) 779-7733.

Service Charge

Students who do not have their account balance covered (after financial aid is applied) in full by the payment due date (February 1st for spring semester, June 1st for summer semester, September 15th 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

Stipend checks are issued to those students who have a credit balance on their account. Stipend checks will be processed weekly for students with a credit balance resulting from financial aid payments, scholarships, or adjustments to tuition charges. Stipend checks are mailed directly to the students and cannot be picked up at the College. It is the responsibility of the student to inform Business Services of any changes or updates to their address.

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. The account can be placed with a collection agency once 90 days delinquency has been met.

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 of Ethics for Nurses of the American Nurses' Association 2025
- American Registry of Radiologic Technology Code of Ethics 2020
- 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. (See Academic Honesty and Integrity policy)
- 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 follow the program protocol to report an absence if they are unable to attend class or clinical. 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. During the program, the student can review his/her health record upon request to Trinity College's health requirements coordinator.
- 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 Chair/Director.
- Trinity College will abide by the medical center policy regarding whether a student can be on clinical with a medical device/restriction, 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 Chair/Director before returning to class/clinical after surgery, childbirth, medical-surgical health problems, or workmen's compensation absence.

Infection Control

All students must adhere to the following:

- Complete blood-borne pathogen Cornerstone module by assigned completion date.
- 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 to protect from injuries with needles and sharp objects.
- Report any possible communicable disease to the Program Chair/Director 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 physical examination form, which is less than one year old and signed by a physician, nurse practitioner, or physician assistant. The form must be submitted to Trinity College's health requirements coordinator 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 (Optional, but highly recommended)
- Tuberculosis (TB)
- Tetanus (within the last 10 years)
- Pertussis (Optional, but highly recommended)
- COVID-19 (Optional, but highly recommended)

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

- records of two immunizations against Measles, Mumps, & Rubella (baseline and one month from baseline)
- positive results of antibody titers for all three diseases

Varicella immunity can be documented with these papers:

- two records of the immunization against Varicella (Varivax series if no history of Varicella)
- positive results of a Varicella antibody titer

Hepatitis B immunizations are not required but are highly recommended for all students. Students who wish to decline being vaccinated against Hepatitis B must fill out a declination form provided by the College at the student's request.

Students who wish to become vaccinated against Hepatitis B should follow the recommended series of three injections, the second injection being given one month after the first, and the third injection 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. If the titer does not show immunity, the student can repeat the series if they wish. Students who still have a lack of immunity after the second series are considered to be non-immune to Hepatitis B.

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. Retesting and documentation are required every four years after a documented two-step TB test process.

Nursing 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.

Protection against <u>tetanus</u> is demonstrated by documentation of a tetanus immunization within the past ten (10) years from a student's start at Trinity College of Nursing & Health Sciences. Tetanus must be updated with any breach in skin integrity.

<u>Pertussis</u> vaccine is optional for students, but highly recommended.

<u>Annual Seasonal Influenza</u> 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 Trinity College's health requirements coordinator with documentation of the immunization to be in compliance of this hospital requirement.

<u>COVID-19</u> vaccinations are not required but are highly recommended for all students. Students who wish to decline must fill out the declination form.

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 Trinity College's health requirements coordinator with proof of completion of CPR for Health Care Providers (Basic Life Support) 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 year.

CPR certification must be renewed every two years and documentation of current certification must be provided to Trinity College's health requirements coordinator. A 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.

<u>**PROCEDURES**</u>

Health Record Clinical Authorization

Prior to matriculation and at designated intervals in a program, students must provide Trinity College's health requirements coordinator 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 Trinity College's health requirements coordinator.

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 ensure 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 upon joining and at least every three years thereafter.
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 their 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.

Jury Duty Policy

POLICY:

Trinity College of Nursing & Health Sciences recognizes that jury duty is a civic responsibility, and as such the College will not impede a student's participation in jury duty. Due to the accelerated nature of the programs offered at Trinity College of Nursing & Health Sciences, the time missed may pose a challenge to the student. Therefore, the student may request a deferment or exemption from jury duty responsibilities due to the undue hardship serving on the jury would impose. The student may request that the Program Chair provide a letter and official schedule to be submitted with their request for deferment or exemption to the applicable court. It will be at the discretion of the court whether to accept or deny the request for exemption or deferment.

If summoned for jury duty, it is the responsibility of the student to contact the Program Chair of their respective program. A copy of the jury summons must be provided to the Program Chair. If a deferment or exemption is not granted and a student is required to serve on a jury, the absence from didactic sessions and clinical rotations will be considered excused absences. Students will be exempt from the clinical make-up fee. The allowance of an excused absence does not preclude the student's need to complete all requirements of their clinical and didactic experiences, which may involve make-up of specific course contact hours.

Leave of Absence Policy

<u>PURPOSE</u>

The purpose of this policy is to describe the leave of absence policy at Trinity College. A leave of absence (LOA) is a temporary interruption in a student's program of study. LOA refers to the specific time period during a program when a student is not in attendance due to a documented unforeseen circumstance with the intent to return to complete the educational program.

<u>POLICY AND PROCEDURE</u>

Leave of Absence – Applies only to Baccalaureate Level and Above, and for the student's current program.

Students who are performing satisfactorily and find it necessary to interrupt their course of study for personal reasons may submit a written request for a leave of absence (LOA) in advance unless unforeseen circumstances prevent the student from doing so.

A leave of absence must not exceed a total of 180 calendar days in any given 12- month period. A student will not be granted more than two leaves of absence during their academic program. A student will receive a "Withdraw Passing" in the courses for which the student is enrolled at the time of the LOA. If a student leaves without properly processing a leave of absence request the administrative withdrawal process will be implemented. Transcripts will not be issued unless all financial obligations to the College are met.

The LOA begins on the day indicated as the last date of attendance on the leave of absence form. The student must return the following compulsory term. If a student fails to return from the leave of absence on the re-entry date stated on the leave of absence form, they will be immediately withdrawn from the College by an academic advisor.

A leave of absence will affect financial aid and student loan repayment. According to Department of Education regulations a Trinity College leave of absence is equivalent to a withdrawal for Title IV Aid purposes.

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, their student loan repayment terms, and may include the exhaustion of the student's grace period.

To request a leave of absence:

- Meet with the academic advisor to complete the Leave of Absence form located on the Forms page of the college website.
- Meet with the Financial Aid Specialist for Title IV Aid counseling.

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 UnityPoint Health - Trinity.

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 UnityPoint Health - Trinity must notify the Director of Student Services 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. UnityPoint Health - Trinity 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:

> Director of Student Services
> Student Services Office
> qc_studentservices@trinitycollegeqc.edu
> 309-779-7700

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

> Director of Student Services
> Student Services Office
> qc_studentservices@trinitycollegeqc.edu
> 309-779-7700

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 regarding 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. **Sex Discrimination and Sex-Based Harassment**

The College's Sex Discrimination and Sex-Based Harassment Policy implements the College's prohibition on Sex Discrimination, contains information on how to report Sex Discrimination, and sets forth the College's processes for investigating and adjudicating allegations of Sex Discrimination. The Policy prohibits all forms of Sex Discrimination, including Adverse Treatment Sex Discrimination, Policy or Practice Sex Discrimination, and Sex-Based Harassment, which includes Quid Pro Quo Harassment, Hostile Environment Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking.

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.

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 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. The Director of Student Services will review the report, consult with other College administrators and officials as the Dean 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.

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.

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 academic requirements, the final responsibility for completion of these requirements remains with the student.

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.

Auditing a Course

Some courses at Trinity College may be audited with permission of the faculty. The faculty member and the student 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. The 'per credit hour' fee for audited courses is the same as the fee for courses taken for credit. Once enrolled, a student may not change class registration status from audit to credit or from credit to audit.

Course Cancellation

The College reserves the right to cancel any course. The 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 the curriculum plan in the College Catalog to determine courses needed for registration.
2. Contact 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 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.

Satisfactory Academic Progress Policy; Financial Aid

PURPOSE:

The purpose of this policy is to describe the Satisfactory Academic Progress (SAP) policies of Trinity College.

POLICY:

When students receive federal and/or state financial aid, federal guidelines require that they make real and measurable progress toward their degree in order to continue to receive federal and/or state financial aid. This requirement is called Satisfactory Academic Progress (SAP).

The Satisfactory Academic Progress Policy addresses student academic progress during all terms of their enrollment at Trinity College of Nursing & Health Sciences, including summer, whether or not the student receives financial aid during these terms. At Trinity College of Nursing & Health Sciences, this policy applies to federal, state, and need-based institutional aid, and most forms of institutional merit-based aid. Note that institutional aid programs may have specific eligibility or renewal requirements in addition to the minimum requirements of the Satisfactory Academic Progress Policy.

There are three parts to the Satisfactory Academic Progress Policy:

1. Qualitative Measure or Grade Point Average (GPA)
2. Quantitative Measure or Cumulative (Overall) Progress
3. Academic Program completion

Students must comply with all three requirements to remain eligible for federal, state, and need-based institutional aid.

1. **Qualitative Measure or Grade Point Average (GPA)**

   The SAP Policy requires that students maintain a minimum cumulative GPA in order to remain eligible for financial aid.

   Undergraduate Students: The minimum cumulative GPA requirement is 2.0.

   Graduate/Professional Students: The minimum cumulative GPA requirement is 3.0.

2. **Quantitative Measure or Cumulative (Overall) Progress**

   The SAP Policy contains a quantitative component, meaning that students are required to make steady progress toward their degree program by completing at least two-thirds (66.67%) of all of the attempted courses. This is measured by dividing the students' completed credit hours by attempted credit hours (e.g. 16 completed credit hours / 24 attempted credit hours = 66.67% pace). All courses attempted are considered in this calculation.

   Students who fall below these minimums (qualitative and/or quantitative) will be placed on Academic Warning for one semester (no appeal is required, and status cannot be appealed). If the student fails to make Satisfactory Academic Progress by the end of the warning period, they will have their financial aid suspended.

   The qualitative and quantitative measures used to judge academic progress include all periods of the student's enrollment, even periods in which the student did not receive Federal Student Aid (FSA) funds.

3. **Academic Program Completion (Pace)**

Students must be on track to complete their program of study within 150% of their program length as measured in credit hours. For example, a 40 credit hour program times 150% equals a maximum time frame (MTF) of 60 attempted credits for which they may receive federal and/or state financial aid.

If a student changes majors, they are still expected to complete their program within the maximum timeframe. In limited circumstances, appeals will be considered.

Federal and state financial aid is limited to the pursuit of the student's declared degree. Once it has been determined the student has completed the requirements for their degree and/or have no further enrollment requirements, they are no longer eligible for federal and/or state financial aid, and the options for institutional assistance are limited, based on the terms and availability of the student's institutional aid program. This is true even if the student has not applied for graduation and/or their degree has not been officially conferred.

Evaluation Periods

Trinity College of Nursing & Health Sciences checks SAP at the end of every payment period (semester).

Withdrawals/Drops

Classes dropped during the 100% refund period do not count as attempted hours. Courses dropped after that period receive a "WP" or "WF" grade and count as attempted hours. WPs and WFs do not impact GPA.

Incompletes

Grades of incomplete (I) are not factored into determining SAP, both qualitative and quantitative measurement, until the incomplete grade becomes the grade of record. The grade of record will be used in the next official SAP checkpoint after the grade is finalized.

Repetitions

For repeat courses, only one course will be factored in both the qualitative and quantitative measure (the course with the highest grade).

Any student receiving a WF or grade below a C (students in an undergraduate program) or grade below a B (students in a graduate program) may use financial aid to retake the course and have all credits applied toward the total hours attempted. The student must follow their specific program progression policy regarding limitations on repeating courses.

Transfer Credit (between schools)

Credit hours that transfer into and count as credit in the student's program of study will count as both earned and attempted credits. Transfer credit will not be factored into the student's GPA. Any additional credit hours on the student's transcripts that are not accepted into the student's program of study will not be factored into the GPA, Pace or MTF SAP calculations. Transfer hours that are accepted any time after an official checkpoint will be factored into SAP at the next official checkpoint.

Transfer Credit (between programs)

If a student changes programs, only those credit hours that transfer into the new program for credit will count as both attempted and earned hours in the quantitative measurement and will count in the GPA for the qualitative measurement.

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

- Withdraw from the current plan of study.
- Follow admission policy and procedure for the desired major/degree program option.
- All courses attempted in previous major are calculated in the quantitative SAP calculation.

Notification

Students will be notified via designated school email of any changes to their FSA eligibility (positive or negative) as a result of a SAP issue. Notifications include financial aid warning status, appeal decisions, loss of eligibility or regaining of eligibility.

Financial Aid Warning

Any student that fails to maintain SAP will automatically be placed in a Financial Aid Warning status for one payment period or semester. During a Financial Aid Warning period, students are not making SAP but continue to be eligible for FSA. If a student continues to fail to achieve SAP at the end of a financial aid warning period, he or she will lose FSA eligibility. There is no limit on the number of times a student can be placed in a warning status, except that the warning periods can never be consecutive.

Financial Aid Suspension

A factor of student eligibility is maintaining SAP. A student who is not maintaining SAP and who has exhausted their financial aid warning status is suspended from FSA eligibility.

The Office of Financial Aid reserves the right to suspend students who completely withdraw — i.e., students who fail to demonstrate any measurable progress within a given term. If a student withdraws completely or fails to complete courses in a term, the student's aid may be suspended. The student may appeal this status.

Appeal Process

A student suspended from FSA eligibility may appeal that loss due to special or mitigating circumstances. Special or mitigating circumstances outside of the student's control may include but are not limited to, the following:

- Student illness or injury
- Family member illness, injury, or death

Students must submit an appeal in writing to the Financial Aid Specialist within 60 days of notification of suspension. In addition, a student must provide all applicable supporting documentation. The appeal must explain why the student failed to maintain SAP and what has changed to allow the student to make SAP at the end of the probationary period.

Appeals are reviewed by the Trinity College of Nursing & Health Science's SAP Appeal Committee. The College Cabinet members will serve as the core SAP Appeal Committee members. The Appeal Committee may review the failure of any SAP measurement. As part of the appeal process, the SAP Appeal Committee may implement any of these three options:

- Approval based on circumstances and student can mathematically meet the general SAP standards by the end of the probationary period.
- Approval based on circumstances and the school places the student on an academic plan.
- Denial based on circumstances.

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 GPA 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 SAP criteria.

Academic Plans

Academic plans will be tailored to meet the individual student needs and will have a defined end point (e.g. date, end of 2nd semester, etc.) at which point the student is expected to meet the general SAP standards or complete the program.

Academic plans can extend over several semesters depending on the severity of the SAP issues. While on an academic plan, the student is required to meet the plan requirements. While on a multi-semester plan, the student is in a probationary status during the first semester of the plan. During subsequent semesters in which the student is meeting the plan requirements, the student is considered to be maintaining SAP. The student continues to be FSA eligible as long as they are on a plan and meet the plan requirements or meet the general SAP standards.

Financial Aid Probation

If a student's appeal is approved by the SAP Appeal Committee, the student will be placed on Financial Aid Probation, which can never exceed one payment period or semester. While on Financial Aid Probation, a student is not making SAP but remains eligible for FSA.

Reestablishing FSA Eligibility After Suspension of Benefits

A student who has lost FSA eligibility can regain access to FSA by either successfully appealing the loss of eligibility or meeting the general SAP standards.

Sexual Harassment 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.

- **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).

- **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)

- **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.

- **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.

- **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.

- **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 of 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 commons 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/filesimages/Current%20Student%20Forms/Fillable
>   IncidentReportForm.pdf
> Face-to-Face Reporting
> - In-person reporting should be directed to the Trinity College of Nursing & Health Sciences Title IX
>   Coordinator, Mathew Oles, in Student Services, or by calling
>   309-779-7814, or by email at mathew.oles@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 #112, 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 Cornerstone 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	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). In addition, Illinois law includes the following: 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. 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. 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.
Stalking	Stalking (720 Ill. Comp. Stat. § 5/12-7.3): 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. 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. 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 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. 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.

Crime Type (Illinois Compiled Statutes)	Definitions
	Cyberstalking (750 Ill. Comp. Stat. § 5/12-7.5): 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. 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. 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.
Sexual Assault	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. Aggravated Criminal Sexual Assault (720 Ill. Comp. Stat. § 5/11-1.30): 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 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. 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

Crime Type (Illinois Compiled Statutes)	Definitions
	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. 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. 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.
Rape, Fondling, Incest, Statutory Rape	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.
Other "sexual assault" crimes	Other crimes under Illinois law that may be classified as a "sexual assault" include the following: Criminal Sexual Abuse (720 Ill. Comp. Stat. § 5/11-1.50): 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. 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. 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. Aggravated Criminal Sexual Abuse (720 Ill. Comp. Stat. § 5/11-1.60): A person commits aggravated criminal sexual abuse if that person commits criminal sexual abuse 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. 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. 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

Crime Type (Illinois Compiled Statutes)	Definitions
	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. 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. 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. 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. 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.
Consent (as it relates to sexual activity) (720 Ill. Comp. Stat. §5/11-1.70)	"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 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

<u>**PURPOSE**</u>

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

<u>**POLICY AND PROCEDURE**</u>

Although the College does not seek to control a student's right to personal communications on their 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 they are speaking for themselves 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, FERPA, 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 always appropriate.

POLICY AND PROCEDURES

The following apply when students are in uniform attire and/or on most clinical units in the student role. If a clinical site has additional requirements, students will follow the additional requirements of the clinical site.

COLLEGE UNIFORM

Students are **required** to purchase uniforms from Uniform Den.

Uniform Den, Inc.
1309 5th Avenue
Moline, Illinois 61265
309-762-6215

| RIGHT | RIGHT | WRONG |

Pants:　　　　Navy, drawstring, or elastic waist band, with the open bottom.
　　　　　　　　　No jogging pants or cuffed ankle pants.
Top:　　　　　Pull over Ciel Blue scrub top. Emblem sewn on left sleeve 2 inches from the shoulder seam
Coat:　　　　　Navy, with emblem sewn on left chest
Socks:　　　　Must be white, black, gray, or navy blue and cover the ankle.

Shoes: 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 blue with corresponding shoelaces.

*A maternity uniform is available, if needed. (Pull over Ciel Blue scrub top with navy pants)

Other required items
- A watch with a second hand (for Nursing students only).
- A stethoscope (for Nursing students only).
- Uniform should be clean, neat, pressed (not wrinkled), and free of tears/holes.

Name badge
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.

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 solid white, black, gray, or navy blue 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.
- A neatly trimmed beard or mustache is acceptable. However clinical facilities may dictate otherwise. If the clinical site requires students to be fit-tested for and wear an N95 mask during client care, facial hair must not interfere with the proper fit of the N95 mask.

Jewelry/Piercings
- Jewelry is limited to wedding and engagement ring, wristwatch with second hand. Smart watches are acceptable if they have a steady and consistent secondhand capability. They must always be kept on airplane mode and are not to be used as a communication device. Body piercings are acceptable as described below.
- Medic Alert jewelry is permitted.
- Jewelry embedded in the skin (transdermal implant) is permitted with a clear retainer.

- Piercings are permissible as follows: no more than two small button style earrings per ear and up to two small additional piercings. Ear gauges are permitted. Hoop style jewelry is not permitted on any area of the body not covered by the uniform.
- No other jewelry styles are permitted on any area of the body.
- Visible body art is to follow the individual clinical site policy. The Dean of Nursing and Health Sciences will make the final determination regarding appropriate body art.
- Any additions to or modifications of the uniform for religious reasons must be approved by the Dean of Nursing & Health Sciences.
- Some individual courses/programs have additional dress code requirements. Refer to those sections of the course syllabi or program handbook.

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 blue cover-up jacket, or name badge.

Some course activities, as specified by the faculty, may require the navy-blue 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.

Student Pregnancy Policy

PURPOSE

Trinity College of Nursing & Health Sciences (TCONHS) provides accommodations to students who have temporary and/or permanent medical conditions; therefore, assistance should be provided for properly documented pregnant/birthing students. The accommodations for pregnant/birthing students are provided in accordance with Title IX requirements and the Americans with Disabilities Act (ADA).

DEFINITIONS

Reasonable accommodations, for the purposes of this policy, are changes in typical academic operations that enable pregnant students or those with pregnancy-related conditions to continue to pursue their studies and enjoy the equal benefits of TCONHS.

Pregnancy and Pregnancy-Related Conditions: included but not limited to pregnancy, childbirth, false pregnancy, termination of pregnancy, conditions arising in connection with pregnancy and recovery from any of these conditions.

Pregnant/Birthing parent: refers to the student who is or was pregnant. This policy and its pregnancy–related protections apply to all pregnant/birthing persons.

POLICY

All students with medical conditions, including students who have voluntarily declared their pregnancy in writing, are required to produce medical documentation before any academic assistance (accommodations) shall be considered and/or granted. Prior to providing assistance/accommodations, the student must submit the Accessibility Services Intake form to the ADA Coordinator. The student shall receive a copy of the approved accommodation(s) documentation. The ADA coordinator will be responsible for notifying the department chair/program director, didactic and clinical faculty via College email. Faculty shall not grant accommodations without proper documentation from the ADA coordinator. TCONHS Administration, Faculty, and/or Staff shall not assume a medical condition or offer academic accommodations without proper documentation and approval. Students may withdraw their declaration of pregnancy or their request for assistance/accommodation at any time in writing to the ADA coordinator.

TCONHS requires a pregnant student or student who has given birth within the previous six months to submit medical certification for school participation if the student is requesting assistance/accommodations.

In accordance with the Student Pregnancy Policy, by the Office of Civil Rights (OCR), TCONHS must excuse a student's absences because of pregnancy or childbirth for as long as the student's physician or other appropriately qualified care provider deems the absences medically necessary. In addition, when a student returns to school, they must be allowed to return to the same academic status as before their medical leave began.

TCONHS will not require a pregnant student to obtain a doctor's permission before allowing them to attend school late in the pregnancy unless the student is asking for assistance or has a "high risk" pregnancy. If a faculty member is concerned about the health or safety of a student, the faculty member may inquire of the student about any limitation(s) pertaining to the student's successful completion of the course. TCONHS does not require a pregnant/birthing student to produce a health care provider's note in order to participate in academic or other college activities unless the same requirement is required of all students who are being treated by a health care provider.

TCONHS shall not tolerate harassment or discrimination of any form towards pregnant students. TCONHS shall take prompt and effective steps to end pregnancy-related harassment or discrimination, prevent its recurrence, and eliminate hostile environments created by the harassment or discrimination. It is a Title IX violation if the pregnancy-related harassment by employees, students, or third parties is sufficiently serious that it interferes with a student's

ability to benefit from or participate in the college's program, and the harassment is encouraged, tolerated, not adequately addressed, or ignored by the College's employees.

ACCOMMODATIONS

With proper documentation, students who are pregnant or have given birth within the previous six months shall be entitled to assistance/accommodations. The accommodations vary pertaining to the type of pregnancy, medical documentation, as well as the academic program in which the student is enrolled. To ensure a pregnant student's access to an educational format, when necessary, a program must make changes to the regular schedule that are reasonable and responsive to the student's temporary pregnancy status (e.g., a classroom might be required to provide a larger desk or allow frequent trips to the water fountain or the bathroom).

Title IX requires TCONHS to excuse a student's absences due to pregnancy or related conditions, including recovery from childbirth, with medical approval. A school may offer the student alternatives to making up missed work, such as retaking a semester, or allowing the student additional time in a program to continue at the same pace and finish at a later date, especially after longer periods of leave. When feasible, students may be able to complete some coursework prior to their expected date of delivery. The student and faculty member will create a mutually agreeable plan for how the work will be made up as long as it doesn't create an undue burden on the College. This may include but is not limited to modified assignment submission deadlines and adjustments in the clinical schedule in order to ensure course requirements are met.

If individual faculty have their own policies about class attendance and make-up work, they must make sure their policies do not conflict with the approved accommodations. TCONHS will ensure that the policies and practices of individual faculty do not discriminate against pregnant students. For example, a faculty member may not refuse to allow a student to submit work after a missed deadline relating to pregnancy or childbirth-related absence. Additionally, if a faculty member's grading is based in part on class attendance or participation, the student must be allowed to earn the credits missed so that they can be reinstated to the status held before the leave.

PREGNANCY OPTIONS

Option 1: Students may elect to withdraw from the program and re-enter the following semester or year as appropriate. (See Leave of Absence Policy)

Option 2: Students wishing to stay in the program may request Accessibility Services by providing a written declaration of pregnancy to the ADA Coordinator and following the process provided in the Accessibility Services Policy. The student may choose to rescind their declaration of pregnancy in writing to the ADA Coordinator at any time.

Option 3: Students may remain in the program and choose to not declare their pregnancy.

Radiography students should review the program specific pregnancy policy for additional safety concerns and options.

PROCEDURE

Student:
1. Review the Student Pregnancy Policy and options available.
2. Complete the Accessibility Services Intake form. See Appendix A for guidelines for obtaining the required documentation from a licensed health care provider.
3. If changes occur during pregnancy, update step 2 as necessary
4. Collaborate with faculty to create an action plan for the semester which includes deadlines and expectations

Faculty
1. If a student seeks accommodations for pregnancy, direct the student to the Student Pregnancy Policy and the Accessibility Services Policy on the college website.

2. When notified of accommodations by the ADA Coordinator, discuss the accommodations with the student and collaborate with the student to create a course plan for the semester to provide clear expectations, track deadlines and monitor student progression.
3. Provide the course plan via confidential College email to the ADA Coordinator.
4. If the student seeks additional accommodations, refer the student to the ADA Coordinator.

Appendix A

Request for Academic Accommodation Pregnancy

To request temporary medical accommodations due to pregnancy or pregnancy related condition, contact the ADA coordinator who will provide assistance in requesting the required documentation from your licensed pregnancy health care provider. The health care provider will be requested to provide documentation including a pregnancy related medical diagnosis, an expected (or actual) date of delivery, and whether the pregnancy is classified as high-risk.

Accommodations requested may include but are not limited to:
Excused absence
Excused tardiness
Separate table and chair
Temporary disability parking
Unrestricted bathroom breaks
Avoidance of exposure to chemicals
Lifting restriction of ten pounds or less
Unrestricted breaks to walk around
No prolonged standing
Permission to leave class as needed
Permission to eat/drink in class
Separate testing area for exams

The need for a change in accommodations may occur due to complications of pregnancy or pregnancy-related conditions. Requests for different or additional accommodations must be submitted to the ADA Coordinator with additional documentation justifying/verifying the need for additional or different accommodations.

Student Records Policy

PURPOSE

Trinity College is dedicated to safeguarding the confidentiality of student records while ensuring that transcripts of academic records are accessible.

POLICY & PROCEDURE

Confidentiality of Student Records:

The Office of the Registrar is responsible for maintaining all permanent, official, and final student records. Only the Registrar is authorized to release these records. Student records are securely stored in fire protected filing cabinets and electronic databases. Information is released solely upon the student's written request, in compliance with federal regulations.

Transcripts:
- Transcripts of a student's academic record are maintained electronically or in a permanent record folder.
- Official Transcripts: Official transcripts are issued by the Registrar's Office and must be ordered following this policy. Official transcripts are important for third parties to verify authenticity and content accuracy. Official transcripts are issued in portrait format and include the College seal and the Registrar's signature.
- Transfer Transcripts: Students and applicants must submit official transcripts from institutions of higher learning. Official transcripts must be delivered through mail or in person, in signed sealed envelopes or electronically through Parchment or the National Student Clearinghouse.
- Electronic transcripts should be sent to admissions@trinitycollegeqc.edu.
- Trinity College will not duplicate or distribute educational records received from other institutions. Official records can only be provided for coursework completed at Trinity College.
- Each graduate will receive an unofficial transcript stamped "issued to student" free of charge along with their diploma.

Requesting A Transcript:
- Official Transcripts must be requested online through Parchment.
- Online Requests through Parchment can be accessed through the Transcript Request link on the College website.
- Trinity College offers both electronic and mailed official transcripts through its partnership with Parchment. Students can select their preferred format when placing an order.
- Transcripts are processed in 3-5 business days. Electronic transcripts are $15.00 each. Paper transcripts are $17.50 each. Overnight service is an additional cost, and not available during college closures (e.g., weekends, official breaks, inclement weather). Visit Parchment's website for overnight service details.
- Upon receiving a transcript request, the College reviews the student's record for accuracy before submitting it to Parchment. Parchment then handles delivery electronically or by postal mail as requested.
- Students should contact Parchment directly for questions about user interface.

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 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 statues 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 statues 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.gove/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 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.

Transfer Credit Policy

PURPOSE

To provide students with the ability to receive credit for courses taken at other institutions through the transfer credit policy.

DEFINITION

Transfer credit refers to the recognition of previous academic learning, as reflected in credits recorded and noted on a student's academic transcript.

POLICY & PROCEDURE

Academic credit is accepted from institutions that hold regional or national accreditation. Transfer credits from other colleges and universities that are regionally accredited are acceptable for transfer credit. If course work was completed at a school that was not regionally accredited, the recommendations by the American Association of Collegiate Registrars and Admission Officers or the American Council on Education will be used. The Registrar, Academic Dean, or Program Coordinator must approve transfer credit. Only credits applicable to the student's curriculum at the College will be accepted. Transfer credits are converted to semester hours of credit, and all transcripts submitted become the official property of the College and will not be returned to the student or issued to another institution.

Accepted transfer credits do not affect the student's cumulative grade point average at the College. The student's transcript will indicate the institutions where the approved transfer courses were completed and the corresponding semester hours earned. Transfer credit is recorded 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. Due to COVID-19, Trinity College will accept Pass (P) grades on a case-by-case basis.

Evaluation of International Transcripts
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 credit-by-examination programs that test the student's mastery of the material equivalent to a college-level course. Official transcripts for CLEP or DSST credit by examination must be submitted to the College for transfer credit evaluation.

Advanced Placement Credits
The Advanced Placement (AP) Program allows high school students to take college-level course and exams. Trinity College awards credit for AP exam scores of 3 or higher. Official transcripts must be sent from the CollegeBoard.

Transfer credit shall be determined on the following basis:
Transfer credit is evaluated based on the student's program of study. Additional transfer credit will be awarded upon acceptance into another College Program.

Current students seeking transfer credit advisement for an additional program must request a transcript review. Transcripts will be reviewed by the Registrar for relevant transfer credit.

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 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.
• 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 credit, 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 credit.

Courses not Meeting Credit Hour Requirements

If a general education course does not meet the posted credit hour requirement, the course will be evaluated by the College Registrar on a case-by-case basis.

Tuition & Fee Refund Policy

<u>PURPOSE</u>

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.

<u>POLICY</u>

A student is financially responsible for all tuition and fees for all classes not officially dropped by the appropriate refund date. Students who are unable to arrange payment with the College should drop their course(s) within the refund period to avoid incurring non-refundable tuition, fees, and other charges. It is the student's responsibility for dropping a course(s).

If a student fails to maintain attendance in accordance with the Attendance policy the student needs 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. The chart below can be referenced when determining if a refund of tuition and fees is due to the student.

If a student never attends a course(s) in which they are registered, the faculty will drop the student due to non-attendance at the end of the first week of the course(s) and the student will be issued a 100% refund for that course(s).

Withdrawal and/or non-attendance might result in change to financial aid eligibility. No refunds are granted if a student is dismissed for disciplinary reasons.

Course Length	100% Refund	80% Refund	No Refund
8 to 16 Weeks	Through the 7th calendar day of the week in which the course begins	Through the 14th calendar day of the week in which the course begins	After the 14th calendar day of the week in which the course begins
1 to 7 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

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 decide to officially close the College due to inclement weather. A college-wide **Trinity Text Alert System** will be issued followed by an update to the College home page website, Facebook, The Trinity Alert System and a Faculty/Student email notification, informing the campus that classes or clinical experiences are canceled. In addition, a call will be made to the following television stations: WQAD Channel 8, and KWQC Channel 6. The announcement will be made by 5:00 am. Upon cancellation, the College is canceled for the entire day, including evening (PM) experiences. If the weather becomes severe during the daytime, evening (PM) experiences will be canceled 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, or a delegated person shall decide when the plan is to be put into effect. The **Trinity Text 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 is 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):
  - o The Switchboard will make the following announcement: "Attention All Medical Center Personnel: "Operation Weather Warning" and repeat three times".
  - o 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, and close doors and blinds. All faculty/staff/students in the 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 with 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 the facility when an 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.

An electronic smoking device is 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 aid 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's degree from an accredited allied health program to earn a baccalaureate degree in Health Sciences. 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 various 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 BSHS program teaches students to apply 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 collaborate 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

Intellectual Curiosity
- 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, present, and future trends on the delivery of health care and health care management.
- Solve complex problems and think reflectively.

Professional Practice
- Demonstrate an awareness of and implement evidence-based practice pertinent to the individual's chosen health field.
- Communicate professionally using interpersonal, oral and written skills.
- Collaborate as a member of the interdisciplinary health care team to provide comprehensive care.
- Practice professionalism within the program, in the health care setting, and encourage participation in the professional associations.

Caring for Self and Others
- 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.

Admission Requirements

Admission requirements for the BSHS degree program are as follows:

- Graduation from a professionally accredited allied health program
- Minimum GPA of 2.5 or higher on a 4.0 scale

Note:
- Only courses completed with a grade of "C" or above will be accepted for transfer credit.

Non-Matriculated Students

Students who wish to enroll in non-degree earning courses at the College without entering a degree program must have permission of the Dean of Nursing & Health Sciences. Students may take no more than three non-degree earning courses in BSHS without matriculating into the BSHS 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)

Bachelor of Sciences in Health Sciences Attendance Policy

Regular class attendance is important for academic success. Students in the BSHS program will abide by the college Attendance Policy.

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. Students in this program will complete a clinical internship. The clinical internship is a preceptored

clinical experience that is guided by a Health Sciences faculty member; one semester hour for clinical internship is equivalent to 48 contact hours (four contact hours for 16 weeks).

Dress Code

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

Students in the BSHS program will need to dress appropriately for the clinical internship, per the dress code of the precepting experience. If scrubs are required for the internship, students should abide by the Trinity College dress code and 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. Scrubs must be purchased in the required College colors, per the Trinity College Dress Code Policy.

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			Repeated Course

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 using 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 their 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 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.

BACHELOR OF SCIENCE IN HEALTH SCIENCES PROGRAM CURRICULUM PLAN

FIRST YEAR		
Fall Semester: 16 weeks		
Course #:	**Description:**	**Semester Hours**
BHS300	Education Principles in Health Care	3 SH
BHS302	Health Care Leadership	3 SH
	English Comp II	3 SH
	Ethics [1,2]	3 SH
	TOTAL	**12 SH**
Spring Semester: 16 weeks		
BHS301	Health Care Delivery Systems	3 SH
BHS303	Managerial Communication	3 SH
	Humanities Elective (Medical Terminology Strongly Recommended)	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
	Humanities Elective	3 SH
	TOTAL	**13 SH**
Spring Semester		
BHS*	Clinical Internship (BHS 415 & BHS 416 OR BHS 417 & BHS 418 OR BHS 419)	4-6 SH
BHS 412	Accounting Basics for Health Professionals	3 SH
		4 SH
BHS420	Best Practices in Health Sciences	
	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 HEALTH SCIENCE, MEDICAL LABORATORY SCIENCE PROGRAM

History

The Bachelor of Science in Health Sciences, Medical Laboratory Science (MLS) program began in the summer of 2023.

Program Description

The Medical Laboratory Science (MLS) program prepares laboratory professionals through a one-year blended program. Students enrolled in the MLS program complete all general education courses before starting the MLS curriculum that includes classroom, laboratory, and clinical course work. Graduates will receive a Bachelor of Health Sciences degree with a MLS major and qualify to take the MLS certification exam upon completion of program requirements.

The MLS program option is also available for students who have a previous baccalaureate degree or MLT certification and have completed all general education courses, and desire to expand certification to a MLS. Clinical rotations occur at clinical facilities with professionals in the medical laboratory discipline. Clinical rotations are completed at the Trinity College approved clinical laboratory facility.

Program Philosophy

Faculty believe that the MLS program enables the student to acquire the knowledge and proficiencies necessary to meet the changing needs of healthcare. 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 the MLS education enables the student to use evidence-based practice, critical thinking skills, clinical judgment, technology, and communication to manage safe, quality patient care across the healthcare system. Faculty believe that the MLS education enables the student to exhibit leadership and integrity across all healthcare settings and integrate ethical principles from professional codes.

Program Goals

Intellectual Curiosity

- Integrate knowledge from humanities, natural and social sciences, mathematics, and Medical Laboratory Science to demonstrate professional practice
- Interpret laboratory results accurately based on diagnosis and determine when values are abnormal, critical, or erroneous
- Identify pre-analytical, analytical, and post-analytical test phases in all departments of the medical laboratory
- Understand administrative and management principles in the medical laboratory

Professional Practice

- Communicate effectively and professionally using interpersonal, oral, and written skills
- Demonstrate effectiveness in multitasking, working independently, and working with the interdisciplinary team to achieve the goals of the medical laboratory
- Perform quality control of laboratory tests and apply quality improvement procedures and continuous assessment to ensure the accuracy of laboratory testing.
- Respond to evidence-based changes in the medical laboratory by interpreting new procedures, continuing professional development, train/educate users and providers of laboratory services, and reviewing advances in the medical laboratory profession.
- Understand, evaluate, and troubleshoot sources of error in laboratory testing

Caring for Self and Others

- Demonstrate professional conduct when communicating with patients, laboratory personnel, and interdisciplinary team members
- Adhere to facility, state and federal medical laboratory safety guidelines, standards, and regulations

Admission Requirements

Admission requirements for the MLS program are as follows:

- Minimum 2.8 cumulative GPA
- Minimum 2.8 science and math GPA
- Completion of all required prerequisite general education courses with a "C" or above
- Natural Sciences and Mathematics (30 semester hours) including:
    1. Anatomy and Physiology w/lab
    2. General Chemistry I w/lab
    3. General Chemistry II w/lab
    4. Biochemistry w/lab or Organic Chemistry w/lab
    5. Biology w/lab
    6. Microbiology w/lab
    7. Algebra
    8. Statistics
- Social Sciences and Humanities (24 semester hours)
    1. Written Communication
    2. Oral Communication
    3. Humanities electives (12 semester hours)
    4. Sociology
    5. Psychology
- Electives (26 semester hours)
    1. Medical Terminology
    2. General Electives (24 semester hours)

Other Recommended Courses include genetics, molecular biology, organic chemistry, analytical chemistry, and cell biology.

After conditional acceptance into the MLS program, official acceptance is contingent upon successful completion of all outstanding pre-requisite general education courses and the maintenance of a GPA at or above a 2.80. The college reserves the right to withdraw a student's acceptance for failure to maintain a GPA at or above 2.80, or for failure to successfully complete all required pre-requisites. The Program Director may make exceptions for applicants, on a case-by-case basis, for acceptable prerequisites prior to admission into the MLS program. Prospective students may contact the Program Director before and after applying for any pre-requisite inquiries.

Advanced Standing

The MLS student will be awarded 48 credit hours of advanced standing credit upon transcript evaluation of their bachelor's degree. In addition, the Registrar will evaluate the student transcript to formally approve the following specific courses that must be completed with a C or above.
1. Anatomy and Physiology I – 4 semester credit hours with lab
2. General Chemistry I – 4 semester credit hours with lab
3. General Chemistry II -- 4 semester credit hours with lab
4. Biochemistry – 4 semester credit hours with lab or Organic Chemistry w/lab
5. Biology – 4 semester credit hours with lab
6. Microbiology – 4 semester credit hours with lab
7. College Algebra – 3 semester credit hours
8. Statistics – 3 semester credit hours
9. Medical Terminology – 2 semester credit hours

The MLS student with an Associate's in Medical Laboratory Technician will be awarded 9 credit hours of advanced standing credit upon successful completion of the Advanced Standing documents for the following courses:

- MLS 330: Phlebotomy and Pre-Analytical Variables
- Rotation credits for the following courses:
  - MLS 425: Clinical Hematology and Hemostasis (2 credits clinical)
  - MLS 415: Clinical Chemistry (2 credits clinical)
  - MLS 430: Immunohematology (2 credits clinical)
  - MLS 435: Clinical Microbiology (2 credits clinical)

Prospective MLS students will follow the Advanced Standing process and use the Advanced Standing credit Portfolio form as a guide to provide evidence of experience. Acceptable documentation to provide evidence of experience:

1. MLS 310: Phlebotomy and Pre-Analytical Variables
   - MLT certification
   - PBT certification
   - Six months of experience working as a phlebotomist (training documentation must beprovided)

2. Rotation credits (MLS 425, MLS 415, MLS 430, MLS 435):

   - MLT certification AND any of the following evidence to show experience noted on the portfolio form:
     - Training documentation
     - Competency documentation
     - Narratives with supporting documentation

No partial credit will be awarded for rotations. If evidence of experience cannot be provided for alllisted items in each lab department section, Advanced Standing credit will not be awarded for that section.

MLS Attendance Policy

Regular class attendance is important for academic success. Students in the MLS program will abide by the College Attendance policy and program requirements.

Contact Hour Description

The unit of credit at Trinity College is the semester credit hour. The MLS program is offered through hybrid format. Coursework is completed both in-person and in an online learning platform. A unit of didactic credit is earned by attending a non-laboratory class for one hour a week for 16 weeks. One semester hour for the clinical internship is calculated based on three contact hours for 16 weeks. The clinical hours are a preceptor clinical experience that is guided by a professional medical laboratory science member.

Dress Code

MLS students must adhere to the College dress code policy.

MLS 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			Repeated Course

Competencies

- Prerequisite courses in biological sciences, chemistry and mathematics that provide the foundation for course work required in the laboratory science program.
- The curriculum must address pre-analytical, analytical, and post-analytical components of laboratory services. This includes principles and methodologies, performance of assays, problem-solving, troubleshooting techniques, interpretation and evaluation of clinical procedures and results, statistical approaches to data evaluation, principles and practices of quality assurance/quality improvement, and continuous assessment of laboratory services for all major areas practiced in the contemporary clinical laboratory.
- The program curriculum must include the following scientific content:

  - Clinical chemistry
  - Hematology/Hemostasis
  - Immunology
  - Immunohematology/transfusion medicine
  - Microbiology
  - Urine and body fluid analysis
  - Laboratory Operations

- Application of safety and governmental regulations and standards as applied to clinical laboratory science
- Principles and practices of professional conduct and the significance of continuing professional development.
- Communications sufficient to serve the needs of patients, the public and members of the health care team
- Principles and practices of administration and supervision as applied to clinical laboratory science
- Educational methodologies and terminology sufficient to train/educate users and providers of laboratory services
- Principles and practices of clinical study design, implementation, and dissemination of results

Service Work

Service work is defined as work performed in the clinical laboratory. Students may not serve as a substitute for regular laboratory staff during their allotted clinical times. The clinical rotations is strictly an educational experience for students to develop entry level skills with skilled and qualified laboratory personnel.

Clinicals

Goals of clinicals include:

- Provide students 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 students with experience and confidence to function in current and future health care systems using clinical 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

MLS students receiving a WF or grade below a C in any MLS course may be prohibited from progressing in the MLS curriculum and will be withdrawn from the program. Students must apply for readmission to the MLS 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. . It is the student's responsibility to initiate and complete this process in order to be considered for readmission into the MLS Program. A student will only be considered for one readmission into the program. Students receiving a WF or grade below a C in two MLS courses will be withdrawn from the College and will not be considered for readmission.

Graduation Requirements for MLS

Requirements for the MLS Program include meeting all the following requirements:

- Fulfill course requirements of the MLS program curriculum
- Complete a minimum of 40 credits in MLS courses at the College
- Earn a minimum of 40 credits attaining a 2.0 cumulative GPA, which includes a C or above in each required MS 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

Critical Objectives

In addition to the Trinity College of Nursing & Health Sciences critical objectives that are to be met by all students, MLS students must also abide by The MLS Code of Ethics: American Society of Clinical Pathology (ASCP), website: www.ascp.org

Professional Code of Ethics from ASCP

Recognizing that my integrity and that of my profession must be pledged to the best possible care of patients based on the reliability of my work, I will:

- Treat patients with respect, care, and thoughtfulness.
- Develop cooperative and respectful relationships with colleagues to ensure a high standard of patient care.
- Perform my duties in an accurate, precise, timely, and responsible manner.
- Safeguard patient information and test results as confidential, except as required by law.
- Advocate the delivery of quality laboratory services in a cost-effective manner.
- Strive to maintain a reputation of honesty, integrity, and reliability.
- Comply with laws and regulations and strive to disclose illegal or improper behavior to the appropriate authorities.
- Continue to study, apply, and advance medical laboratory knowledge and skills; and share such with other members of the health care community and the public.
- Render quality services and care regardless of patients' age, gender, race, religion, national origin, disability, marital status, sexual orientation, political, social, health, or economic status.

BACHELOR OF SCIENCE IN HEALTH SCIENCE, MEDICAL LABORATORY SCIENCE CURRICULUM PLAN

FIRST YEAR			
Summer Semester: 14 weeks			
MLS310	Urinalysis and Body Fluids		2 SH
MLS320	Laboratory Math and Operations		1 SH
MLS330	Phlebotomy and Pre-analytical Variables		1 SH
MLS340	Cell Morphology		2 SH
MLS345	Clinical Immunology		2 SH
MLS420	Educational Development		1 SH
		TOTAL	**9 SH**
Fall Semester: 16 weeks			
MLS410	Evidence Based Laboratory Medicine		1 SH
MLS415	Clinical Chemistry		7 SH
MLS425	Clinical Hematology and Hemostasis		7 SH
MLS440	Laboratory Management		1 SH
		TOTAL	**16 SH**
Spring Semester: 16 weeks			
MLS430	Immunochematology		7 SH
MLS435	Clinical Microbiology		7 SH
MLS450	Medical Laboratory Science Review		1 SH
		TOTAL	**15 SH**

General Education Total	**80 SH**
Medical Laboratory Science Total	**40 SH**
MLS Program Total	**120 SH**

[1] General education courses are taken at another institution and transferred into the major and must be completed prior to major courses.

Students must earn a minimum of 120 credit hours to graduate

BACHELOR OF SCIENCE IN NURSING PROGRAM

History

The College Nursing Programs have a rich history and a reputation for quality nursing education and service to the community. Due to the mergers of several hospitals, there are six predecessor diploma schools of nursing with over 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 undergraduate 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 competencies necessary to meet the changing needs of diverse populations. Faculty embrace the tenets of culturally sensitive 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 co-curricular 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) program are organized according to the College domains of learning: intellectual curiosity, professional practice, and caring for self and others. The College domains are integrated and dynamic.

Programs of Study

The 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 or two years of healthcare experience to earn a Bachelor of Science in Nursing. This intensive, fast-paced program builds upon previous education while providing the same quality nursing curriculum offered by Trinity College 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 an 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 five, six, or nine semesters depending on student preference for start date and speed of completion. The basic program also combines both didactic and clinical nursing experiences.

Both the BSN-A and BSN-B program options 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 option 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.

Roles for which Students are Prepared

Regardless of the program option, BSN graduates demonstrate 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. 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, clinical judgment, 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.

Program and Course Goals

The program goals provide the basis for the course goals that will be delineated in each nursing course of the BSN curricula. Course goals describe what a student will be able to do upon successful completion of the course. Each course goal relates to one or more of the program goals. Courses with a clinical component have specific clinical outcomes that also relate back to the course and program goals. Course activities and requirements assist students to meet course and program outcomes. Course assignments are designed to measure a student's attainment of one or more of the course and program goals. The program goals are listed under the three Trinity College of Nursing & Health Sciences domains of learning: Intellectual Curiosity, Professional Practice, and Caring for Self and Others.

Upon completion of the BSN Degree Program at Trinity College of Nursing & Health Sciences, the graduate should be able to:

Intellectual Curiosity
- Integrate knowledge from nursing, natural and social sciences, liberal arts, humanities, and interprofessional healthcare disciplines to apply clinical judgment in the practice of nursing. (ED 1-Knowledge for Nursing Practice)
- Synthesize and incorporate nursing knowledge to improve health and provide safe and competent nursing care based on evidence. (ED 4-Scholarship for the Nursing Discipline)

Professional Practice
- Provide person-centered care that is holistic, individualized, just, respectful, compassionate, culturally sensitive, coordinated, evidence-based, and developmentally appropriate for individuals and families. (ED 2-Person Centered Care)
- Apply population health principles from prevention to disease management through partnerships with the community, public health, government entities, and others to improve equitable population health outcomes. (ED 3-Population Health)
- Implement standards of safety and quality improvement as core values of nursing practice to minimize risk of harm to patients and providers through both system effectiveness and individual performance. (ED 5-Quality and Safety)
- Collaborate and communicate professionally as a member of the interprofessional health care team to manage comprehensive care for individuals, families, groups and communities to optimize care, enhance the healthcare experience, and outcomes. (ED 6-Interprofessional Partnerships)
- Coordinate resources to provide safe, quality, and equitable care to diverse populations within complex systems of health care. (ED 7-Systems Based Practice)
- Use informatics and healthcare technologies to gather data, inform decisions, and provide safe, high-quality, and efficient care in accordance with best practice and professional and regulatory standards. (ED 8-Informatics and Healthcare Technologies)

Caring for Self and Others
- Develop and demonstrate a professional identity that includes accountability, integrity, civility, perspective, collaborative disposition, and behaviors that reflect nursing's characteristics and values. (ED 9-Professionalism)
- Engage in activities and self-reflection that foster personal health, resilience, and well-being, contribute to lifelong learning, and support the development of nursing expertise and leadership capacity. (ED 10-Personal, Professional, and Leadership Development)

*(ED) denotes that the BSN Program Goal incorporates the Domains for Nursing elaborated by the American Association of Colleges of Nursing in *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021).

BSN Admission

Accelerated BSN (BSN-A) Program Option Admission Policy:
Admission to the BSN-A option is highly selective and 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 option must meet the following criteria:

- Hold a baccalaureate or higher degree in a non-nursing discipline; or have two years of healthcare experience
- 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 addressing candidate's professional attributes, ability to manage an accelerated curriculum and career goals

The BSN-A option student who holds a baccalaureate or higher degree in a non-nursing discipline will be awarded 30 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 to formally approve the following specific courses that must be completed with a C or above.

Anatomy & Physiology I	4 credits with a lab
Anatomy & Physiology II	4 credits with a lab
Microbiology	4 credits with a lab
Nutrition	3 credits
Human Growth & Development	3 credits
Statistics	3 credits
Medical Terminology	2-3 credits

BSN-A option students who do not hold a baccalaureate or higher degree will need to complete the following courses with a C or above:

Anatomy & Physiology I	4 credits with a lab
Anatomy & Physiology II	4 credits with a lab
Microbiology	4 credits with a lab
Nutrition	3 credits
Human Growth & Development	3 credits
Statistics	3 credits
Medical Terminology	2-3 credits
Anthropology	3 credits
College Algebra	3 credits
English Composition I	3 credits
English Composition II	3 credits
Ethics	3 credits
Humanities	3 credits
Oral Communication	3 credits
Psychology	3 credits
Sociology	3 credits

Note: BSN-A students must progress through the curriculum as prescribed. A student may not change program options or their curriculum plan "at will." A change would necessitate a meeting with the Academic Advisor to discuss a Change of Curriculum Plan, and completion of the Request for Change in Program or Graduation Date Form.

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

The Registrar will evaluate the student transcript to formally approve the following specific courses that must be completed with a C or above. A grade of C minus is not eligible for transfer.

Anatomy & Physiology I	4 credits with a lab
Anatomy & Physiology II	4 credits with a lab
Microbiology	4 credits with a lab
Nutrition	3 credits
Human Growth & Development	3 credits
Statistics	3 credits
Medical Terminology	2-3 credits
Anthropology	3 credits
College Algebra	3 credits
English Composition I	3 credits
English Composition II	3 credits
Ethics	3 credits
Humanities	3 credits
Oral Communication	3 credits
Psychology	3 credits
Sociology	3 credits

For a BSN-B applicant with a previous non-nursing baccalaureate degree, the student will be awarded 30 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	4 credits with a lab
Anatomy & Physiology II	4 credits with a lab
Microbiology	4 credits with a lab
Nutrition	3 credits
Human Growth & Development	3 credits
Statistics	3 credits
Medical Terminology	2-3 credits

Note: BSN-B students must progress through the curriculum as prescribed. A student may not change program options or their curriculum plan "at will." A change requires meeting with the Academic Advisor to discuss a Change of Curriculum Plan, and completion of the Request for Change in Program or Graduation Date Form.

BSN-C Admission Policy:
The BSN-C admission policy varies according to whether a student has a non-nursing bachelor's degree.

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 option 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 BSN-C RN-BSN Completion option are awarded 70 credit hours upon transcript evaluation for their basic RN program. If the student has taken any courses in the BSN-C curriculum, these courses will be credited on an individual basis.

B. BSN-C (for student with a non-nursing bachelor's degree)

In addition to the general College admission requirements, students seeking entrance into the BSN-C program option 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 BSN-C student, who has already earned a non-nursing bachelor's degree, will be awarded 70 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:

- Nutrition – 3 semester credit hours
- Statistics – 3 semester credit hours
- Behavioral Sciences elective-3 semester credit hours

Jump Start Option for BSN-A and BSN-B Program Options

Students admitted to the BSN-A or BSN-B program who are within 2 semesters of starting at Trinity College can enroll in the jump start option, which will allow students to begin their nursing curriculum early. Students may take 1 course (NUR 330 Introduction to Nursing Practice or NUR 320 Nursing Informatics or NUR 411 Nursing Research while completing General Education requirements. Students interested in this option must be approved by their advisor and meet with the Financial Aid Specialist, as financial aid may not be possible for all students seeking the jump start option.

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 are unable to remain in the Accelerated BSN curriculum. 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 must meet with the Academic Advisor and complete the "Request for Change in Program and/or Graduation Date." Neither readmission into the BSN-A option or admission into 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 Academic Advisor regarding curriculum options. If the student chooses the BSN-B option, an individual curriculum plan will be developed to integrate the student into the BSN-B curriculum.

Any student receiving two grades of WF, 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 are unable to progress full-time in the BSN-B curriculum. The student who wishes to remain in the BSN-B program must meet with the Academic Advisor to complete the "Request for Change in Program &/or Graduation Date" form and complete an individualized/revised curriculum plan with a possible 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. 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 by their approved curriculum plan. Students receiving financial aid must also consult with the Financial Aid Specialist.
Any student who is re-admitted to the BSN Program after receiving a grade below a C or a WF 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 continuity of enrollment. The academic advisor will work with each student to develop an individualized plan to complete the curriculum. Once a student enters the BSN-C program option, continuity of registration is required. Continuity is defined as continuous enrollment in at least one nursing or general education course. If a student cannot maintain continuous enrollment, the student must contact their academic advisor and complete either a Leave of Absence or College Withdrawal form. Only two leaves of absence are allowed during the BSN-C curriculum. It is the student's responsibility to initiate the leave of absence. 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 apply for readmission into the program. Applicable forms and fees apply for readmission.

Students in the BSN-C program option 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 BSN Program and the College.

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 BSN-A option of the Bachelor of Science in Nursing curriculum
- Meet all 50 credits of pre-requisite general education requirements
- Complete a minimum of 35 semester hours of nursing at the College
- Earn a minimum of 701 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
- 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 option of the Bachelor of Science in Nursing curriculum.
- Complete a minimum of 35 semester hours of nursing 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 nursing course and general education course in the curriculum. BSN students who transfer from the BSN-A option to the BSN-B option may graduate with 120 credits.
- 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)

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 option of the Baccalaureate of Science in Nursing Program curriculum.
- Complete the last 19 semester hours in Nursing at the College
- Earn a minimum of 121 semester hours of credit attaining a C (2.0) cumulative grade point average which includes a C or above in each required nursing and general education course in the curriculum
- Meet all financial obligations incurred with the College
- Be recommended by Faculty and 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: LPNs may apply to the BSN program. LPNs 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)
- If the LPN does not hold a prior bachelor's degree, must have a minimum of 2 years of healthcare experience to be admitted to the BSN-A option.
- Completion of all required general education courses with a grade of C or higher
- Minimum GPA of 2.75 on a 4.0 scale for BSN-B option, 3.0 for the BSN-A option.
- All general education pre-requisite courses completed with a C or better. 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 program is a selective process based upon the results of the National League for Nursing, Nursing Acceleration Challenge Exam (ACE) I: PN to RN Foundations of Nursing. The placement exam is scheduled 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 330 and NUR 332.
- Applicants who answer less than 78% of the questions on the placement exam correctly must complete the entire BSN curriculum with no advanced standing credit given.

Military Medic Admission and Advanced Standing

Application: 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.
- Two years of experience in a military medical specialist role or civilian equivalent
- 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 for the BSN-B option, 3.0 for the BSN-A option. All general education pre-requisite courses completed with a C or higher.

Advanced Standing: Advanced standing for Military Medics in the Bachelor of Science in Nursing program is a selective process based upon an evaluation of previous academic and work experience.

Qualified students will receive five credits of advanced standing for military medic training and experience, as follows:
- NUR 330 Introduction to Professional Nursing-1 credit
- NUR 332 Fundamentals of Nursing Practice-2 credits
- NUR 338 Pharmacology-1 credit
- NUR 340 Adult Health Nursing I-1 credit
- Three additional credits are awarded upon successful completion of a lab exam for NUR 334 Health Assessment Across the Lifespan prior to beginning the program.

General Nursing Department Information

Critical Objectives

In addition to Trinity College of Nursing & Health Sciences Critical Objectives for all students, nursing students must also meet nursing standards. Critical objectives are professionalism standards that integrate competencies from *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021), Domain 9 (Professionalism). These objectives are applicable throughout all educational experiences on campus, online and in clinical settings. The *Corrective Action Policy* guides faculty and students in addressing non-adherence to the Critical Objectives (see College Catalog and Policies and Procedures page of the College website).

To meet the Critical Objectives, the student:

1. **Demonstrates Ethical Behaviors (E9.1)***
   - ο Safeguards privacy, confidentiality, and autonomy in all interactions.
   - ο Reflect on one's actions and their consequences.
2. **Communicates Accurately and Honestly (E9.2)**
   - ο Uses clear, honest, and accurate verbal and written communication in documentation, assignments, and interactions with clients, interprofessional team members, peers, and faculty.

3. **Prepares for Clinical and Educational Experiences (E9.3)**
   - o Completes classroom and clinical assignments punctually and communicates effectively with peers, instructors and preceptors.
   - o Arrives at clinical prepared to provide, safe, person-centered nursing care.
   - o Adheres to the dress code as outlined in the *Student Dress Code Policy*.
4. **Demonstrates Accountability and Reliability (E9.3)**
   - o Takes accountability for preparing for learning experiences in the classroom, clinical, lab and online learning environments.
   - o Follows college and program policies regarding absences as outlined in the *College Catalog* and *Undergraduate Nursing Student Handbook.*
5. **Prioritizes Patient Safety (E9.3)**
   - o Provides nursing care within the scope of knowledge and skills while considering the client's physical and psychological condition, age, developmental level, and environment.
   - o Maintains emotional and physical stability to ensure safe and effective learning environments while conducting nursing care.
6. **Practices Within Legal and Ethical Standards (E9.4)**
   - o Adheres to the legal scope of nursing practice as defined by the Illinois and Iowa Nursing Practice Acts, clinical site policies, TCONHS clinical guidelines, and recognized professional standards.
   - o Demonstrates integrity and confidentiality by adhering to the *Code of Ethics for Nurses* (American Nurses Association, 2025).
7. **Demonstrates the Professional Identity of Nursing (E9.5)**
   - o Adheres to the *General Standards of Behavior Policy* and demonstrates a respectful attitude and professional actions when interacting with clients, families, interprofessional team members, peers, faculty, and others.
8. **Provides Culturally Competent Care (E9.6)**
   - o Recognizes and respects cultural identities, accommodating diverse values, beliefs, and practices in nursing care.

*(E 9.x) denotes related competencies in Domain 9 (Professionalism) of *The Essentials: Core Competencies for Professional Nursing Education* (American Association of Colleges of Nursing, 2021).

Nursing Department Dress Code

In addition 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

BSN 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			Repeated Course
S			Satisfactory
U			Unsatisfactory

Clinical Grading

The BSN nursing program utilizes a Pass/Fail system for clinical evaluation. The course Clinical Evaluation Tool delineates clinical outcomes, competencies, and objectives that must be met by the end of the course. Students must meet all clinical objectives, competencies 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 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 administered during 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 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

https://idfpr.illinois.gov/profs/nursing.html

All Inquiries: 1-888-473-4858
Professional Licensing: 1-800-560-6420
TTY Line: 1-866-325-4949

Code of Ethics for Nurses

© American Nurses Association, 2025

Provision 1: The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

Provision 2: A nurse's primary commitment is to the recipient(s) of nursing care, whether an individual, family, group, community, or population.

Provision 3: The nurse establishes a trusting relationship and advocates for the rights, health, and safety of recipient(s) of nursing care.

Provision 4: Nurses have authority over nursing practice and are responsible and accountable for their practice consistent with their obligations to promote health, prevent illness, and provide optimal care.

Provision 5: The nurse has moral duties to self as a person of inherent dignity and worth including an expectation of a safe place to work that fosters flourishing, authenticity of self at work, and self-respect through integrity and professional competence.

Provision 6: Nurses, through individual and collective effort, establish, maintain, and improve the ethical environment of the work setting that affects nursing care and the well-being of nurses.

Provision 7: Nurses advance the profession through multiple approaches to knowledge development, professional standards, and the generation of policies for nursing, health, and social concerns.

Provision 8: Nurses build collaborative relationships and networks with nurses, other healthcare and non-healthcare disciplines, and the public to achieve greater ends.

Provision 9: Nurses and their professional organizations work to enact and resource practices, policies, and legislation to promote social justice, eliminate health inequities, and facilitate human flourishing.

Provision 10: Nursing, through organizations and associations, participates in the global nursing and health community to promote human and environmental health, well-being, and flourishing.

BACHELOR OF SCIENCE IN NURSING BSN-A SUMMER PROGRAM OPTION (FOR QUALIFYING STUDENTS) CURRICULUM PLAN

Course #	Course Name	Delivery Mode	Credit Hours	Asynchronous (unscheduled) Contact Hours	Synchronous (scheduled) Contact Hours	F2F Lab/Clinical Contact Hours
FIRST YEAR						
SUMMER SEMESTER: 14 weeks						
NUR 320	Nursing Informatics	ONL	3	48	-	-
NUR 330	Introduction to Professional Nursing	ONL	3	48	-	-
NUR 332	Fundamentals of Nursing Practice	HYB	5	32	16	96
NUR 334	Health Assessment Across the Lifespan	HYB	3	32	-	48
NUR 411	Nursing Research	ONL	3	48	-	-
			17			
FALL SEMESTER: 16 weeks						
NUR 336	Nursing Pathophysiology	ONL	4	64	-	-
NUR 338	Pharmacology	ONL	3	48	-	-
NUR 340	Adult Health Nursing I	HYB	8	52	28	144
NUR 356	Pediatric Nursing	HYB	4	32	16	48
			19			
SPRING SEMESTER: 16 weeks						
NUR 352	Mental Health Nursing	HYB	4	32	16	48
NUR 354	Perinatal Nursing	HYB	4	24	16	72
NUR 413	Gerontological Nursing	ONL	3	48	-	-
NUR 414	Adult Health Nursing II	HYB	8	52	28	144
			19			
SECOND YEAR						
SUMMER SEMESTER: 14 weeks						
NUR 403	Community Health Nursing	HYB	4	44	4	48 (self-scheduled)
NUR 416	Contemporary Issues in Nursing	ONL	3	48	-	-
NUR 418	Nursing Leadership & Management	HYB	4	44	4	48
NUR 420	Senior Seminar	HYB	4	10	6	144
			15			

General Education: 50 or 51	Nursing: 70	Program Total: 120 or 121

A minimum of 35 credits in the BSN major must be completed at Trinity College to meet graduation requirements.

BACHELOR OF SCIENCE IN NURSING BSN-B PROGRAM OPTION CURRICULUM PLAN FOR 2026 GRADUATES

Course #	Course Name	Delivery Mode	Credit Hours	Asynchronous (unscheduled) Contact Hours	Synchronous (scheduled) Contact Hours	F2F Lab/Clinical Contact Hours
FIRST YEAR						
FALL SEMESTER: 16 weeks						
NUR 101	The Art and Science of Nursing	F2F	8	0	80	96
NUR 410	Transcultural Nursing	ONL	3	48	0	0
			11			
SPRING SEMESTER: 16 weeks						
NUR 102	Adult Health Nursing	F2F	9	0	88	168
NUR 212	Pharmacology I	F2F	1	16	0	0
NUR 302	Advanced Health Assessment	HYB	3	37	0	32
			13			
SUMMER SEMESTER: 14 weeks						
NUR 402	Professional Issues in Nursing	ONL	3	48	0	0
NUR 411	Nursing Research	ONL	3	48	0	0
			6			
SECOND YEAR						
FALL SEMESTER: 16 weeks						
NUR 200	Human Disease Processes	F2F	3	0	48	0
NUR 201	Life Span Nursing I	F2F	9	0	96	144
NUR 403	Community Health Nursing	HYB	4	48	0	48
			16			
SPRING SEMESTER: 16 weeks						
NUR 202	Life Span Nursing II	F2F	8	0	64	192
NUR 203	Maternal Newborn Nursing	F2F	4	0	40	72
NUR 303	Nursing Pathophysiology	ONL	3	48	0	0
NUR 213A	Pharmacology II	ONL	4	16	0	0
			16			
SUMMER SEMESTER: 14 weeks						
NUR 301A	Nursing Leadership & Management	HYB	4	48	0	48
NUR 420A	Senior Seminar	HYB	4	10	4	144
			8			

General Education: 51	Nursing: 70	Program Total: 121

A minimum of 35 credits in the BSN major must be completed at Trinity College to meet graduation requirements.

BACHELOR OF SCIENCE IN NURSING BSN-B PROGRAM OPTION CURRICULUM PLAN FOR FALL ENTRY 6 SEMESTER STUDENTS

Course #	Course Name	Delivery Mode	Credit Hours	Asynchronous (unscheduled) Contact Hours	Synchronous (scheduled) Contact Hours	F2F Lab/Clinical Contact Hours
FIRST YEAR						
FALL SEMESTER: 16 weeks						
NUR 330	Introduction to Professional Nursing	ONL	3	48	-	-
NUR 332	Fundamentals of Nursing Practice	F2F	5	32	16	96
NUR 336	Nursing Pathophysiology	ONL	4	64	-	-
			12			
SPRING SEMESTER: 16 weeks						
NUR 334	Health Assessment Across the Lifespan	HYB	3	32	-	48
NUR 338	Pharmacology	ONL	3	48	-	-
NUR 340	Adult Health Nursing I	F2F	8	52	28	144
			14			
SUMMER SEMESTER: 14 weeks						
NUR 403	Community Health Nursing	HYB	4	44	4	48 (Self-Scheduled)
NUR 411	Nursing Research*	ONL	3	48	-	-
			10			
SECOND YEAR						
FALL SEMESTER: 16 weeks						
NUR 320	Nursing Informatics*	ONL	3	48	-	-
NUR 352	Mental Health Nursing	F2F	4	32	16	48
NUR 356	Pediatric Nursing	F2F	4	32	16	48
	Total		**8**			
SPRING SEMESTER: 16 weeks						
NUR 354	Perinatal Nursing	F2F	4	24	16	72
NUR 413	Gerontological Nursing	ONL	3	48	-	-
NUR 414	Adult Health Nursing II	F2F	8	52	28	144
			15			
SUMMER SEMESTER: 14 weeks						
NUR 416	Contemporary Issues in Nursing	ONL	3	48	-	-
NUR 418	Nursing Leadership & Management	HYB	4	44	4	48
NUR 420	Senior Seminar	HYB	4	10	6	144
			11			

General Education: 50 or 51	Nursing: 70	Program Total: 120 or 121
A minimum of 35 credits in the BSN major must be completed at Trinity College to meet graduation requirements.		

*Conditionally accepted students may take one or both courses marked with * in the summer semester while completing general education requirements. These options are financial aid eligible if concurrently taking sufficient required general education courses at Black Hawk College, Eastern Iowa Community College, or Portage Learning as a Trinity College of Nursing & Health Sciences student. Otherwise, contact Student Services for payment options.

BACHELOR OF SCIENCE IN NURSING BSN-B PROGRAM OPTION CURRICULUM PLAN FOR SPRING 5 SEMESTER PROGRAM

Course #	Course Name	Delivery Mode	Credit Hours	Asynchronous (unscheduled) Contact Hours	Synchronous (scheduled) Contact Hours	F2F Lab/Clinical Contact Hours
FIRST YEAR						
SPRING SEMESTER: 16 weeks						
NUR 330	**Introduction to Professional Nursing	ONL	3	48	-	-
NUR 334	Health Assessment Across the Lifespan	HYB	3	32	-	48
NUR 336	Nursing Pathophysiology	ONL	4	64	-	-
NUR 338	Pharmacology	ONL	3	48	-	-
			13			
SUMMER SEMESTER: 14 weeks						
NUR 320	*Nursing Informatics	ONL	3	48	-	-
NUR 332	Fundamentals of Nursing Practice	HYB	5	32	16	96
NUR 411	*Nursing Research	ONL	3	48	-	-
			11			
FALL SEMESTER: 16 weeks						
NUR 340	Adult Health Nursing I	HYB	8	52	28	144
NUR 352	Mental Health Nursing	F2F	4	32	16	48
NUR 356	Pediatric Nursing	F2F/HYB	4	32	16	48
			16			
SECOND YEAR						
SPRING SEMESTER: 16 weeks						
NUR 354	Perinatal Nursing	F2F/HYB	4	24	16	72
NUR 413	Gerontological Nursing	ONL	3	48	-	-
NUR 414	Adult Health Nursing II	F2F/HYB	8	52	28	144
			15			
SUMMER SEMESTER: 14 weeks						
NUR 403	Community Health Nursing	HYB	4	44	4	48 (self-scheduled)
NUR 416	Contemporary Issues in Nursing	ONL	3	48	-	-
NUR 418	Nursing Leadership & Management	HYB	4	44	4	48
NUR 420	Senior Seminar	HYB	4	10	6	144
			15			

General Education: 50 or 51	Nursing: 70	Program Total: 120 or 121

A minimum of 35 credits in the BSN major must be completed at Trinity College to meet graduation requirements.

BACHELOR OF SCIENCE IN NURSING BSN-B PROGRAM OPTION PART-TIME CURRICULUM PLAN

A BSN-B Part-time 9 semester curricular option is also available. Applicants and students interested in this pathway should inquire with their assigned advisor.

BACHELOR OF SCIENCE IN NURSING BSN-C PROGRAM OPTION CURRICULUM PLAN

Upon acceptance, 70 credits will be awarded with evidence of graduation from a regionally accredited program and proof of licensure from a state board of nursing.

SUMMER SEMESTER (14 weeks)					
Course #	Course Name and Delivery Format	Credit Hours	Asynchronous (unscheduled) Contact Hours	Synchronous (scheduled) Online Contact Hours	F2F Lab/Clinical Contact Hours
	*English Composition II	3	-	-	-
	*Ethics	3	-	-	-
NUR 416	Contemporary Issues in Nursing-ONL	3	48	-	-
NUR 418	Nursing Leadership & Management-HYB	4	48	4	48
	Total	**13**			
FALL SEMESTER (16 weeks)					
	*Anthropology	3	-	-	-
	*Humanities Elective	3	-	-	-
NUR 320	Nursing Informatics-ONL	3	48	-	-
NUR 336	Nursing Pathophysiology-ONL	4	64	-	-
	Total	**13**			
SPRING SEMESTER (16 weeks)					
	*Statistics	3	-	-	-
	*Nutrition	3	-	-	-

NUR 334	Health Assessment Across the Lifespan-ONL	3	32	-	48
NUR 413	Gerontological Nursing-ONL	3	48	-	-
	Total	**12**			

SUMMER SEMESTER (14 weeks)					
	*Behavioral Sciences Elective	3			
NUR 403	Community Health Nursing-HYB	4	44	4	48 self-scheduled
NUR 411	Nursing Research-ONL	3	48	-	-
NUR 421	Senior Seminar-ONL	2	32	-	-
	Total	**12**			

Advanced Standing: 70 General Education: 21	Nursing: 30	Program Total: 121
A minimum of 19 credits in the BSN major must be completed at Trinity College to meet graduation requirements.		

RADIOGRAPHY PROGRAM

History

The Associate of Applied Science in Radiography Degree Program is a two-year course of study (five semesters) combining didactic and clinical radiography courses. It continues a history of radiographic education that began 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 Campus and Muscatine Campus. All of the institutions were and still are acute care facilities. 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. There are two general education prerequisite courses included in the 23 semester hours of credit. The prerequisite courses are Anatomy & Physiology I and Math.

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 Joint Review Committee on Education in Radiologic Technology (JRCERT) 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 at the following link: www.jrcert.org

Program Mission Statement

Consistent with the mission of Trinity College, the faculty of the Radiography Program is dedicated to providing quality, structured learning experiences to educate entry-level radiographers to meet the needs of the ever-changing, diverse, and multi-cultural health care community. The Program strives to develop the professional qualities of integrity, compassion, and community-mindedness within all students.

Program Accreditation Effectiveness Goals

Professional Competence
- Practice as competent entry-level radiographers

Communication
- Communicate effectively

Problem Solving/Critical Thinking
- Think reflectively and problem solve

Professional Development & Growth
- Practice Professionalism

Program Core Values

- A quality curriculum provides measurable outcomes and learning activities that promote the synthesis of theory, use of 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 apply 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.

The following text is taken from the 2023 Primary Eligibility Pathway Handbook 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/

ARRT enforces high standards and professional conduct both among R.T.s and among candidates for ARRT credentials. We created these rules to help protect the safety of all patients.

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. Any violation must be reported within 30 days.

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.

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
2200 South Dirksen Parkway
Springfield, Illinois 62704
Telephone: 217-785-2700
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

Fall Semester: 16 weeks

Course #:	Description:	Semester Hours
RT100	Introduction to Radiography	1 SH
RT121	Procedures I	3 SH
RT140	Fundamentals of Patient Care	2 SH
RT131	Clinical Applications I	2 SH
	Oral Communications[2]	3 SH
	Psychology[2]	3 SH
	TOTAL	**14 SH**

Spring Semester: 16 weeks

Course #:	Description:	Semester Hours
RT101	Principles of Exposure I	3 SH
RT122	Procedures II	3 SH
RT133	Clinical Applications II	3 SH
	Anatomy & Physiology II[2]	4 SH
	TOTAL	**13 SH**

Summer Semester: 14 weeks

Course #:	Description:	Semester Hours
RT102	Principles of Exposure II	3 SH
RT123	Procedures III	3 SH
RT231	Clinical Applications III	3 SH
	Written Communication[1,2]	3 SH
	TOTAL	**12 SH**

SECOND YEAR

Fall Semester: 16 weeks

Course #:	Description:	Semester Hours
RT203	Principles of Exposure III	3 SH
RT224	Procedures IV	3 SH
RT232	Clinical Applications IV	6 SH
	Humanities[1,2]	3 SH
	TOTAL	**16 SH**

Spring Semester: 16 weeks

Course #:	Description:	Semester Hours
RT124	Trauma Radiography	1 SH
RT204	Seminar	3 SH
RT206	Radiographic Image Analysis and Evaluation	3 SH
RT233	Clinical Applications V	6 SH
	TOTAL	**16 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, which consists of a maximum of 40 hours per week and is relative to the particular term of study. The Radiography curriculum does not allow for part-time study. Radiography students are expected to abide by the college Attendance policy and program handbook.

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). 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.

Dress Code

In addition to strict adherence to the College dress code policy, students on clinical rotations must wear/carry:

- 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

Program Progression

Radiography students receiving a WF or grade below a C in a required radiography course will be prohibited from progressing in the Radiography curriculum and 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. 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 (ALARA). Students are provided with information concerning biological effects of radiation in their first radiography course and are advised of the separate policy regarding pregnancy. Throughout the program, radiation protection is emphasized. 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 such as use of lead aprons.
- Appropriate radiation protective devices are available to students and utilization is enforced. Students must wear a lead personnel shield any time a permanent barrier will not protect them from exposure. The use of a leaded thyroid shield is strongly recommended.
- It is the program's policy that students do not hold or restrain a patient or hold an image receptor during radiographic exposures. They are encouraged to use all imaging aids available to assist the patient to maintain or hold the position necessary for the projection. On the rare occasion that these devices would not achieve optimal results, it is the responsibility of the radiographer to find an individual who is not routinely exposed to radiation to accomplish this task, such as a family member of the patient. Those persons assisting in holding the patient shall be provided with protective aprons and be positioned so that they are not in the path of the primary beam.
- Students in fluoroscopy should maintain the greatest distance possible from the source, wear appropriate shielding, and stand at 90 degrees from the primary beam. When not needed for patient care in the radiography room the student should remain behind the lead barrier.
- Personnel monitoring devices are issued to each student and need to always be worn during clinical assignments and fastened at the collar level, outside the lead apron. If a student fails to have their personal monitoring device at clinic, they will not be allowed to participate in clinic and they may receive either an absence or a tardy for that clinical day.
- The student is responsible for exchanging their personal monitoring device on a quarterly basis and to keep it safe from excessive heat, humidity, and electromagnetic devices that may affect the reading. The monitoring device is not to be worn during personal medical procedures.
- During patient care, the student is required to utilize lead shielding over the patient's gonadal area regardless of patient age, unless that shielding will directly interfere with diagnosing the image.
- Students are required to adhere to ALARA principles and make every effort to keep repeats at a minimum and ensure exposure limits are within the acceptable exposure index range. All images are expected to be collimated as closely as possible without eliminating essential anatomy from the image.
- Students are to never have personal radiographs performed in a clinical site without a valid physician's order, or to perform radiographs on another student, technologist, family member, etc. without a valid physician's order and the patient registered with the medical healthcare system.
- Students will be subject to corrective action for disregarding the above policies. The resulting action will be based upon the severity of the incident. Altering digital information to falsify original exposure indices, changing original algorithms, or deleting patients/images from PACS for other than technologist-approved items will be subject to the College Cheating and Plagiarism policy and the Critical Objectives policy in the College catalog as well as a reported violation to the ARRT.
- Students will receive their quarterly reports and are required to sign and initial after they have reviewed the data.
- Students who receive a quarterly exposure report of 40 mRem or higher or reach a cumulative reading of 100 mRem within one year's time, will be counseled regarding radiation safety practices.

Pregnancy

Trinity College has a college wide pregnancy policy for all Trinity College students. Due to the exposure to ionizing radiation, additional guidelines are in place for radiography students. Please refer to the Pregnancy policy and radiography clinical manual for more information.

Critical Objectives

In addition to Trinity College of Nursing & Health Sciences, Radiography students must adhere to programatic standards.
- Practice within legal limits of radiography complying with established standards of care as defined in:
  - 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
- Comply with the standards set forth in the Code of Ethics of the ASRT and ARRT.
- Reflect integrity and confidentiality at all times. Following the rules and regulations of HIPAA and keeping all passwords secure and confidential.
- 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's direct and indirect supervision policies at all times.

Professional Code of Ethics

The American Registry of Radiologic Technologists (2022) 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 Registered Technologist acts in a professional manner, responds to patient needs, and supports colleagues and associates in providing quality patient care.
2. The Registered Technologist acts to advance the principal objective of the profession to provide services to humanity with full respect for the dignity of mankind.
3. The Registered 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 race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, familial status, disability, sexual orientation, gender identity, veteran status, age, or any other legally protected basis.
4. The Registered 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 Registered Technologist assesses situations; exercises care, discretion, and judgment; assumes responsibility for professional decisions; and acts in the best interest of the patient.
6. The Registered 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. ARRT® STANDARDS OF ETHICS ARRT © September 2022 Standards of Ethics Page 2 of 10

7. The Registered 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 healthcare team.

8. The Registered Technologist practices ethical conduct appropriate to the profession and protects the patient's right to quality radiologic technology care.

9. The Registered 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 Registered 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.

11. The Registered Technologist refrains from the use of illegal drugs and/or any legally controlled substances which result in impairment of professional judgment and/or ability to practice radiologic technology with reasonable skill and safety to patients.

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* (2011). Trinity College of Nursing & Health Sciences offers a prelicensure direct entry option and a post-licensure educator option. Both options prepare graduates to:

- Lead change to improve quality outcomes
- Advance a culture of excellence through lifelong learning
- Build and lead collaborative interprofessional care teams
- Navigate and integrate care services across the healthcare system
- Design innovative nursing practices
- Translate evidence into practice

Core courses in the MSN curricula include pathophysiology, advanced health assessment, pharmacology, healthcare policy, economics, finance, evidence-based practice, quality improvement, safety, leadership, informatics, technology, and population health.

In addition to core courses, each MSN option includes specific courses. The MSN educator option curriculum includes courses in educational theory and a practicum that prepares licensed registered nurses to provide education in a variety of settings including but not limited to colleges and health care organizations. The direct entry option curriculum includes courses that prepare the student for licensure as a registered nurse.

Graduates of the MSN program are uniquely qualified to provide care in an ever-changing global community. Education in both the classroom and clinical setting fosters mastery of higher-level thinking and broad concepts that facilitates the transformation of students into leaders who are knowledgeable, caring, and who assume accountability for professional practice and quality care outcomes.

Nursing Department 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 competencies necessary to meet the changing needs of diverse populations. Faculty embrace the tenets of culturally sensitive 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 co-curricular 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.

Programs of Study

The Department of Nursing offers a Nurse Educator and Direct Entry options.

MSN Program Goals

The goals of the Master of Science in Nursing (MSN) are organized according to the College domains of learning: intellectual curiosity, professional practice, and caring for self and others. Goals begin with knowledge attained from nursing and general education courses. The College domains are integrated and dynamic.

Intellectual Curiosity

- Apply knowledge of the concepts and theories from nursing, education, and related disciplines to guide nursing practice. (AACN Master's Essentials 1- Background for Practice from Sciences and Humanities)
- Apply knowledge of information systems and effective communication skills to promote optimal patient outcomes. (AACN Master's Essentials 5 – Informatics and Healthcare Technologies; 7 – Interprofessional Collaboration for Improving Patient and Population Health Outcomes; 9 Master's Level Nursing Practice)

Professional Practice

- Provide leadership in clinical practice, education, research utilization, and service. (AACN Master's 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 Master's Essentials 4 – Translating and Integrating Scholarship into Practice)
- Evaluate quality and safety initiatives to assure optimum individual and population health outcomes (AACN Master's Essentials 3 – Quality improvement & safety; 9 - Master's – Level Nursing Practice)

Caring for Self and Others

- Demonstrate caring that recognizes the uniqueness and cultural diversity among individuals, families, communities, and the population. (AACN Master's 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 Master's Essentials 6 – Health Policy and Advocacy; 9 - Master's Level Nursing Practice)

Graduate Program Admission Information

Specific admission requirements for both MSN program options can be found in this catalog under Programmatic Admission Requirements and Placement Standards.

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.

Application Deadlines

The Master of Science in nursing – nurse educator program option begins each fall semester in September. Applicants are encouraged to apply by June 1st for the same academic year, but applications are accepted on a year-round basis and qualified applicants are notified of acceptance status upon review. This program is primarily offered online.

The Direct Entry Master of Science in nursing is a pre-licensure program option for those students who have completed a non-nursing baccalaureate degree from an accredited college. This 24-month program begins annually each summer (May). Applicants are encouraged to apply by March 1st for the same academic year, but applications are accepted on a year-round basis and qualified applicants are notified of acceptance status upon review.

Transfer Credit

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.

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 higher 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 and/or Nursing Chair.

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)

Critical Objectives

In addition to the critical objectives required for students in all programs, Nursing students must meet programmatic standards. Critical objectives are professionalism standards that integrate competencies from The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021), Domain 9 (Professionalism). These objectives are applicable throughout all educational experiences on campus, online and in clinical settings. The Corrective Action Policy guides faculty and students in addressing non-adherence to the Critical Objectives (see College Catalog and Policies and Procedures page of the College website).

To meet the Critical Objectives, the student:

1. Demonstrates Ethical Behaviors (E9.1)*
    o Safeguards privacy, confidentiality, and autonomy in all interactions.
    o Reflect on one's actions and their consequences.
2. Communicates Accurately and Honestly (E9.2)
    o Uses clear, honest, and accurate verbal and written communication in documentation, assignments, and interactions with clients, interprofessional team members, peers, and faculty.
3. Prepares for Clinical and Educational Experiences (E9.3)
    o Completes classroom and clinical assignments punctually and communicates effectively with peers, instructors and preceptors.
    o Arrives at clinical prepared to provide, safe, person-centered nursing care.
    o Adheres to the dress code as outlined in the *Student Dress Code Policy*.
4. Demonstrates Accountability and Reliability (E9.3)
    o Takes accountability for preparing for learning experiences in the classroom, clinical, lab and online learning environments.
    o Follows college and program policies regarding absences as outlined in the *College Catalog* and *Undergraduate Nursing Student Handbook.*
5. Prioritizes Patient Safety (E9.3)

- Provides nursing care within the scope of knowledge and skills while considering the client's physical and psychological condition, age, developmental level, and environment.
  - Maintains emotional and physical stability to ensure safe and effective learning environments while conducting nursing care.
6. Practices Within Legal and Ethical Standards (E9.4)
   - Adheres to the legal scope of nursing practice as defined by the Illinois and Iowa Nursing Practice Acts, clinical site policies, TCONHS clinical guidelines, and recognized professional standards.
   - Demonstrates integrity and confidentiality by adhering to the *Code of Ethics for Nurses* (American Nurses Association, 2025).
7. Demonstrates the Professional Identity of Nursing (E9.5)
   - Adheres to the *General Standards of Behavior Policy* and demonstrates a respectful attitude and professional actions when interacting with clients, families, interprofessional team members, peers, faculty, and others.
8. Provides Culturally Competent Care (E9.6)
   - Recognizes and respects cultural identities, accommodating diverse values, beliefs, and practices in nursing care.

*(E 9.x) denotes related competencies in Domain 9 (Professionalism) of *The Essentials: Core Competencies for Professional Nursing Education* (American Association of Colleges of Nursing, 2021).

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.

MSN Program Grading Scale

Grade	Quality Points	Value/Significance
A	4.0	90-100
B	3.0	80-89
C	2.0	70-79
D	1.0	60-69
F	0	59-Below
I		Incomplete
P		Pass
WP		Withdrawal Passing
WF		Withdrawal Failing
AU		Audit
IP		In Progress
R		Repeated Course
S		Satisfactory
U		Unsatisfactory

Clinical Grading

The MSN 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 MSN 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 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

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.

Academic Warning

Regardless of where the credit was attempted, any graduate 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. A student placed on Academic Warning should talk to their advisor to discuss a strategy and action plan to improve the student's chances of academic success.

MSN Nurse 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 online program offers flexibility needed to pursue graduate education and continue the responsibilities of home and work.

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 higher:
   - Community Health Nursing
   - Statistics
   - Health Assessment
   - Nursing Research
5. 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.
6. Faculty interview
7. Three letters of recommendation from nursing professionals, recent employers, or professors (Graduate Letter of Recommendation form can be obtained from college website and uploaded with application)
8. One- or two-page written essay describing educational and career goals.
9. Current professional vitae/resume.

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 requirements 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. Community Health Nursing – 4 credit hour undergraduate course
4. Health Assessment– 3 credit hour undergraduate course

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 academic warning.
- Students placed on academic warning 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 academic warning, the student will be dropped from the program.
- Students must maintain current registered nurse licensure, CPR, and health status documentation.

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 graduate with a Master of Science in nursing (MSN generalist) and sit for the NCLEX-RN examination.

Admission Requirements

1. Hold a baccalaureate or higher degree in a non-nursing discipline
2. College GPA of 3.0 or higher on a 4.0 scale
3. Completion of the following courses with a grade of C or higher:
   o Anatomy and Physiology I – 4 semester credit undergraduate course with a lab
   o Anatomy and Physiology II – 4 semester credit undergraduate course with a lab
   o Microbiology – 4 semester credit undergraduate course with a lab
   o Nutrition - 3 semester credit undergraduate course
   o Human Growth and Development – 3 semester credit undergraduate course
   o Statistics – 3 semester credit undergraduate course
   o Research (Research may be taken during the first semester of the curriculum) – 3 semester credit undergraduate course
4. Personal essay addressing candidate's professional attributes, ability to manage a rigorous curriculum, and career goals

5. 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.

Nursing Department Dress Code

In addition to 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

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 administered during the MSN Direct Entry curriculum. The test scores will be included in final course grades.

MSN Direct Entry Progression Requirements

Students in the MSN Direct Entry track must maintain good academic standing to progress in the program. To be in good academic standing, students must maintain a GPA of 3.0 or higher and complete all courses with a grade of B or better. If a student earns a grade of C, the student must repeat the course with a grade of B or better. Only one course may be repeated to remove a grade of C. Earning a second C or a grade of D, F, or WF will result in dismissal from the MSN Direct Entry program option.

- Students must maintain current CPR, and health status documentation.

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
- 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 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
888-473-4858
www.idfpr.com

Code of Ethics for Nurses

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Provision 1: The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

Provision 2: A nurse's primary commitment is to the recipient(s) of nursing care, whether an individual, family, group, community, or population.

Provision 3: The nurse establishes a trusting relationship and advocates for the rights, health, and safety of recipient(s) of nursing care.

Provision 4: Nurses have authority over nursing practice and are responsible and accountable for their practice consistent with their obligations to promote health, prevent illness, and provide optimal care.

Provision 5: The nurse has moral duties to self as a person of inherent dignity and worth including an expectation of a safe place to work that fosters flourishing, authenticity of self at work, and self-respect through integrity and professional competence.

Provision 6: Nurses, through individual and collective effort, establish, maintain, and improve the ethical environment of the work setting that affects nursing care and the well-being of nurses.

Provision 7: Nurses advance the profession through multiple approaches to knowledge development, professional standards, and the generation of policies for nursing, health, and social concerns.

Provision 8: Nurses build collaborative relationships and networks with nurses, other healthcare and non-healthcare disciplines, and the public to achieve greater ends.

Provision 9: Nurses and their professional organizations work to enact and resource practices, policies, and legislation to promote social justice, eliminate health inequities, and facilitate human flourishing.

Provision 10: Nursing, through organizations and associations, participates in the global nursing and health community to promote human and environmental health, well-being, and flourishing.

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 the 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. Courses offered in the fall and spring are 16-week courses. Those offered in the summer semester are 14 weeks in duration.

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
MLS   Medical Laboratory Science
NUR   Nursing
RT   Radiography

Course Delivery Format Key

F2F   Face-to-Face
ONL   Online
HYB   Hybrid
CLIN   Clinical

BHS 101 PHLEBOTOMY TECHNICIAN- 4 Credits (HYB)
This course is intended to provide the student with the basic principles and techniques of specimen collection and pre-analytical variables within the clinical laboratory.
1 Credit Didactic, 3 Credits Clinical/Student lab

BHS 300 EDUCATION PRINCIPLES IN HEALTH CARE – 3 Credits (ONL)
Education Principles gives students the basics of androgical 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 (BHS 302)
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 my 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 415 CLINICAL INTERNSHIP I -CT 3 Credits (HYB)
This course is designed to provide students introductory opportunities to enhance their professional growth in the clinical area. The student will apply computed tomography theory to a wide variety of procedures in the clinical setting to include instrumentation, protocols, patient care, and contrast administration. Students acquire experience and competency in their computed technology skills, professional behavior, and critical thinking skills.

BHS 416 CLINICAL INTERNSHIP II- CT 3 Credits (CLIN)
This course is designed to provide students opportunities to further their competency requirements and enhance their clinical skills in the computed tomography area. It provides students an opportunity to continue to develop and demonstrate an increased degree of proficiency with computed tomography procedures developed in CT Internship I. Critical thinking skills and professional behavior will be emphasized.

BHS 417 CLINICAL INTERNSHIP I- MRI 3 Credits (CLIN)
This course is designed to provide students introductory opportunities to enhance their professional growth in the clinical area. The student will apply MRI theory to a wide variety of procedures in the clinical setting to include instrumentation, protocols, patient care, and contrast administration. Students acquire experience and competency in their computed technology skills, professional behavior, and critical thinking skills.

BHS 418 CLINICAL INTERNSHIP II- MRI 3 Credits (CLIN)
This course is designed to provide students opportunities to further their competency requirements and enhance their clinical skills in the MRI area. It provides students an opportunity to continue to develop and demonstrate an increased degree of proficiency with computed tomography procedures developed in MRI Internship I. Critical thinking skills and professional behavior will be emphasized.

BHS 419 CLINICAL INTERNSHIP – 4-6 Credits (CLIN)
Pre-requisite: All courses in the BSHS program; or
Co-requisite: Best Practices in Health Science (BHS 420)
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: All courses in the BSHS program. 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 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.

MLS 310 Urinalysis and Body Fluids – 2 Credits (HYB)
This course is intended to provide the student with a foundation to the physical, chemical, and microscopic properties of urine and body fluid analysis. Urinary and other diseases as they relate to urinalysis and body fluid findings will be discussed. Students will learn about quality control, quality assurance and safety pertaining to urinalysis and body fluid testing.
1 Credit Didactic, 1 Credit Clinical/Student Lab

MLS 320 Laboratory Math and Operations – 1 Credit (ONL)
This course is intended to cover general lab math, lab consumables, and standard lab equipment.

MLS 330 Phlebotomy and Pre-analytical Variables – 1 Credit (HYB)
This course is intended to provide the student with the basic principles and techniques of specimen collection and pre-analytical variables within the clinical laboratory.
0.25 Credits Didactic, 0.75 Credits Clinical/Student Lab

MLS 340 Cell Morphology – 2 Credits (ONL)
This course is intended to cover the skills needed when performing and interpreting manual differentials. Microscope skills, cell morphology and maturation sequences are topics included within this course. Emphasis is placed on interpretation of test results and correlation with patient condition.

MLS 345 Clinical Immunology – 2 Credits (ONL)
This course is intended to teach the student a basic immunology background with emphasis on pathological conditions that relate to the clinical laboratory setting.

MLS 410 Evidence Based Laboratory Medicine – 1 Credit (ONL)
This course is intended to introduce the student to Evidence Based Laboratory Medicine (EBLM) compared to other forms of research.

MLS 415 Clinical Chemistry – 7 Credits (HYB)
This course is intended to cover the physiology of the body and biochemical processes that are present in normal and abnormal patient populations. Laboratory results will be evaluated for diagnosis or treatment of disease states. Included in this course is the study of carbohydrates, lipids, proteins, enzymes, non-protein nitrogen products, electrolytes, blood gases, acid base balance, hormones, tumor markers, therapeutic drugs, and toxicology. Students will gain experience during clinical hours on clinical chemistry instrumentation and practices.
5 Credits Didactic, 2 Credits Clinical/Student Lab

MLS 420 Educational Development – 1 Credit (ONL)
This course is intended to provide the student with a basic understanding of instructional methods and student/staff development.

MLS 425 Clinical Hematology and Hemostasis – 7 Credits (HYB)
This course is intended to present the theory of hematologic principles and the study of coagulation. Hematology principles include the formation of blood cells, cell morphology and the correlation of laboratory results to disease states. Coagulation principles include the clotting and fibrinolytic activity of the blood, and the correlation of laboratory results to disease results. Students will gain experience during clinical hours in hematology and coagulation instrumentation and practices.
5 Credits Didactic, 2 Credits Clinical/Student Lab

MLS 430 Immunohematology – 7 Credits (HYB)
This course is intended to provide the student with an entry-level knowledge on blood group systems, antibody screening, compatibility testing, and blood component processing. Clinical experience will allow students to perform blood typing, antibody identification, complete blood compatibility testing, and observe how components are used to support patients.
5 Credits Didactic, 2 Credits Clinical/Student Lab

MLS 435 Clinical Microbiology – 7 Credits (HYB)
This course is intended to provide an entry-level knowledge in the study of bacteriology, virology, mycology, and parasitology in relationship to disease in humans. Topics include clinical signs and symptoms of disease process, specimen collection and processing, modes of transmission and methods of identification. Clinical experience will allow students to process a variety of patient specimens in the microbiology laboratory and gain experience with a wide variety of state-of–the art procedures and equipment for the isolation and identification of pathogenic microorganisms.
5 Credits Didactic, 2 Credits Clinical/Student Lab

MLS 440 Laboratory Management – 2 Credits (ONL)
This course is intended to provide the student with basic laboratory management skills including human resources, financial management and laboratory accreditation.

MLS 450 Medical Laboratory Science Review – 1 Credit (ONL)
This course is intended to help students review pertinent information from courses throughout the MLS program prior to certification exam.

NUR 200 HUMAN DISEASE PROCESSES – 3 Credits (F2F)
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 (F2F)
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 (F2F)
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 (F2F)
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 213A PHARMACOLOGY II - 1 Credit (ONL)
Prerequisites: NUR 200 Human Disease Processes and NUR 212 or NUR 212A Pharmacology I
This course is designed to reinforce the principles underlying pharmacology and their relationship to the registered nurse's role in drug administration. This course explores the concepts of pharmacokinetics, pharmacodynamics and pharmacotherapeutics. Emphasis is placed on drug usage, nursing considerations, side effects, safety, and patient education. The learner will apply basic pharmacological principles to selected clinical situations/disease processes in

order to prevent 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.

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 option (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 303 NURSING PATHOPHYSIOLOGY – 3 Credits (ONL)
Prerequisites BSN-A or BSN-B: NUR 200 Human Disease Processes and NUR 302 Advanced Health Assessment.
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 option (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 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 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)
Pre-requisite: Admission to BSN program
Nursing Informatics explores the current state and future trends in use of computer and information sciences in nursing care of diverse populations across various practice settings. This course focuses on how information technology supports nursing practice, education, and administration. Collection, analysis and dissemination of data to

make decisions related to nursing care will be emphasized. Legal, ethical, and professional considerations and regulatory policy/standards related to nursing informatics will be explored.

NUR330 INTRODUCTION TO PROFESSIONAL NURSING- 3 Credits (ONL)

Pre-requisite: Admission to BSN program

Introduction to Professional Nursing presents foundational topics such as historical evolution of nursing and health promotion across the lifespan. Legal implications, professional standards, and ethical principles including the importance of the Illinois Nursing Practice Act and rules are introduced. The role of the professional registered nurse in providing safe, quality nursing care across healthcare environments is discussed. Professional nursing topics including therapeutic communication will be presented to provide holistic person-centered care while demonstrating cultural sensitivity. Students will engage in guided and spontaneous reflection to prepare for nursing practice.

NUR332 FUNDAMENTALS OF NURSING PRACTICE- 5 Credits (HYB)

Pre-requisite/Co-requisite: NUR 330 Introduction to Professional Nursing

Fundamentals of Nursing Practice presents didactic concepts, clinical/laboratory practice, and clinical experiences in acute and/or long-term care settings. Learning focuses on physiologic needs such as hygiene, nutrition, oxygenation, rest/sleep, and urinary/bowel elimination. Common health problems related to pain, mobility, and sensory perception are discussed. Emphasis will be placed on therapeutic nursing interventions, technical nursing skills, and knowledge fundamental to nursing practice. The nursing process is introduced through lab and clinical experiences integrating Tanner's Clinical Judgment Model (2006) of noticing, interpreting, responding, and reflecting. The learner will practice individualized client education considering health literacy so clients can make informed decisions about their health and well-being. The learner will develop a self-care plan for personal well-being and professional practice and evaluate progress toward established goals. Course level competencies will be included in clinical evaluation.
3 Credits Didactic, 2 Credits Lab/Clinical

NUR 334 HEALTH ASSESSMENT ACROSS THE LIFESPAN- 3 Credits (HYB)

Pre/co-requisite Courses: NUR 330 Introduction to Professional Nursing

The focus of Health Assessment Across the Lifespan is a comprehensive health assessment. The student will develop health assessment skills in interviewing and data collection for clients across the lifespan. The didactic component emphasizes the nurse's role as a member of the interprofessional team in health assessment. Experiences occur in the nursing lab and/or long-term care settings. The student will use Tanner's (2006) Clinical Judgment Model and psychomotor skills to successfully perform, record and report on a comprehensive health assessment.
2 Credits Didactic, 1 Credit Lab/Clinical

NUR336 NURSING PATHOPHYSIOLOGY- 4 Credits (ONL)

Pre-requisite: Admission to BSN program

Nursing Pathophysiology focuses on alterations in physiologic mechanisms involved in disease. Topics for this course include pathophysiology related to body systems and the nursing process related to the disease. The etiology, pathogenesis, manifestations, treatment, and nursing care for selected diseases will be included.

NUR338 PHARMACOLOGY- 3 Credits (ONL)

Pre/co-requisite course: NUR 332 Fundamentals of Nursing Practice

This course will present the principles of pharmacology and the nurse's role in medication administration. Emphasis is placed on therapeutic use, side effects, nursing considerations, safety, and patient education. The learner will apply basic pharmacological principles to selected clinical situations using the nursing process. Principles of safety, ethical and legal issues will be analyzed. Students will develop a teaching platform to educate clients on medications.

NUR340 ADULT HEALTH NURSING I- 8 Credits (HYB)

Pre-requisites: NUR 330 Introduction to Professional Nursing, NUR 332 Fundamentals of Nursing Practice; NUR 334 Health Assessment Across the Lifespan

This course builds on the knowledge and skills from NUR332 Fundamentals of Nursing Practice. Adult Health Nursing I presents didactic concepts and clinical experiences to allow the student to apply the nursing process to care of the adult client who is experiencing common health disorders. The course introduces the student to the nurse's evolving roles as member of the interdisciplinary health care team. Techniques of medication administration, including methods of accurate dosage calculation, are presented, and practiced. Technical skills such as intravenous therapy

and urinary catheterization are introduced. Previously learned technical skills will continue to be practiced and refined. Clinical lesson plans integrate Tanner's Clinical Judgment Model (2006) of noticing, interpreting, responding, and reflecting to assist students in developing the complex thought processes involved in clinical reasoning and decision making. Students will self-evaluate progress toward established goals. Medication administration and inpatient adult health assessment will be evaluated for course level competency. Clinical experience occurs in the clinical skills lab, simulation, and acute/long-term care setting. Clinical observations may be offered in areas such as peri-operative, endoscopy, or wound care management.
5 Credits Didactic, 3 Credits Lab/Clinical

NUR352 MENTAL HEALTH NURSING- 4 Credits (ONL, F2F)
Pre-requisites: NUR 330 Introduction to Professional Nursing, NUR 332 Fundamentals of Nursing Practice; NUR 334 Health Assessment Across the Lifespan
Mental Health Nursing presents psychosocial nursing concepts applicable to all areas of interprofessional and professional nursing practice. The course provides a conceptual integration of the theories and research from psychosocial sciences and humanities as these relate to the care of persons with mental health disorders. Psychopharmacological concepts including classifications, mechanisms of action, indications of use, dosing, adverse effects, drug-drug interactions, contraindications, nursing interventions, and patient education will be presented. The use of complimentary alternative treatments in relation to mental health disorders are discussed. Clinical lesson plans integrate Tanner's Clinical Judgment Model (2006) of noticing, interpreting, responding, and reflecting to assist students in developing the complex thought processes involved in clinical reasoning and decision making. Clinical experience provides an opportunity for the application of mental health psychosocial concepts and methods in using clinical judgment and the nursing process to promote optimal levels of wellness care of self and others across the lifespan and healthcare environments.
3 Credits Didactic, 1 Credit Lab/Clinical

NUR354 PERINATAL NURSING- 4 Credits (ONL)
Pre/Corequisites: NUR 340 Adult Health Nursing I, NUR 336 Pathophysiology, NUR 338 Pharmacology
Perinatal Nursing presents didactic and clinical experiences that emphasize the evidence-based care of clients and their families during childbearing. Pregnancy is considered a normal developmental occurrence; however, risk factors and selected health disorders that may occur during the childbearing experience are considered. Historical aspects and contemporary trends and issues are discussed. Nutrition, pharmacology, legal and ethical considerations, and client education are integrated.
The nursing process is used when providing nursing care during the antepartum, intrapartum, postpartum, and neonatal periods. Physical assessment skills related to fetal well-being, the pregnant/postpartum client, and the newborn are presented. Clinical lesson plans integrating Tanner's Clinical Judgment Model (2006) of noticing, interpreting, responding, and reflecting are used to assist students in developing the complex thought processes involved in clinical reasoning and decision making necessary to anticipate changes in condition. Students will build upon the ability to gather pertinent assessment data to gain proficiency in making sense of information, prioritizing, planning, and evaluating care in an organized and skillful manner. Students will self-evaluate progress toward established goals.
2.5 Credits Didactic, 1.5 credits Lab/Clinical

NUR356 PEDIATRIC NURSING- 4 Credits (HYB)
Pre/Corequisites: NUR 340 Adult Health Nursing I, NUR 336 Pathophysiology, NUR 338 Pharmacology
Pediatric Nursing focuses on application of the nursing process to care for the child and family. There is a focus on the developmental framework, pediatric disorders, and the nurses' role in health promotion and maintenance. Clinical lesson plans that follow Tanner's Clinical Judgment Model (2006) of noticing, interpreting, responding, and reflecting are used to assist students in developing the complex thought processes involved in clinical reasoning and decision making. Students will self-evaluate progress toward established goals. A clinical evaluation for course level competency is included. Pediatric clinical experiences will be in a variety of inpatient and community settings.
3 Credits Didactic, 1 Credit Lab/Clinical

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) and BSN-Accelerated (BSN-A) 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 411 NURSING RESEARCH – 3 Credits (ONL)
Prerequisite: Approved Undergraduate statistics course
Nursing Research introduces the theoretical foundation for scientific investigation, the research process, and the impact of nursing research on historical, current, and future trends in nursing. Major emphasis is given to evaluation of nursing research for use in evidence-based practice and health promotion. Types of research and research methods will be presented. The nurse's role in research and legal-ethical concerns, including responsibility to protect the rights of human subjects, are discussed. Statistical knowledge and quantitative analysis from the required undergraduate statistics and math courses will be integrated.

NUR 412 GENETICS AND GENOMICS – 3 Credits (ONL)
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: NUR 340 Adult Health Nursing I or Admission to the BSN Completion (BSN-C) program option
This course provides the opportunity to continue building knowledge of the aging process of the aging adult. The focus is on the current attitudes and theories of aging. Misconceptions of the older adult, utilization of support services, and trends in gerontological nursing will be examined. The interrelatedness of biophysical and psychosocial alterations and health problems resulting from the aging process are analyzed. Health assessment, promotion of wellness, presentation of illness and pharmacological problems will be discussed. Special considerations of teaching and learning will be applied to the needs of this population group. The student will discuss issues of retirement, alternatives to institutionalized care, economic concerns, legal and ethical issues. Course expectations include examining current research and case studies related to gerontological nursing.

NUR414 ADULT HEALTH NURSING II- 8 Credits (HYB)
Pre/Co-requisites: NUR414 Adult Health Nursing II, NUR 336 Nursing Pathophysiology, NUR 338 Pharmacology
Adult Health Nursing II presents didactic and clinical experiences that examine the health status of adults with complex health issues. The student will further develop as a member of the interprofessional health care team managing clients with increasingly complex health issues.
Clinical lesson plans include Tanner's Clinical Judgment Model (2006) of noticing, interpreting, responding, and reflecting to challenge students to develop skills of clinical judgment in order to interpret data patterns that may lead to potential complications. Students will reflect on progress toward established course goals in their clinical evaluation tools to achieve competency. Adult clinical experience occurs in acute care, medical surgical, intensive care units, and/or emergency department settings. Rotational experiences will be offered in areas such as cardiac treatment unit, infusion center, nursing case management, and/or outpatient cardiac rehabilitation. Technical skills such as central venous access device, blood administration, and advanced airway/tracheostomy care will be introduced.
5 Credits Didactic, 3 Credits Lab/Clinical

NUR 416 CONTEMPORARY ISSUES IN NURSING- 3 Credits (ONL)

Pre/Corequisite: NUR 332 Fundamentals of Nursing Practice or admission to the BSN-C program option.
This course is designed to foster professionalism and promote workforce advocacy. Special attention is focused on issues that impact current nursing practice. Topics such as complementary alternative healing, information technology, health policy, economic impact of healthcare, cultural/social competency and other emerging issues will be discussed.

NUR 418 NURSING LEADERSHIP AND MANAGEMENT – 4 Credits (HYB)

Prerequisite: Final semester of the BSN program (BSN-A and B program options) or admission to the BSN-C program option
The Nursing Leadership and Management course presents didactic concepts preparing the student for leadership and management responsibilities. Strategies for managing a culturally diverse workforce will be explored. Theories of leadership and change theory will be presented. Accountability for safety in the provision of nursing care, interprofessional communication, and collaborative relationships are emphasized. Additional concepts of authority, nursing care delivery systems, and quality improvement are addressed. Tanner's Clinical Judgment Model (2006) of noticing, interpreting, responding, and reflecting are used to assist students in developing the complex thought processes involved in clinical reasoning. Students are challenged to use clinical judgment in delegation of tasks to assistive personnel, prioritization of care, and time management. Clinical opportunities and experiences are provided to foster development of leadership abilities and management skills.
3 Credits Didactic; 1 Credit Clinical

NUR 420 SENIOR SEMINAR- 4 Credits (HYB)

Prerequisite: Must be taken in the final semester of the program- BSN A and BSN-B program options
This course reviews concepts required for licensure examination and entry into professional nursing. This includes standardized testing to assess for readiness for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Students follow individualized study and remediation plans. Students will have opportunities to demonstrate competencies consistent with the BSN program goals and refine nursing care practice skills.
The clinical component is an immersion experience that provides the student with the opportunity to build clinical reasoning and self-confidence. Students will collaborate with faculty and a practicing registered nurse preceptor to choose a care setting, plan a learning experience, and practice professional nursing safely and effectively. Tanner's Clinical Judgment Model (2006) is used to evaluate clinical reasoning. The skills associated with interprofessional team collaboration and effective management of nursing care and healthcare delivery are emphasized.
1 Credit Didactic; 3 Credits Clinical

NUR 420A SENIOR SEMINAR - 4 Credits (HYB)

Prerequisite: Must be taken in the final semester of the program (BSN B, 2025 and 2026 graduates)
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 421 SENIOR SEMINAR – 2 Credits (ONL)

Prerequisite: BSN-C program option only. Must be taken in the final semester of the program
Students will select a nursing practice issue of interest, review the existing literature, and articulate a strategy to address the issue within the framework of a capstone paper. The student will synthesize, integrate, and apply knowledge, concepts, and competencies developed across the BSN curriculum. The course also includes self-assessment and presentation of student attainment of the BSN Program Goals (ONL).

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, principles of health care economics, payment methods, the relationship between policy and health economics, 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: NUR 511, Undergraduate research and statistics courses.

This online course focuses on nursing theories, evidence-based practice models, ethics training and the application of evidence-based practice within the clinical setting. Research design and methods will be explored. Students will develop a clinical nursing practice question and appraise related evidence. Students will complete a declaration of intent including an evidence matrix and faculty approved PICOT/PICO/PIO statement for the MSN project/thesis based on the work in this course. The declaration of intent is submitted for approval to the Human Subjects Review Committee.

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, culturally competent 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 explored, as well as legal and ethical issues regarding healthcare technology.

NUR 511 THE ART AND SCIENCE OF NURSING PRACTICE for the MSN - 7 Credits (F2F)

Prerequisite: Admission to Direct Entry to Practice Master of Nursing Program **option** (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. 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 (F2F)

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. Techniques of medication

administration including mathematical application for accurate administration are presented and practiced. Skills such as IV access and care, urinary catheterization, and sterile dressing changes will be introduced. Interpersonal skills, communication skills (written and oral), family theories, teaching and learning principles, evidence-based practice, group process and assessment skills are strongly emphasized. Health Assessment and medication administration will be evaluated for competency. 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, 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 Direct Entry program option
This course provides a framework for assisting students to integrate the MSN program goals into nursing practice. Students will work with an assigned preceptor in a nursing practice area. Attainment of the MSN Program Goals and readiness for NCLEX-RN will be assessed through reflective journaling, standardized testing, and other assignments.
1 Credit Didactic; 3 Credit Clinical

NUR 521 LIFE SPAN NURSING I for the MSN– 9 Credits (F2F)
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 a variety of care settings.
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 (F2F)
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 a variety of care settings.
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 (F2F)
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 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. 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

This online course explores various leadership and management concepts including, leadership styles and models, legal and ethical issues, interprofessional collaboration, and strategies for maintaining a safe environment and quality improvement. The nurse's role in the interdisciplinary health care team, health care delivery systems, and decision-making processes are discussed. Students continue to build evidence for their MSN project by completing a written review of the literature on an approved clinical question.

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 as well as theories of learning, educational taxonomies, and domains of learning. The role of standardized testing in nursing education will be explored as well as the development of selected types of test questions.

NUR 602 CURRICULUM DEVELOPMENT & EVALUATION OF LEARNING OUTCOMES - 3 Credits (ONL)
Prerequisites: All MSN Educator Core Courses

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
This online course builds on the knowledge of human anatomy and physiology. 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.

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.

NUR 605 COMPREHENSIVE HEALTH ASSESSMENT - 3 Credits (HYB)
Prerequisites**:** Undergraduate Health Assessment course
This online course with practicum 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 clinical 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 online 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.

Students will develop a written contract with their preceptor and approval of course faculty. Students will develop individual goals that align with the course goals. Journaling by the student will be the primary means for reflection and critical thinking, 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 online course involves working closely with faculty and a clinical partner where applicable, to develop the thesis/EBP project. This course will be taken in the last two semesters of the curriculum: 1 sh credit in the semester prior to graduation, and 2 sh credits in the final semester. During the 1 credit semester the student will develop or refine a clinical or research question, conduct or finalize a literature review on the topic, select a theoretical framework if applicable, and develop the plan/methodology for the project or thesis. The project/thesis proposal will be submitted to the Human Subjects Review Committee for review during the 1 credit session. During the final semester (2 credits), the student will focus on planned or actual implementation, and evaluation/defense of the project or thesis. NUR 620 is a pass/fail course.

RT 100 INTRODUCTION TO RADIOGRAPHY – 1 Credit (F2F)
Prerequisite: Matriculation into the Radiography Program or through Program approval
Introduction to Radiography is designed to introduce the student to the medical radiography profession. Students will begin their study of medical terminology, professional behavior, theory of radiographic exposure, radiographic equipment operation, and radiation protection.

RT 101 PRINCIPLES OF EXPOSURE I – 3 Credits (F2F)
Prerequisite: RT 100
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: RT 101 and Spring 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) and Lab
Prerequisite: Matriculation into the Radiography Program
Procedures I provides the student with the foundational principles of the imaging profession. The student will develop the skills required to perform standard radiographic procedures of the visceral torso to include chest, abdomen, upper extremity, and shoulder. 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.
2.5 Credits Didactic and 0.5 Credit Lab (3 credits)

RT 122 PROCEDURES II – 3 Credits (F2F) and Lab
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 lower extremity, pelvis and hip, and spinal column. 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 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 (3 credits)

RT 123 PROCEDURES III – 3 Credits (F2F) and Lab
Prerequisite: RT 121, RT 122 and completion of Summer 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 procedures, procedures of the boney thorax, cranium and procedures in a surgical setting. 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 (3 credits)

RT 124 TRAUMA RADIOGRAPHY – 1 Credit (F2F) and Lab
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.
0.5 Credits Didactic and 0.5 Credit Lab (1 credit)

RT 131 CLINICAL APPLICATIONS I – 2 Credits (CLIN)
Prerequisite: RT 121
The student's initial clinical experiences begin with observation and assisting with patients. Class meets offsite at affiliated clinic agencies. 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 – 3Credits (CLIN)
Prerequisite: RT 121, RT 131 and 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. Class meets offsite at affiliated clinic agencies. 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: Matriculation into Radiography Program or by program approval
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: RT 101, RT 102, RT 121 and completion of summer semester of Year Two in the Radiography Program
Principles of Exposure III emphasizes the basic principles of the interaction of radiation with living systems. Radiation effects on biologic molecules and organisms as well as factors affecting biological responses are presented. Short and long term radiation effects are discussed. Radiation protection responsibilities of the radiographer for patients, personnel and the public are emphasized. The concept of As Low As Reasonably Achievable (ALARA) is discussed and compared with Dose Equivalent Limit (DEL) concept. Regulatory agencies are identified and their involvement in radiation protection discussed.

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 206 RADIOGRAPHIC IMAGE ANALYSIS AND EVALUATION – 3 Credits (F2F)
Prerequisite: Successful completion of all Radiographic Procedures Courses
Radiographic Image Analysis and Evaluation will cover a multitude of areas covering the radiographic image. This includes the analysis of radiographic contrast and brightness, recorded detail, grid artifacts and other areas of digital imaging as well as anatomical positioning. Image assessment criteria for determining the diagnostic acceptability of routine diagnostic examinations will also be discussed. Activities will focus on student presentations of the analysis of selected images and improvement alternatives focused on positioning and technical selection.

RT 224 PROCEDURES IV – 3 Credits (F2F)
Prerequisite: RT 121, RT 122, RT 123 and completion of year one in the Radiography Program
Procedures IV continues to address dedicated imaging studies. Contrast media, venipuncture, urinary procedures, and specialized imaging equipment for the different imaging modalities are emphasized.

RT 231 CLINICAL APPLICATIONS III – 6 Credits (CLIN)
Prerequisite: RT 121, RT 131, RT 133 and 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 complete scheduled clinical rotations at affiliated clinical agencies.

RT 232 CLINICAL APPLICATIONS IV – 6 Credits (CLIN)
Prerequisite: RT 121, RT 131, RT 133 and 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: RT 121, RT 133, RT 231 and 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.

DIRECTORIES

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Administration

Rosemary Brower, MBA
Director of Business Services
BBA Finance, University of Iowa, Iowa City, Iowa
MBA, Kaplan University, Davenport, Iowa

Mathew Oles, BA
Director of Student Services
BA, Teikyo Marycrest 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

Misty Stick-Mueller, DC, MHA, MS
Dean of Nursing and Health Sciences
BS, University of Iowa, Iowa City, Iowa
MHA, University of Phoenix, Phoenix, Arizona
MS, Kansas State University, Manhattan, Kansas
DC, Palmer College of Chiropractic, Davenport, Iowa

College Faculty and Staff

Bachelor of Science in Health Sciences Faculty
Stephanie Tieso, DHSc, MLS(ASCP)CM
Director, Medical Laboratory Science Program
Coordinator, Bachelor of Science in Health Science
Assistant Professor
BSMT, Mount Mercy College, Cedar Rapids, Iowa
MS in Clinical Practice Management, Texas Tech University Health Sciences Center, Lubbock, Texas
DHSc, Pacific University, Forest Grove, Oregon

Undergraduate Nursing Program Faculty
Jenna Bray, MSN, RN
Assistant Professor
BSN, Trinity College of Nursing & Health Sciences, Rock Island, Illinois
MSN, Benedictine University, Lisle, Illinois

Stefanie Cornelius MSN, RN
Assistant Professor
BSN, Bradley University, Peoria, Illinois
MSN, Central Methodist University, Fayette, Missouri

Mary Hall, PhD, RN, NEA-C, CHSE, CHSMI, CPDCH
Associate Professor
Lab and Simulation Coordinator
AAS/ADN, Carl Sandburg College, Galesburg, Illinois
BSN, University of North Carolina, Chapel Hill, North Carolina
MSN, Duke University, Durham, North Carolina
PhD, Walden University, Minneapolis, Minnesota

Renae Harroun, MSN, RN
Assistant Professor
BSN, Marycrest College, Davenport, Iowa
MSN, University of Iowa, Iowa City, Iowa

Lori Johnson, MSN, RN
Assistant Professor
BSN, Southern Illinois University, Edwardsville, IL
MSN-University of Phoenix, Phoenix, AZ

Megan Mason, DNP, RNC-NIC, IBCLC
Associate Professor
Diploma of Nursing, Trinity School of Nursing, Moline, Illinois
BSN, Trinity College of Nursing, Moline, Illinois
MSN, Trinity College of Nursing & Health Sciences, Rock Island, Illinois
DNP, Clarke College, Dubuque, Iowa

Kim E. Perry, DNP, RNC, APRN, CNE
Nursing Department Chair
Professor
ASN, Excelsior College, Albany, New York
BSN, Husson College, Bangor, Maine
MSN, State University of New York, Stony Brook, New York
DNP, Nebraska Methodist College, Omaha, Nebraska

Vivian Spence, MSN, RN
Assistant Professor
ASN, Scott Community College, Davenport, Iowa
BSN, Upper Iowa University, Fayette, Iowa
MSN, Chamberlain College of Nursing, Chicago, Illinois

Graduate Nursing Program Faculty
Mary Hall, PhD, RN, NEA-C, CHSE, CHSMI, CPDCH
Associate Professor
Lab and Simulation Coordinator
AAS/ADN, Carl Sandburg College, Galesburg, Illinois
BSN, University of North Carolina, Chapel Hill, North Carolina
MSN, Duke University, Durham, North Carolina
PhD, Walden University, Minneapolis, Minnesota

Megan Mason, DNP, RNC-NIC, IBCLC
Associate Professor
Diploma of Nursing, Trinity School of Nursing, Moline, Illinois
BSN, Trinity College of Nursing, Moline, Illinois
MSN, Trinity College of Nursing & Health Sciences, Rock Island, Illinois
DNP, Clarke College, Dubuque, Iowa

Kim E. Perry, DNP, RNC, APRN, CNE
Nursing Department Chair
Professor
ASN, Excelsior College, Albany, New York
BSN, Husson College, Bangor, Maine
MSN, State University of New York, Stony Brook, New York
DNP, Nebraska Methodist College, Omaha, Nebraska

Melinda Wildermuth, DNP, RN
Associate 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
Lacey Lake, MBA RT(R) (MR) (M) (CT)
Director, Radiography Program
Instructor
AAS in Radiography, Trinity College of Nursing & Health Sciences, Rock Island, Illinois
BS, University of Iowa, Iowa City, Iowa
MBA, Louisiana State University-Shreveport, Shreveport, Louisiana

Mollie LaRue, MSEd, RT(R)(CT)(M)
Clinical Faculty
AAS in Radiography, Trinity College of Nursing & Health Sciences, Rock Island, Illinois
BS in Health Science, Trinity College of Nursing & Health Sciences, Rock Island, Illinois
MSEd, Walden University, Minneapolis, Minnesota

Autum Sterner, RT(R) (CT), RDCS (AE)
Clinical Coordinator, Radiologic Technology
AAS in Diagnostic Cardiac Sonography, Scott Community College, Bettendorf, Iowa
AAS in Radiologic Technology, Scott Community College, Bettendorf, Iowa

Academic Secretary

Lori Graham

Business Services Department

Stephanie Ford, MBA
Business Services Specialist
BS, Kaplan University, Davenport, Iowa
MBA, Kaplan University, Davenport, Iowa

Sara C. Frimml, MS
Financial Aid Specialist
AAA, Hawkeye Community College, Waterloo, Iowa
AA, Kirkwood Community College, Cedar Rapids, Iowa
BA, Western Illinois University, Macomb, Illinois
MS, Western Illinois University, Macomb, Illinois

Registrar

Cara Banks, MA
Registrar
BA, Illinois State University, Bloomington, Illinois
MA, Saint Xavier University, Chicago, Illinois

Student Services Department

Jalin Davis, BS
Admissions Representative
BS, Western Illinois University, Moline, Illinois

Debi Wesolowski, BS
Admissions Representative
BS, Western Illinois University, Moline, Illinois

Librarian

Amanda Smolenski, MLIS
Lead Librarian
BS, Western Illinois University, Macomb, Illinois
MLIS, San Jose State University, San Jose California