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College Catalog

2026-2027



Trinity College of Nursing
& Health Sciences
UnityPoint Health

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WELCOME

Dear students,

In welcoming you to Trinity College of Nursing and Health Sciences, I also have the opportunity to welcome you to the first full academic year of integration between Trinity and Augustana. Your faculty and I look forward to working with you as you prepare for careers in nursing and related health professions.

Fifty years ago, the Augustana catalog noted that the college “encourages the personal as well as the academic growth of its students through a full range of co- and extra-curricular activities.” It is my hope that you and your fellow students will be pioneers in exploring all that this might mean as the partnership between these two great institutions moves forward. Welcome to Trinity, and welcome to Augustana!

Andrea Talentino, M.B.A.

A handwritten signature in black ink, appearing to read "Andrea Talentino". The signature is fluid and cursive, with a large, sweeping initial "A".

President of the College, Professor of Political Science

2026 - 2027 ACADEMIC CALENDAR

Summer 2026

*Memorial Day Holiday (College closed)	May 25, 2026
New student orientation	May 26, 2026
Classes begin	May 26, 2026
Tuition and fees due for summer semester	June 1, 2026
Last day for 100% refund	June 2, 2026
Last day for 80% refund	June 9, 2026
0% refund begins	June 10, 2026
*Juneteenth Holiday (College closed)	June 19, 2026
*Independence Day Holiday (College and offices closed)	July 3, 2026
Semester mid-date	July 17, 2026
Last day to withdraw from 14-week classes	August 19, 2026
Summer Commencement and Pinning Ceremony	August 26, 2026
Summer term ends	August 26, 2026

Fall 2026

New Student Orientation	August 17, 2026
*Labor Day Holiday (College and offices closed)	September 7, 2026
Classes begin	September 8, 2026
Tuition and fees due for fall semester	September 15, 2026
Last day for 100% refund	September 15, 2026
Last day for 80% refund	September 22, 2026
0% refund begins	September 23, 2026
*Columbus Day (College closed; offices can be reached remotely)	October 12, 2026
Semester mid-date	October 30, 2026
Advising week	November 2-6, 2026
Radiologic Technology Week	November 2-8, 2026
Registration for spring classes	November 9-20, 2026
*Veteran's Day Holiday (College closed; offices can be reached remotely)	November 11, 2026
*Thanksgiving Holiday (College and offices closed)	November 25-27, 2026
Last day to withdraw from 16-week classes	December 16, 2026
Fall term ends	December 23, 2026
Winter break begins	December 24, 2026
College holiday recess (College and offices closed)	December 24-January 2, 2027

Spring 2027

*Martin Luther King Day (College closed; offices can be reached remotely)	January 18, 2027
Classes begin	January 19, 2027
Last day for 100% refund	January 26, 2027
Tuition and fees due for spring semester	February 1, 2027
Last day for 80% refund	February 2, 2027
0% refund begins	February 3, 2027
*President's Day Holiday (College closed; offices can be reached remotely)	February 15, 2027
Semester mid-date	March 12, 2027
Spring break	March 15-19, 2027
Advising week	March 22-25, 2027
Good Friday (College and offices closed)	March 26, 2027

Registration for summer and fall classes	March 29-April 9, 2027
Medical Laboratory Professionals Week.....	April 26-30, 2027
Last day to withdraw from 16-week classes	May 5, 2027
Nurse's Week.....	May 6-12, 2027
Spring commencement and Pinning Ceremony	May 12, 2027
Spring term ends.....	May 12, 2027

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

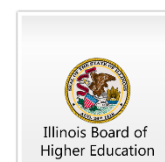
1 N. Old State Capitol Plaza, Suite 333

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.ccnaccreditation.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.ccnaccreditation.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, is an affiliate of Augustana College operates at 2122 25th Avenue, Rock Island, Illinois. Clinical education is conducted at health care sites in the Quad Cities and surrounding areas. The College operates under the guidelines of the Higher Learning Commission and adheres to Federal and State Laws that govern the workplace. The College is governed by the Trinity College of Nursing & Health Sciences Board of Trustees.

This Catalog is effective beginning the fall of 2026 semester through the summer of 2027 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.

In 2026, Augustana College acquired the programs, assets, operations, students and personnel of Trinity College. Until all regulatory approvals are received, Trinity College continues to operate as a separate, degree-granting educational institution with accreditation and state authorizations separate from Augustana College. When all regulatory approvals are received, which is expected to be in 2028, Augustana College plans to merge Trinity College into Augustana College.

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.

Parking on Augustana campus: Students should utilize the public parking areas around campus. These are typically street parking spaces on the perimeter of campus. Students are also able to utilize any of the faculty and staff parking spaces after 5 pm on weekdays and all day on weekends. These spaces can be found on the [College's](#)

[interactive map](#). If a student is ever planning on meeting with a specific person on campus and has a question where to park, they can always call Augustana College Police/Public Safety (309-794-7711) and ask for assistance with directions as well.

Access to Augustana College Facilities

Students of Trinity College are able to enjoy access to facilities available to Augustana College students, including recreation facilities found in PepsiCo Recreation Center, Westerlin Activity Center, and Carver Physical Education Center. They are also able to access dining facilities in the Geber Center for Student Life. As well as access to the many academic buildings and cultural houses on campus.

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 24 month program is 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, military status, or any other protected 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
 - Have a recommendation from the allied health Program Coordinator

- Maintain a GPA of 2.5 or higher in the allied health program until graduation from the AAS program
- Take no more than 4 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.
- 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: ○ Community Health Nursing ○ Statistics ○ Health Assessment (NUR 334) ○ 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, as well as documentation of measles, mumps, and rubella, tetanus, and varicella. Documentation of Meningococcal Conjugate applies to those who are 21 years old and younger. Hepatitis B and COVID-19 Vaccinations are highly recommended, but not required.

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 Coordinator of Disability and Accessibility Services 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 Coordinator of Disability and Accessibility Services 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. Official transcripts from all post-secondary institutions attended
3. 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. Electronic applications can be found online at [Trinity College of Nursing & Health Sciences | Application](#).

Questions can be directed to: Trinityadmissions@augustana.edu or by calling 309-794-8500.

Send all required information to:

Augustana College
Attention: Admissions Office
639 38th Street
Rock Island, IL 61201

Verification of High School Completion

1. Non matriculated 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:

Augustana College
Attention: Admissions Office
639 38th Street
Rock Island, IL 61201
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

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, please see available options at: <https://www.augustana.edu/student-life/health-insurance#requirements>

Students are advised that Trinity College 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 when in clinical settings. This coverage includes dollar limits and 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.

The student liability insurance 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 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 clinical site's worker's compensation program. Additional information on the insurance provided is available upon request.

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 Student Accounts Services Director, Kati Sproston at katisproston@augustana.edu.

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		1 st semester
1 st semester	\$600.00	
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		
1 st semester	\$735.00	per semester
2 nd , 3 rd & 4 th semester	\$690.00	per semester
Supplies Fee	\$325.00	1st semester
	\$100.00	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		
1 st , 2 nd , 3 rd & 4 th semester	\$690.00	per semester
Supplies Fee		
1 st semester	\$175.00	per semester
2 nd semester	\$150.00	per semester
3 rd , 4 th & 5 th 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		
1 st semester	\$735.00	per semester
2 nd , 3 rd & 4 th semester	\$690.00	per semester
5 th semester	\$150.00	per semester
Supplies Fee		
1 st semester	\$125.00	per semester
2 nd , 3 rd , 4 th & 5 th 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	
1 st semester	\$735.00 per semester
2 nd , 3 rd & 4 th semester	\$690.00 per semester
5 th semester	\$150.00 per semester
Supplies Fee	\$125.00 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	
1 st Semester	\$300.00 per semester
4 th semester	\$115.00 per semester
Supplies Fee	
1 st semester	\$75.00 per semester
2 nd , 3 rd & 4 th 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 Course

Phlebotomy	
Tuition	\$375.00 per credit hour
Materials Fee	\$105.00 per enrollment
Supplies Fee	\$60.00 per enrollment

Description of Fees

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 \$30.00 charge will be applied to the students 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 notification will be announced before the scholarship portal opens. 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 Financial Aid Administrator notification of any outside awards as soon as possible. Acceptable documentation will include a letter or email from the scholarship sponsor that specifies the terms of the scholarship, total dollar amount, and renewal information. Scholarship checks should be made payable to Trinity College of Nursing & Health Sciences, and include the student's name and student ID in the memo. Scholarship checks should be mailed to: Trinity College of Nursing & Health Sciences, Attn: Student Accounts, 2122 25th Avenue, Rock Island, IL, 61201. Students are welcome to meet with the Financial Aid Administrator for guidance on finding and applying for external scholarship opportunities.

ORIENTATION

New Student Orientation

All matriculating students are required to complete the College orientation course in Blackboard Learn. Orientation is held on or prior to the first official day of class. Students will receive an email which contains a Welcome Packet of important information and the official date of orientation.

In-person 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:

- Student Services
- Business Services
- Academic Resources
- Campus Life

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

Students who miss orientation must seek permission to make arrangements with the Augustana College Office of Student Life to receive the necessary information prior to starting their program.

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

- 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 Exemplify minimum system requirements <https://examsoft.com/exemplify-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) 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.

2026-2027 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

2026-2027 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	BIOL 101	Essential Biology I with Lab
	BIOL 102	Essential Biology II with Lab
	BIOL 121	Nutrition
	BIOL 251	Human Anatomy and Physiology I with Lab
	BIOL 252	Human Anatomy and Physiology II with Lab
	BIOL 271	Microbiology with Lab
	CHEM 212	Biochemistry with Lab
	CHEM 219	Principles of Organic Chemistry with Lab

2026-2027 Cluster Options		
Humanistic Appreciation Category		
Anthropology		
Black Hawk College	ANTH 101	Intro to Anthropology
	GLS 100	Contemporary World Issues
	HIST 222	Comparative Religions
	HUM 101	Western Arts & Cultures
	HUM 102	Non-Western Arts & Culture
	PHIL 206	Philosophy of Religion
Eastern Iowa Community College	ANT 105	Cultural Anthropology
	REL 101	Survey of World Religions
Portage	HUMN 160	Global Religion & Culture
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	BIOL 103	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 Religion & 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	PSYC 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 MyPortal 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
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		
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; honors 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 fall, spring, and summer semesters.

Unit of Credit/Credit Hour Definition

The unit of credit at Trinity College is the semester credit hour. Traditionally, a unit of didactic credit is earned by attending a non-laboratory 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 clinical 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 possible. 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 possible. 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 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.

Non-Academic Complaints

Student complaints are handled institutionally in a variety of ways, depending on the area, nature and severity of the complaint. Students typically bring minor complaints directly to the institutional office most directly responsible, and a complaint will be handled in accordance with the policies and procedures of that office.

If the complaint cannot be resolved at that level, or is not minor, the matter should be brought to the appropriate higher level administrative office within the reporting structure.

Illinois Board of Higher Education

If you feel your issue is still unresolved after following the Fair Treatment Policy or Complaint procedures you can register an official complaint with the Illinois Board of Higher Education at <http://complaints.ibhe.org/>.

State Authorization Reciprocity Agreement (SARA) complaint process:

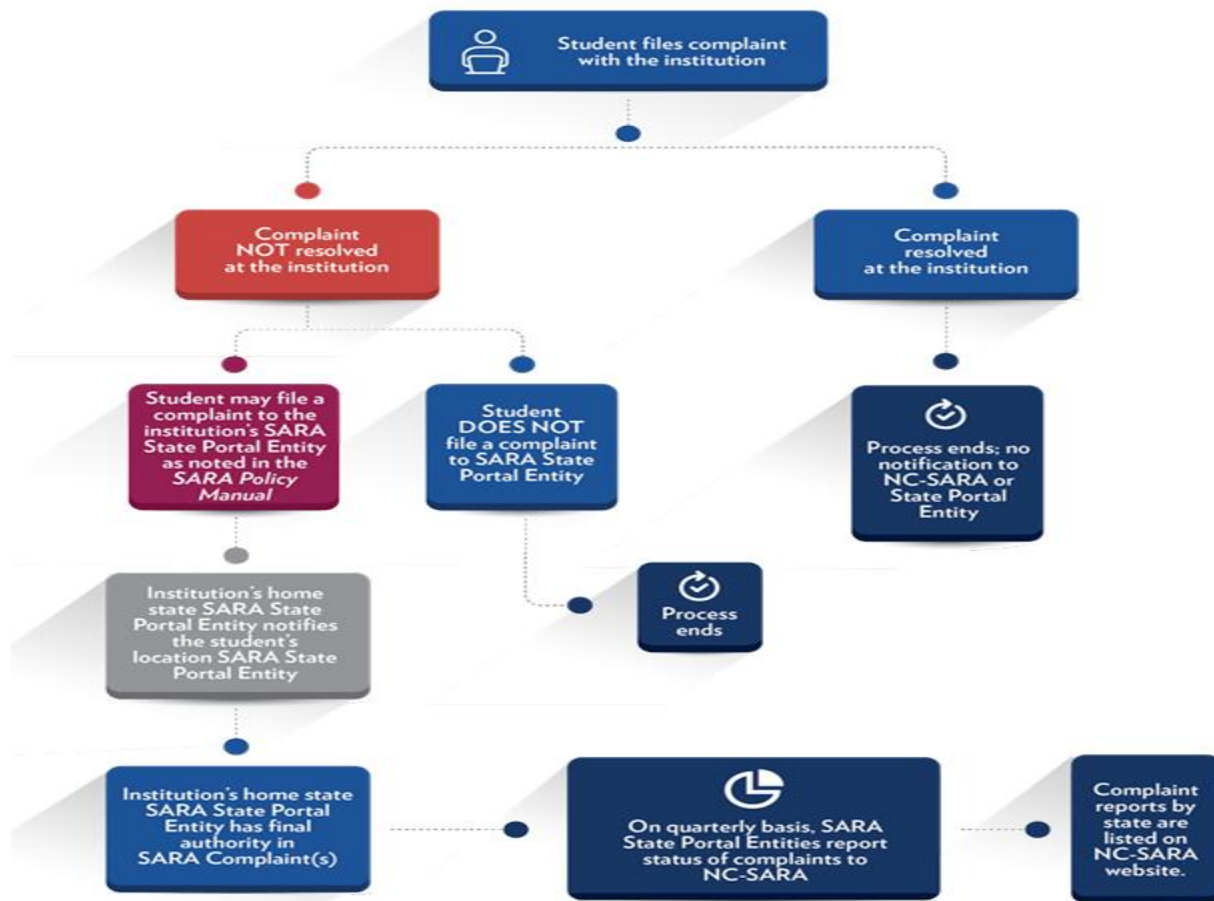
Trinity College of Nursing & Health Sciences is approved for participation in the State Authorization Reciprocity Agreement (SARA) initiative. SARA is a voluntary agreement establishing expectations for distance and online education. It is intended to allow students to reside in a SARA member state (currently that includes 49 states, the District of Columbia, Puerto Rico and the U.S. Virgin Islands) and complete online courses provided by the college.

Students who are considering an online program that leads to professional licensure should contact the licensing agency in the State where they plan to practice. SARA does not provide reciprocity for professional licensing. If a student located in a SARA state has a complaint about Trinity College of Nursing & Health Sciences, students should follow the process as outlined below

- a. Complaints against an institution operating under SARA policies go first through the institution's own procedures for resolution of grievances. Allegations of criminal offenses or alleged violations of a state's general-purpose laws may be made directly to the relevant state agencies.

- b. Complaints regarding student grades or student conduct violations are governed entirely by institutional policy and the laws of the SARA institution's home state. NC-SARA | National Council for State Authorization Reciprocity Agreements | SARA Policy Manual 24.2 33
- c. If a person bringing a complaint is not satisfied with the outcome of the institutional process for handling complaints, the complaint (except for complaints about grades or student conduct violations) may be appealed, within two years of the incident about which the complaint is made, to the SARA State Portal Entity in the home state of the institution against which the complaint has been lodged. That SARA State Portal Entity shall notify the SARA State Portal Entity of the state in which the student is located of receipt of that appealed complaint. The resolution of the complaint by the institution's home state SARA State Portal Entity, through its SARA complaint resolution process, will be final, except for complaints that fall under the provision "g" below.
- d. While the final resolution of the complaint rests with the SARA State Portal Entity in the home state of the institution against which the complaint has been lodged, the SARA State Portal Entity in the complainant's location state may assist as needed. The final disposition of a complaint resolved by the home state shall be communicated to the SARA State Portal Entity in the state where the student lived at the time of the incident leading to the complaint, if known.
- e. While final resolution of complaints (for purposes of adjudication of the complaint and enforcement of any resultant remedies or redress) resides in certain cases with institutions (complaints about grades or student conduct violations), or more generally with the relevant institution's home state SARA State Portal Entity (all other complaints), the regional compact(s) administering SARA may consider a disputed complaint as a "case file" if concerns are raised against a SARA member state with regard to whether that state is abiding by SARA policies, as promulgated in the SARA Policy Manual. The regional compact may review such institutional concerns in determining whether a state under its SARA purview is abiding by SARA policies. Similarly, a complaint "case file" may also be reviewed by NC-SARA in considering whether a regional compact is ensuring that its SARA member states are abiding by the SARA policies required for their membership in SARA.
- f. SARA State Portal Entities shall report quarterly to NC-SARA the number and disposition of appealed complaints that are not resolved at the institutional level. NC-SARA shall make that information publicly available on its website. Such data will create transparency and can be used in determining whether a regional compact is ensuring that its SARA member states and those states' institutions are abiding by the policies required for state membership and institutional participation in SARA.
- g. Nothing in the SARA Policy Manual precludes a state from using its laws of general application to pursue action against an institution that violates those laws.

SARA STUDENT COMPLAINT PROCESS



*Student complaints about grades or student conduct may not be filed to the SARA State Portal Entity. Complaints about fraud or criminal activity can go to any state Attorney General or the Office of Inspector General or complaint unit of the Dept of Education. *January 2021*

For more information, visit the NC-SARA website at <https://www.nc-sara.org/>

Disability and Academic Accommodations

Trinity College of Nursing & Health Sciences (Trinity) is committed to providing an accessible, supportive, and inclusive environment for students with disabilities. Through a campus partnership, Trinity students receive disability services directly through Disability & Access Resources (DARS) located on the Augustana College campus. DARS staff work closely with Trinity students to ensure equal access and reasonable accommodations in compliance with the Americans with Disabilities Act.

Accommodations are evaluated on a case-by-case basis by DARS staff on the Augustana campus using documentation provided by the student and information provided during an intake meeting. Reasonable accommodations may include modifications to college policies, practices, procedures, and facilities, as well as the provision of auxiliary aids and services. Trinity degree programs prepare students for professions that may have essential functional standards related to cognitive, sensory, and mobility functions, which have been determined to be essential for the delivery of safe, effective patient care. Individuals with disabilities must be able to meet these essential functions—with or without reasonable accommodation—as outlined under the Clinical Performance Standards section of this catalog.

Requesting accommodations

Students who believe accommodations are necessary to participate fully and equally in college programs and activities, must self-identify to Disability & Access Resources and engage in the interactive accommodation process. Students are encouraged to begin this process at least one month prior to the first day of classes; however, accommodations may be requested at any time. Every effort is made to complete this process as quickly as possible, but students should note that processing and finalizing accommodations arrangements may take one to three weeks. It is important to note that accommodations are not retroactive. Students seeking accommodations must register with Disability & Access Resources. To begin the process or learn more about what is involved in the accommodations process, students should refer to the DARS webpage.

Required Documentation

In order to determine eligibility for services, Disability & Access Resources requires documentation of the student's disability. Documentation should be current and relevant to the student's current needs. Disability & Access Resources reserves the right to request further documentation before granting accommodations. For more information about documentation requirements, students should refer to the DARS documentation webpage.

Confidentiality

Disability information—including accommodations, disclosure, and medical documentation—is covered under FERPA, but is kept by Disability & Access Resources on a very strict need-to-know basis. Disability & Access Resources only shares information with instructors or relevant staff, beyond what is already on the student's accommodation letter, if it is crucial to the delivery of accommodation, if the student has given permission to share it, or if it is critical to health and safety.

Disability information will not be shared with other students, other instructors, parents, or other support individuals unless the student has given explicit consent in the form of a signed FERPA waiver. Instructors cannot ask for specific information about a student's diagnosis or disability beyond what the student or DARS willingly shares.

Accommodation appeals and discrimination reporting

Students have the right to make a complaint if they feel their accommodations have not been provided appropriately or unjustly denied, or if they have been discriminated against or treated unfairly because of their disability. If students have an issue relating to accommodations not being properly provided or denied, they can lodge a complaint. This starts with an informal process by contacting Disability & Access Resources. If a solution cannot be reached or the student is not satisfied with the solution, they may formally appeal in writing by submitting an Accommodations Appeal Form. If students feel they have been discriminated against because of their disability, they can submit a Bias Incident Report. The Civil Rights Director, located on the Augustana College campus, will review any appeals or reports and provide a final decision within 10 business days.

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 Trinity College students have access to professional counseling services via Student Counseling Services at Augustana College. Students come to counseling for a variety of mental health, academic, familial, or vocational needs, and Counseling Services offers a supportive environment to explore those needs and help students develop solutions to adapt to these changes in a healthy, productive manner. Counseling is a collaborative experience that involves active participation and continual feedback. The counseling process relies on a unique and open healing relationship. Therefore, except for life-threatening crises, Student Counseling Services adheres to strict confidentiality requirements and will not disseminate any information about counseling without a student's expressed written consent. Student Counseling Services operates independently of any other college office.

Counseling appointments can be made by phone (309-794-7357), email (studentcounselingservices@augustana.edu), or in-person at Bahls Leadership Center room 206 on Augustana College's campus.

In cases of immediate need, 30-minute crisis counseling sessions are offered daily from 8:45-9:45 a.m., 11 a.m.-noon, and 3-4 p.m. No prior appointment is necessary. Crisis counseling appointments occur on a first-come/first-serve basis.

Student Counseling Services offers brief and long-term individual counseling as well as group counseling. In order to best meet a student's needs, all students will receive an initial consultation to determine the appropriate treatment

options. There is no concern too small nor is there one too large for counseling services. The Counseling Office encourages all students to make an appointment when the need arises.

Student Counseling Services permits family members, romantic partners, or close friends to attend counseling sessions when appropriate and only with the student's expressed approval.

The Student Counseling Services Office is open when classes are in Fall, J-term and Spring session at Augustana College.

During the summer, after hours, and in cases of emergency, please call the Robert Young Center 24-hour crisis line (309-779-2990).

Trinity College students also have access to free tele-health care through TimelyCare. [TimelyCare](#) provides students access to free 24/7 medical and mental health support.

Trinity College students have access to medical care, including treatment for the common cold, sinus infections, or the flu.

Physicians also may prescribe medication through the platform.

Students also can receive immediate mental health support through [TalkNow](#), or they can schedule virtual counseling visits through the platform.

To use TimelyCare: Desktop users should follow the sign-up prompts at [TimelyCare](#). Mobile users may download the TimelyCare app and follow the setup.

When signing up, students should be sure to use their Augustana College email account.

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.

- No food is permitted in the Student Success Center. Drinks must be covered.
- 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 [Thomas Tredway Library at Augustana College](#) serves as the academic library for Trinity College of Nursing and Health Sciences students. Students have full access to the library's digital portal using their Augustana College User Name and Password both on and off the Trinity College of Nursing and Health Sciences campus. Items in the print collection can be accessed at the Tredway Library on the Augustana College campus.

Students can navigate thousands of full-text, peer-reviewed journals using specialized nursing and health sciences databases—including CINAHL Complete, PubMed, PsycINFO, ScienceDirect and more—from the [Nursing & Health Sciences Research Guide](#). Items not found in the Library's collection can be accessed through a robust Interlibrary Loan (ILL) network.

Dedicated Research and Instruction Librarians provide specialized one-on-one consultations to assist with complex literature reviews and evidence-based practice research.

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 Kati Sproston at katisproston@augustana.edu.

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.

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 equipment or 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.
- 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 by contacting Rachel Gustafson at rachelgustafson@augustana.edu.

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

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 Augustana College Director of Student Activities, Leadership, and Engagement prior to implementation of the event. A request in writing must be made and submitted 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 the Augustana College Director of Student Activities, Leadership, and Engagement.

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.

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 invited 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.

Augustana College Organizations & Activities

Trinity College students are able to participate in many of the organizations and activities offered by Augustana College. More information is available at: <https://www.augustana.edu/student-life/groups-and-activities>

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 should be forwarded to Augustana College's Chief of Police/Public Safety 309-794-7711.

The Annual Security Report is submitted the first day of October and is located on the College webpage.

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 the Augustana College Admissions Office:

- 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 wear a clean uniform. Students may abide by the Trinity College dress code and if they choose, wear a 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. Dress Code requirements will be addressed with the student when they register for their clinical internship course.

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 working allied health professionals. 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

Course #	Course Name	Delivery Mode	Credit Hours	Asynchronous Online Contact Hours/Week	F2F Clinical Contact Hours/Week
FALL SEMESTER: 16 weeks					
	English Comp 2 ^{1,2}		3	-	-
	Ethics ^{1,2}		3	-	-
BHS 304	Education Principles in Health Sciences	ONL	1	1	-
BHS 301	Health Care Delivery Systems	ONL	3	3	-
			10		
SPRING SEMESTER: 16 weeks					
	Humanities Elective ^{1,2} (Medical Terminology Strongly Recommended)		3	-	-
	Statistics ^{1,2}		3	-	-
BHS 302	Health Care Leadership	ONL	3	3	-
BHS 303	Managerial Communication	ONL	3	3	-
			12		
FALL SEMESTER: 16 weeks					
	Humanities Elective ^{1,2}		3		
BHS 410	Health Science Research	ONL	3	3	
BHS 411	Ethics for Health Care Professionals	ONL	4	3	-
BHS 412	Accounting Basics for Health Professionals	ONL	3	3	-
			13		
SPRING SEMESTER: 16 weeks					
BHS*	Clinical Internship (*BHS 415 & BHS 416 OR BHS 417 & BHS 418 OR BHS 419)	HYB	6	2	12
BHS 420	Best Practices in Health Sciences	ONL	4	4	-
			10		

General Education: 15	Health Sciences: 30	Advanced Standing: 75	Program Total: 120
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¹ Indicates course may be chosen from among approved clusters listed in the academic section of the College Catalog.

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

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 associates in medical laboratory 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 be provided)
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 all listed 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

Course #	Course Name	Delivery Mode	Credit Hours	Synchronous Online Contact Hours/Week	F2F Lab/Clinical Contact Hours/Semester
SUMMER SEMESTER: 14 weeks					
MLS 310	Urinalysis and Body Fluids	HYB	2	0	48
MLS 320	Laboratory Math and Operations	ONL	1	0	0
MLS 340	Cell Morphology	ONL	2	0	0
MLS 345	Clinical Immunology	ONL	2	0	0
MLS 330	Phlebotomy and Pre-analytical Variables	HYB	1	0	24
MLS 440	Laboratory Management	ONL	1	0	0
			9		
FALL SEMESTER: 16 weeks					
MLS 410	Evidence-Based Laboratory Medicine	ONL	1	0	0
MLS 415	Clinical Chemistry	HYB	7	1	96
BHS 304	Education Principles in Health Care	ONL	1	0	0
MLS 425	Clinical Hematology and Hemostasis	HYB	7	1	96
			16		
SPRING SEMESTER: 16 weeks					
MLS 430	Immunohematology	HYB	7	1	96
MLS 435	Clinical Microbiology	HYB	7	1	96
MLS 450	Medical Laboratory Science Review	ONL	1	0	0
			15		

General Education: 80	MLS Program: 40	Program Total: 120
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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.

PHLEBOTOMY TECHNICIAN COURSE

History

The Phlebotomy Technician Course for certification preparation began in the summer of 2025.

Description

The Phlebotomy Technician Course is a 4-credit class that prepares laboratory professionals through a seven-week blended course. Students enrolled in the Phlebotomy Technician Course complete all pre-requisites before starting instruction that includes classroom, laboratory, and clinical course work. Graduates will receive a certificate of completion.

Program Philosophy

Faculty believe that the Phlebotomy Technician Course enables the student to acquire the knowledge and proficiencies necessary to meet the changing needs of healthcare. Both faculty and students are responsible for educational outcomes. Faculty facilitate learning by designing learning methods and environments that are challenging and 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 the Phlebotomy Technician Course education enables the student to use critical thinking skills, clinical judgment, technology, and communication to manage safe, quality patient care across the healthcare system. The Phlebotomy Technician Course enables the student to exhibit integrity across all healthcare settings and integrate ethical principles from professional codes.

Course Goals

Intellectual Curiosity

- Describe and identify phlebotomy principles and pre-analytical variables
- Integrate knowledge from humanities, natural and social sciences in addressing the techniques of specimen collection and pre-analytical variables

Professional Practice

- Performs phlebotomy procedures in compliance with general lab practices
- Demonstrates principles of effective human communication in the practice environment

Caring for Self and Others

- Provide culturally sensitive care and respect for diversity when providing phlebotomy procedures
- Assess own level of culture care skills in encounters with patients and their families

Admission Requirements

Admission requirements for the Phlebotomy Technician Certificate Course are as follows:

- Official transcripts from high school or equivalent for their GED
- At least 18 years of age
- Successful background check

Phlebotomy Technician Course Attendance Policy

Regular attendance is important for academic success. Students in the Phlebotomy Technician Course will abide by the College Attendance policy and program requirements stated below.

	Venipunctures	Clinical hours	Didactic hours
1 Clinical makeup unit	Less than 25	Less than 25	Complete
2 Clinical makeup units	26-50 remain	26-50 remain	1 week/module remains
Course retake	More than 50 remain	More than 50 remain	More than 1 week/module remains

The fee for each clinical makeup unit is \$150.00. Students will have two weeks per unit to complete their requirements.

Students will be evaluated based on the chart above and charged according to their highest outlier.

Students enrolled in the spring or summer terms that require re-enrollment will have to wait until the next course is offered, even if didactic hours are not needed. Students who re-enroll will have the appropriate amount of time to complete requirements, per the number of units in which they enroll.

Students enrolled in the fall term needing only clinical make-up units should re-enroll as soon as possible, with a re-enrollment allowed during the fall term. Students re-enrolling in the fall term are expected to complete the course before the expiration of the incomplete date for that term.

Students withdrawing for health reasons who want to re-enroll for clinical make-up units must re-enroll within 6 months of their withdrawal date or the entire course will need to be repeated.

Dress Code

Phlebotomy Technician Course students must adhere to the College dress code policy.

Phlebotomy Technician Course 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

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

Phlebotomy Technician Course students receiving a WF or grade below a C may be prohibited from obtaining a course certificate of completion. Students must apply for readmission to the Phlebotomy Technician Course for the next course offering. Readmission is not guaranteed.

Students will be ranked by the Admissions Selection Committee. Readmission will be based upon ranking and seat availability. Students seeking readmission must complete a college application. It is the student's responsibility to initiate and complete this process to be considered for readmission into the Phlebotomy Technician Course.

Course Completion Requirements for Phlebotomy Technician Course

Requirements for the Phlebotomy Technician Course include meeting all the following requirements:

- Fulfill course requirements of the Phlebotomy Technician Course
- Meet all financial obligations incurred with the College

Critical Objectives

In addition to the Trinity College of Nursing & Health Sciences critical objectives that are to be met by all students, Phlebotomy Technician Course students must also abide by The 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.

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 70 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)***
 - 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)**
 - 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
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

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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.

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 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) that combines didactic instruction with clinical radiography education. The program continues a tradition of radiographic education that began in 1951 and has evolved through the consolidation of multiple acute care institutions. Today, the clinical portion of the program is supported by a regional, value-based healthcare system that provides a comprehensive approach to patient care across multiple hospitals and clinics in Illinois and Iowa. The affiliated institutions have a longstanding history of providing acute care services and continue to support high-quality clinical education for radiography students.

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 56 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 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

Course #	Course Name	Delivery Mode	Credit Hours	F2F Lab/Clinical Contact Hours
FIRST YEAR				
FALL SEMESTER: 16 weeks				
RT 100	Introduction to Radiography	F2F	1	16 F2F
RT 121	Procedures I	F2F	3	40 F2F / 16 Lab
RT 131	Clinical Applications I	CLIN	2	128 Clinical
RT 140	Fundamentals of Patient Care	F2F	2	32 F2F
	*^Written Communications		3	
	*^Medical Terminology or Humanities		2-3	
			13-14	
SPRING SEMESTER: 16 weeks				
RT 101	Principles of Exposure I	F2F	3	48 F2F
RT 122	Procedures II	F2F	3	40 F2F / 16 Lab
RT 133	Clinical Applications II	CLIN	3	192 Clinical
	^Anatomy & Physiology II		4	
			13	
SECOND YEAR				
SUMMER SEMESTER: 14 weeks				
RT 102	Principles of Exposure II	F2F	3	48 F2F
RT 123	Procedures III	F2F	3	40 F2F / 16 Lab
RT 231	Clinical Applications III	CLIN	6	384 Clinical
	*^Oral Communications		3	
	*^Psychology		3	
			15	
FALL SEMESTER: 16 weeks				
RT 203	Principles of Exposure III	F2F	3	48 F2F
RT 205	Radiographic Pathology	F2F	2	32 F2F
RT 224	Procedures IV	F2F	3	48 F2F
RT 232	Clinical Applications IV	CLIN	6	384 Clinical
			14	
SPRING SEMESTER: 16 weeks				
RT 124	Trauma Radiography	F2F	1	16 F2F
RT 204	Seminar	F2F	3	48 F2F
RT 206	Radiographic Image Analysis & Evaluation	F2F	3	48 F2F
RT 233	Clinical Applications IV	CLIN	6	384 Clinical
			13	

General Education: 22-23	Program Total: 56	Program Total: 78-79
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*Indicates course may be chosen from among approved clusters listed in the academic section of the College Catalog/Handbook. A humanities course is allowed for students starting in 2026. All students starting in 2027 and beyond will be required to have medical terminology.

^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

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 programmatic 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: Core Competencies for Professional Nursing Education* (2021). 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

- Integrate and translate knowledge from nursing, natural and social sciences, liberal arts, humanities, and interprofessional healthcare disciplines to apply clinical judgment in the practice of nursing. (AACN Essentials Domain 1-Knowledge for Nursing Practice)
- Synthesize, incorporate, and disseminate nursing knowledge to improve health and provide safe and competent nursing care based on evidence. (AACN Essentials Domain 4-Scholarship for the Nursing Discipline)
- Utilize, investigate, and evaluate current and evolving informatics and healthcare technologies used to gather data, inform decisions, and provide safe, high-quality, and efficient care in accordance with best practice and professional and regulatory standards. (AACN Essentials Domain 8-Informatics and Healthcare Technologies)

Professional Practice

- Interpret needs and 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. (AACN Essentials Domain 5-Quality and Safety)
- Collaborate and communicate professionally demonstrating leadership qualities 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. (AACN Essentials Domain 6-Interprofessional Partnerships)
- Manage and coordinate resources to provide safe, quality, and equitable care to diverse populations within complex systems of health care. (AACN Essentials Domain 7-Systems Based Practice)

Caring for Self and Others

- Provide person-centered care that is holistic, individualized, just, respectful, compassionate, culturally sensitive, coordinated, evidence-based, and developmentally appropriate for individuals and families. (AACN Essentials Domain 2-Person Centered Care)
- Apply population health principles from prevention to disease management through partnerships with the community, public health, government entities, and others, including data analysis for improving equitable population health outcomes. (AACN Essentials Domain 3-Population Health)
- Develop and demonstrate a professional identity that includes accountability, integrity, civility, perspective, collaborative disposition, and behaviors that reflect nursing's characteristics and values. (AACN Essentials Domain 9-Professionalism)
- Engage in activities and self-reflection that foster personal health, resilience, and well-being, contribute to lifelong learning, and support the acquisition of nursing expertise and demonstration of leadership ability. (AACN Essentials Domain 10-Personal, Professional, and Leadership Development)

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 five-semester program begins annually each fall (September). 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.

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 Augustana College Admissions Department:

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

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)*
 - Safeguards privacy, confidentiality, and autonomy in all interactions.
 - Reflect on one's actions and their consequences.
2. Communicates Accurately and Honestly (E9.2)
 - 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)
 - Completes classroom and clinical assignments punctually and communicates effectively with peers, instructors and preceptors.
 - Arrives at clinical prepared to provide, safe, person-centered nursing care.
 - Adheres to the dress code as outlined in the *Student Dress Code Policy*.
4. Demonstrates Accountability and Reliability (E9.3)
 - Takes accountability for preparing for learning experiences in the classroom, clinical, lab and online learning environments.
 - Follows college and program policies regarding absences as outlined in the *College Catalog* and *Graduate 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
R		Repeated Course
S		Satisfactory

U		Unsatisfactory
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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:
 - Anatomy and Physiology I – 4 semester credit undergraduate course with a lab
 - Anatomy and Physiology II – 4 semester credit undergraduate course with a lab
 - Microbiology – 4 semester credit undergraduate course with a lab
 - Nutrition - 3 semester credit undergraduate course

- Human Growth and Development – 3 semester credit undergraduate course
- Statistics – 3 semester credit undergraduate course
- Medical Terminology - (2 or 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
<https://idfpr.illinois.gov/profs/nursing.html>

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

Course #	Course Name	Delivery Mode	Credit Hours	Asynchronous (unscheduled) Contact Hours	F2F Lab/Clinical Contact Hours
FALL SEMESTER: 16 weeks					
NUR 603*	Pathophysiological Basis for Nursing Practice	ONL	3	48	
NUR 604*	Pharmacology for the MSN	ONL	3	48	
			6		
SPRING SEMESTER: 16 weeks					
NUR 502	Health Care Policy, Trends & Issues	ONL	3	48	
NUR 503	Nursing Theory & Evidence-Based Practice	ONL	3	48	
			6		
SUMMER SEMESTER: 14 weeks					
NUR 505	Technology in Health Care	ONL	3	48	
NUR 605*	Comprehensive Health Assessment	HYB	3	32	48
			6		
FALL SEMESTER: 16 weeks					
NUR 504	Population Health & Disparities	ONL	3	48	
NUR 602*	Curriculum Development & Evaluation of Learning Outcomes	ONL	3	48	
			6		
SPRING SEMESTER: 16 weeks					
NUR 601*	Assessment & Evaluation of the Learner	ONL	3	48	
NUR 606*	Nurse Educator Role Practicum: Didactic	CLIN	2		96
NUR 607*	Nurse Educator Role Practicum: Clinical	CLIN	1		48
NUR 620-1	Master's Thesis/Project	ONL	1	16	
			7		
SUMMER SEMESTER: 14 weeks					
NUR 501	Organizational & Systems Leadership	ONL	3	48	
NUR 620-2	Master's Thesis or Project	ONL	2	32	
			5		

*MSN Nursing Education: 18	Program Total: 36
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Conditional applicants are those individuals requesting admission with a grade point average (GPA) below 3.0; those needing to complete undergraduate courses in statistics, nursing research, nursing in the community, and/or health assessment. Individuals with a GPA less than 3.0 will be required to submit official Graduate Record Exam (GRE) scores (within the last 5 years) and complete nine credit hours of non-clinical graduate coursework with a cumulative GPA of 3.0 or above before conditional status is removed; others must satisfy course deficiencies to have the conditional status removed.

The Graduate Admission and Academic Standards Committee reserves the right to make final decisions regarding admission to the MSN program.

Contact hours are learning experiences planned by faculty; additional study time beyond the contact hours is expected.

MASTER OF SCIENCE IN NURSING PROGRAM DIRECT ENTRY CURRICULUM PLAN FOR 2027 GRADUATES

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.

MASTER OF SCIENCE IN NURSING DIRECT ENTRY PROGRAM OPTION CURRICULUM PLAN

Course #	Course Name	Delivery Mode	Credit Hours	Asynchronous (unscheduled) Contact Hours	Synchronous (scheduled) Contact Hours	F2F Lab/Clinical Contact Hours
FALL SEMESTER: 16 weeks						
NUR 506	Nursing Research and Evidence-Based Practice	ONL	3	48		
NUR 530	Theoretical Basis of Professional Nursing	ONL	3	48		
NUR 532	Fundamentals of Nursing for the MSN	F2F	5	32	16	96
NUR 534	Assessment Across the Lifespan for the MSN	HYB	3	48		48
			14			
SPRING SEMESTER: 16 weeks						
NUR 536	Pathophysiological Basis for Nursing Practice	ONL	4	64		
NUR 538	Pharmacology Across the Lifespan	ONL	3	48		
NUR 540	Adult Health Nursing I for the MSN	F2F	8	56	24	144
NUR 621	Master's Project I	HYB	1	12	4	
			16			
SUMMER SEMESTER: 14 weeks						
NUR 552	Mental Health Nursing for the MSN	F2F	4	32	16	48
NUR 554	Perinatal Nursing for the MSN	F2F	4	24	16	72
NUR 556	Pediatric Nursing for the MSN	F2F	4	32	16	48
NUR 622	Master's Project II	HYB	1	12	4	
			13			
FALL SEMESTER: 16 weeks						
NUR 513	Nursing Informatics and Technology	ONL	3	48		
NUR 609	Community and Population Health Nursing	HYB	5	48		96
NUR 610	Adult Health Nursing ii for the MSN	F2F	8	56	24	144
NUR 623	Master's Project III	HYB	1	12	4	
			17			
SPRING SEMESTER: 16 weeks						
NUR 617	Healthcare Policy, Trends and Professional Issues	ONL	3	48		48
NUR 618	Nursing Leadership, Management and Healthcare Systems	HYB	4	48		48
NUR 624	Master's Project IV	HYB	3	32	16	
NUR 625	Graduate Seminar	HYB	4	14	2	144
			14			

Program Total:
74

Contact hours are learning experiences planned by faculty; additional study time beyond the contact hours is expected.

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 304 EDUCATION PRINCIPLES IN HEALTH CARE – 3 Credits (ONL)

Education Principles gives students the basics of androgogical theory for use in planning, implementation, and evaluation of employee training and development. The course emphasizes the learning process, reinforcement, and monitoring success. Principles and practices of organizational learning, performance, and change will be addressed, as well as methods of educating the health care consumer.

BHS 301 HEALTH CARE DELIVERY SYSTEMS – 3 Credits (ONL)

Health Care Delivery Systems provides a historical perspective of the growth and development of the dynamically changing health care systems in America. The current status and future of these complex systems will be assessed and analyzed, along with the respective professional and allied health roles that are vital to continued success. The impact of the political, legislative, and economic forces on health care systems will be examined.

BHS 302 HEALTH CARE LEADERSHIP – 3 Credits (ONL)

The Health Care Leadership course presents didactic concepts preparing the student for leadership and management responsibilities. Management concepts basic to management (planning, organizing, leading, and controlling) will be presented. Strategies for managing a diverse workforce will be explored. Theories of leadership and motivation, as well as conflict management, change, politics and power will be presented. The health care manager's role in the interdisciplinary health care team will be discussed.

BHS 303 MANAGERIAL COMMUNICATION – 3 Credits (ONL)

Co-requisite or Pre-requisite: Health Care Leadership (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 may include conducting staff meetings, introducing departmental change, motivating employees in small and large groups, and giving effective employee feedback.

BHS 410 HEALTH SCIENCES RESEARCH – 3 Credits (ONL)

Pre-requisite: Statistics

The Health Sciences Research course provides an introduction to the theoretical foundation for scientific investigation, the research process, contributions of research to the Allied Health Professions, and the impact of research on historical, current, and future trends. Major emphasis is on the application of the research process for use in practice as well as the process of critiquing research. Various types of research and research methods will be addressed. The health professional's role in research, including the rights and responsibilities toward human subjects and additional legal-ethical concerns are discussed. Evidence-based practice and using research in the practice settings are stressed. Statistical knowledge and qualitative analysis from the required general educational math courses will be integrated.

BHS 411 ETHICS FOR HEALTH CARE PROFESSIONALS – 4 Credits (ONL)

Pre-requisite: College level ethics

This course examines the influence of ethical and moral principles of behavior and the ethical decision-making process. Opportunities are provided in this course to foster development of the ethical decision-making process through case studies and comparison of institutional practices. This course will heighten awareness of ethical health care practice, fostering improved decision-making, and resulting in a better understanding of health care issues.

BHS 412 ACCOUNTING BASICS FOR HEALTH PROFESSIONALS – 3 Credits (ONL)

Accounting Basics includes an overall explanation of financial accounting terminology, review of financial reports, income statements, balance sheets, budgets, and cost reports. It is intended that this course develop health care professionals with an appreciation for and understanding of the financial implications of operational and strategic management. Case studies will use examples from hospitals, long term care facilities, and home health care to prepare students to read, analyze, use, and understand financial statements and budgets.

BHS 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 – 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 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 – 1 Credit (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 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 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.

NUR 330 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.

NUR 332 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

NUR 336 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.

NUR 338 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.

NUR 340 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

NUR 352 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

NUR 354 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

NUR 356 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 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 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.

NUR 414 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 506 - NURSING RESEARCH AND EVIDENCE-BASED PRACTICE – 3 Credits (ONL)

Prerequisite: Admission to the MSN Program

Nursing Research and Evidence-Based Practice introduces the theoretical foundation for scientific investigation, research, and evidence-based practice. The impact of nursing research on historical, current, and future trends in nursing, including quality improvement, is examined. Major emphasis is given to evaluation of nursing research for use in evidence-based practice and health promotion. Types of research, research methods, and evidence-based practice models 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 course will be integrated.

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 530 Theoretical Basis of Professional Nursing – 3 Credits (ONL)

Pre-requisite: Admission to the MSN Program (Direct-Entry Option)

Theoretical Basis of Professional Nursing presents foundational topics of nursing practice including nursing history, professional standards and behavior, and legal and ethical implications of nursing practice. Nursing theories and their application to practice as well as prominent theorists and their work will be explored. Health care delivery systems and how the professional nurse functions within the system as a coordinator of care, facilitator of care continuity, team leader and member, and advocate for safety and quality of care are examined. Informatics processes and technologies to improve the delivery of safe, high-quality, and efficient care is introduced. Professional nursing topics such as developmentally appropriate health promotion, therapeutic communication, and coping with stress, grief, and loss will be presented to foster culturally sensitive, holistic, and individualized care. Students will develop a self-care plan for personal well-being and professional practice and evaluate progress toward established goals.

NUR 532 Fundamentals of Nursing Practice for the MSN – 3 Credits (HYB)

Pre/co-requisite: NUR 530 Theoretical Basis of Professional Nursing.

Fundamentals of Nursing Practice for the MSN 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. Course level competencies will be included in clinical evaluation. The importance of evidence-based practice and best practices will be introduced and emphasized. HYB 3 credits didactic, 2 credits lab/clinical.

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 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 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 bony 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 205 RADIOGRAPHIC PATHOLOGY – 2 Credits (F2F)

Prerequisite: Completion of Year One in the Radiography Program

The study of Radiographic Pathology enables the student to develop an awareness of the symptoms and radiographic appearance of specific diseases. Understanding the additive and destructive impact of disease processes improves the radiographer's accuracy in formulating appropriate exposure factors. Analysis of the diagnostic value of resultant images is enhanced. The ability to offer optimal patient care through an increased understanding of the physical and psychological changes a patient may be experiencing is a key area of focus.

RT 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.

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