

Platt College Catalog

2014-2015



3100 South Parker Road
Aurora, Colorado 80014

303-369-5151

303-745-1433 (fax)

Visit us 24/7 on the Web at
www.plattcolorado.edu

Setting the Standard in Nursing Education!

Platt College does not discriminate on the basis of gender, sexual orientation, race, color, religion, age, mental or physical disability, veteran status or national origin in educational and employment opportunities, and is committed to the education of a non-racially identifiable student body.

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Accreditation

Platt College is an accredited member of the Accrediting Commission of Career Schools and Colleges (ACCSC).

ACCSC

2101 Wilson Blvd., Suite 302

Arlington, VA 22201

703-247-4212

www.accsc.org

The baccalaureate nursing program from the School of Nursing at Platt College is accredited by the Accreditation Commission for Education in Nursing (ACEN).

ACEN

3343 Peachtree Road NE, Suite 850

Atlanta, GA 30326

404-975-5000

www.acenursing.org

Authorizations/Approvals

Platt College is authorized by The Colorado Department of Higher Education.

Colorado Department of Higher Education

1560 Broadway, Suite 1600

Denver, CO 80202

303-866-2723

<http://highered.colorado.gov>

The baccalaureate nursing program from the School of Nursing at Platt College is approved by the Colorado State Board of Nursing.

Colorado State Board of Nursing

1560 Broadway, Suite 1350

Denver, CO 80202

303-894-2430

<http://www.dora.state.co.us/NURSING>

Affiliations

Approved for:

1) Educating veterans and eligible persons

2) Federal student financial aid programs

Member of:

1) Colorado Association of Career Colleges and Schools



President's Welcome

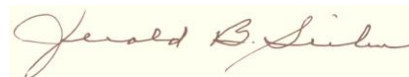
Our top priority at Platt College is meeting the needs of today's diverse student body. We are a college dedicated above all else to your success. We recognize that gaining entrance to Platt College is just the beginning. At Platt College we believe that everyone who has a goal and is willing to work hard to achieve that goal should be given the opportunity to succeed through the availability of high quality, accessible education.

An integral part of our mission is to provide a vibrant environment that enhances student-centered learning opportunities. At the same time, we are thinking for the future: about our hopes for you, our commitment to our alumni and community, and our advancing curriculum and instruction.

Publicly, we acknowledge our role in the community as *Setting the Standard in Nursing Education*. It is this standard that makes Platt College a strong private institution of higher learning with a rich history. We are continually developing new and creative ways to help you succeed at any stage in your life. At Platt College, our faculty and staff have a continuous commitment to quality education, personal growth, and an endeavor to meet the diverse, professional employment and educational needs of our service area.

On behalf of the faculty and staff, thank you for choosing Platt College.

Sincerely,



Jerald B. Sirbu, President/CEO

College Calendar

Start Dates	End Quarter
June 23, 2014	September 14, 2014
September 15, 2014	December 7, 2014
January 5, 2015	March 29, 2015
March 30, 2015	June 21, 2015
June 22, 2015	September 13, 2015
September 14, 2015	December 6, 2015
January 5, 2015	March 13, 2015
March 30, 2015	June 5, 2015
Intersession Dates*	
December 8, 2014	December 17, 2014
December 7, 2015	December 16, 2015
Break	
December 22, 2014	January 4, 2015
December 21, 2015	January 3, 2016

All academic programs are offered on a twelve (12) week quarter system. *The intersession is considered a stand-alone term for the purposes of grade point average. However, intersession tuition is applied to the winter quarter of each year (January-March).

This calendar is subject to change at any time prior to or during an academic term due to emergencies or causes beyond the reasonable control of the college, including severe weather, loss of utility services, or orders by federal or state agencies.

History of Platt College

- 1879** Platt College originates in Missouri
- 1980** the San Diego campus is founded, with emphasis in Drafting, Floral Design, Travel/Tourism and Production Art (*the Denver school was originally a branch campus of the San Diego school*)
- 1986** the Denver Extension is founded with the intent of emphasizing Business Technology in addition to Floral Design and Production Art
- 1987** Graphic Design is added
- 1989** Computer Graphics is added
- 1990** the American Education Development Corporation purchases the College
- 1991** Associate of Applied Science Degree programs are added
- 1992** Electronic Prepress Technology is introduced, followed by an Associate of Occupational Studies Degree in Advanced Computer Graphic Design
- 1996** the Graphic Arts Industry continued its evolution toward digital output when advanced programs were introduced emphasizing Interactive Multimedia Graphics and Webpage Design
- 1997** Bachelor of Arts Degree Programs with specialization in the Graphic Arts and Advertising were added
- 2000** Information Technology Networking and Website Design are added as vital

components of the program balance

- 2005** The Bachelor of Science in Nursing (BSN) Program is developed
- 2010** Media Arts is added with an emphasis in web technologies, advanced web design, and web programming
- 2013** Online (blended) education is added at Platt College

Degree

Bachelor of Science Degree Program

- Nursing

Legal Description

The college is owned by the American Education Development Corporation doing business as Platt College and incorporated under the laws of the State of Colorado. American Education Development Corporation assumes full responsibility for the educational agreements between the College and the students. Jerald B. Sirbu, President/CEO.

Certification

Certified as true and correct in context and policy. Jerald B. Sirbu, President/CEO September 1, 2014.



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General Information

Vision

Platt College is dedicated to academic excellence, personal and professional ethics, integrity, and growth in an environment of mutual respect and diversity that meets the needs of a changing global environment.

Core Values

At Platt College, we place high value on:

- **Diversity**
Platt College embraces diversity in cultural backgrounds, personal characteristics and recognizes the free expression of ideas, opinions, and differences in people, and respects the rights of students, faculty, and staff.
- **Excellence in the Learning Process**
Platt College values the role that faculty play in individualizing instruction, encouraging critical thinking, stimulating creativity, and in establishing high academic instruction.
- **Ethics and Integrity**
Platt College fosters a strong work ethic and places fairness, objectivity, honesty, and accountability at the forefront of its policies and procedures in all aspects of the College.
- **Personal Development**
Platt College is committed to intellectual and personal growth.

- **Community**

Platt College is committed to being a caring campus community of students, faculty, and staff to work collaboratively to foster leadership and development. We endeavor to provide a highly educated, employment-ready, diverse professional workforce to meet the needs of our service area.

Statement of Mission

Platt College offers quality undergraduate education and provides graduates with competencies, skills and levels of education for employment and continued success in higher education.

While fostering life-long higher learning for individuals and communities, we pledge to support and encourage intellectual growth by offering small, interactive classes taught by highly educated professionals, by providing student and alumni support and career services to assist in instruction and employment opportunities, and by offering technological and creative endeavors that enhance student-centered learning opportunities.

In fulfilling its mission, Platt College pursues engagement in teaching, learning, scholarship and service for faculty, staff, and students.

Platt College, a degree granting institution, provides baccalaureate degrees with an emphasis in educating individuals in the College's service area of metro Denver. The College fosters an environment conducive to learning and personal growth.

Platt College supports the professional development of faculty and staff and is committed to maintaining a work environment that promotes diversity without regard to race, gender, sexual orientation, religion, national origin, age, disability, or veteran status.

Class Schedules

Classes are scheduled between 7:30 am and 10:00 pm, Monday through Friday. Classes may also be scheduled between 8:00 am and 6:00 pm on Saturdays. Nursing clinical experiences may be scheduled at anytime Monday through Sunday, depending on the individual clinical availability.

Online courses may be accessed 24/7 during the normal academic calendar dates.

Breaks and Scheduling

I. Breaks during class

Students will receive 10 minutes of break time per 50 minutes of classroom instruction.

The following conditions apply to the in-class breaks:

- In-class break times are determined by instructors.
- Instructors will adhere to the 10 minutes of break time per 50 minutes of classroom instruction.
- Flexibility with the timing of breaks is given to instructors due to testing, exams, quizzes, in-class presentations, guest speakers, in-class activities, and other activities which may require instructors' discretion for break

intervals, so as not to interrupt class activities.

- In-class breaks cannot be “banked” to let students out of class early and/or to start class later than the scheduled time (i.e., not taking any breaks during a four-hour class so students may leave 40 minutes early).

II. Breaks in between classes

- Students will receive a minimum of 30 minutes of break time in between classes which are more than two hours in length.
- The 30 minutes of break time will be in addition to 30 or 60 minute breaks built into longer classes, if students are required to take a second class or lab after a longer class. If students are required to take a second class, SIM lab or Nursing Lab, after a class lasting longer than 3 hours, then a 60 minute break time is required between the scheduled classes.
- Instructors will receive a minimum of 60 minutes of break time in between classes and/or labs greater than 2 hours, should they teach more than one class in single day.
- If students are required to take a second class, SIM lab, or Nursing Lab, in one day, after a class lasting longer than 3 hours, then a 60 minute break time is required between the scheduled classes.
- Students picking up classes ahead of sequence should check their schedule before adding a class to make sure they

are receiving a break each class day which is appropriate to their needs.

III. Time limit on students' hours at Platt in a single day.

Students' time at Platt each day, including classroom time and breaks, is not to be scheduled to exceed ten (10) consecutive hours per day during class days. Should scheduling issues arise due to lab space, instructor availability, or other issues, the schedule for a certain day may exceed ten hours with approval from the Dean of Nursing.

Should a student choose to take an extra class ahead of time out of sequence, their schedule may exceed ten (10) hours in a single day.

Should a student fall out of sequence due to failing a class, withdrawing from a class, or other reasons, and need to make the course up during a quarter which one or more of their classroom days would exceed ten hours, the student will need to obtain approval to take the course from the Dean of Nursing.

IV. Time limit on instructors' hours at Platt in a single day.

Instructors' classroom teaching time at Platt each day, not including breaks, is not to be scheduled to exceed eight (8) total hours per day during class days. Should scheduling issues arise due to lab space, instructor availability, or other issues, the schedule for a certain day may exceed eight hours with approval from the Dean of Nursing.

This policy does not apply to clinical days.

Limitations and Reservations

Platt College reserves the right to make changes as required in course offerings, curricula, academic policies, and other rules and regulations affecting students. These changes will govern current and formerly enrolled students and will become effective whenever determined by the College. Enrollment of all students is subject to these conditions.

The course offerings and requirements of the College are continually under examination and revision. This catalog presents course offerings and requirements in effect at the time of publication but does not guarantee that they will not be changed or revoked. However, adequate and reasonable notice will be given to students affected by any changes. This catalog is not intended to state contractual terms and does not constitute a contract between the student and the College.

Platt College provides the opportunity for students to increase their knowledge by providing programs of instruction through faculty who meet the academic and professional preparation criteria required by the Accrediting Commission of Career Schools and Colleges and appropriate programmatic accrediting body (where applicable) at the college level. However, the acquisition of knowledge by any student is contingent upon the student's desire to learn and his or her application of appropriate study techniques to any course or program. The College does not warrant or represent that any student who completes a course or program of study will necessarily acquire any specific skills or knowledge, or will be able to successfully sit

for, pass, or complete any specific examination for any course, degree, or licensure.

Every effort is made to provide excellence in education. In order to be current with technology, Platt College maintains the right to revise, at any time, and without prior notice, the programs of study, courses, hours, academic calendars, policies, faculty, regulations, or tuition and fees as circumstances may require. In no case will the tuition and fees be greater than the contract amount.

Students will be notified in an addendum as changes, additions, or deletions occur to the current catalog, college policies, and curricula. Current information about offerings and requirements are available in the Admissions Office.

Misrepresentation of Academic Credentials

It is a Class A misdemeanor to misrepresent academic credentials. A person commits the offense of misrepresentation of academic credentials who, knowing that the statement is false, and with the intent to secure employment at or admission to an institution of higher education, represents, orally or in writing that such a person:

1. Has successfully completed the required course work for and has been awarded one or more degrees or diplomas from an accredited institution of higher education; or
2. Has successfully completed the required course work for and has been awarded one or more degrees or diplomas from a

particular institution of higher education; or

3. Has successfully completed the required course work for and has been awarded one or more degrees or diplomas in a particular field or specialty from an accredited institution of higher education.

Nondiscrimination

Platt College does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services in educational and employment opportunities, and is committed to the education of a non-racially identifiable student body.

Diversity Mission Statement

Our pledge at Platt College is to foster an environment free from discrimination. We aspire to recruit and retain outstanding faculty, staff, and students from varied backgrounds and viewpoints. We are committed to encouraging faculty, staff, and students to cultivate an environment of civility and tolerance.

Civility Statement

At Platt College we cultivate an environment of civility to all faculty, staff, and students. We understand people differ by nature which encourages growth, inclusion, and learning.

Civil interaction with people requires respect, integrity, and honesty. Conflict and difference of opinion exist within any community and values find expression in many different ways. We value meaningful human connections through interactions that are collaborative, respectful, and involve a free and open exchange of ideas, perspectives, and opinions. We value creative expression as a hallmark of learning and we encourage individuality.

Platt College complies with the Civil Rights Act of 1964, related Executive Orders 11246 and 11375, Title IX of the Education Amendments Act of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veteran's Readjustment Assistance Act of 1974, and all civil rights laws of the State of Colorado. Accordingly, equal opportunity for employment and admission shall be extended to all persons, and the institution shall promote equal opportunity and treatment through a positive and continuing Affirmative Action Program.

The Director of Financial Aid serves as the Title VI, Title IX officer responsible for assuring compliance with Platt College's Sexual and Racial Harassment Policy.

ADA Accommodations

Platt College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which are designed to prevent discrimination against qualified individuals with disabilities. In compliance with the American with Disabilities Act, students are

encouraged to contact the Academic Support and Career Services Coordinator at the beginning of their program for possible assistance with accommodations. The student is responsible for voluntarily and confidentially disclosing a disability and providing appropriate documentation regarding the nature and extent of a disability and the individual's functional limitations. Documentation need only discuss a disability or limitation that pertains to the reasonable modification(s) being requested. Platt College cannot make reasonable modifications that are *unduly burdensome or that fundamentally alter the nature of the College's programs. Medical documentation of disabilities and requested reasonable modifications must be presented in writing according to Policy 03:05:00, Tests Requirements for Disability Services.

Platt College is committed to equal access and participation for all persons, including those with disabilities, in academic and other programs sponsored by Platt College. The Academic Support and Career Services Coordinator assists the College community create and maintain a welcoming, accessible environment for perspective students, students and employees with disabilities.

Services provided through the Office of the Academic Support and Career Services Coordinator:

- Accommodation/Modification consultations for employees, supervisors, potential students, current students, and external constituents with disabilities

- Consultation with Platt College Administration regarding adapted technology
- Training for faculty, supervisors, and staff
- Classroom presentations about the ADA or other disability related issues
- Community referrals for students and employees
- Information about legislation that impacts persons with disabilities
- Extended time for entrance test and class tests
- Priority registration
- Sign language interpreters
- Tape recorded materials
- Peer note takers
- Access to adapted computer technology
- Referrals to other services and programs

What is considered a disability?

A disability is a physical or mental condition that substantially limits "major life activity," such as walking, hearing, seeing, speaking, breathing, or learning. ADA laws protect:

- Physical disabilities
- Sensory disabilities
- Psychiatric disabilities
- Health-related disabilities
- Learning disabilities
- Attention Deficit Hyperactivity Disorder

The Office of the Academic Support and Career Services facilitates reasonable modifications for students and prospective students. Those who wish to request reasonable modifications should contact the Academic Support and Career Services Coordinator, and provide up-to-date (within 3 years) documentation of disability. All information discussed is confidential between the Academic Support and Career Services Coordinator and the perspective student, student or employee. Examples of frequently requested student reasonable modifications include:

If you are interested in applying to Platt College, and require reasonable modifications during the admissions process, an admissions coordinator will connect you with Platt College's Academic Support and Career Services Coordinator to discuss your specific needs and provisions taken to accommodate those needs.

Information for Employees with Disabilities

Title I of the ADA prohibits discrimination in all employment practices. Qualified persons with disabilities, including applicants and current employees are protected. Employers must provide reasonable accommodations that enable an employee to perform the essential functions of a job. Essential job functions consist of duties which require certain skills and/or abilities which cannot be delegated to another employee without substantially altering the position or imposing undue financial or administrative hardship. Essential duties must be clearly stated in all job descriptions. An employee must be able to perform these essential duties with or without accommodations. If an employee cannot perform the stated essential functions the employee may be considered unqualified for that specific job.

Accommodations

Reasonable accommodations consist of adjustments or modifications to a job or work environment that enable a qualified employee to participate in the application process, perform essential duties, and enjoy benefits and privileges afforded to other employees. Accommodations should be determined collaboratively by the supervisor and the employee, however it is the employee's responsibility to disclose a disability and request accommodations.

Procedures for Perspective Students and Enrolled Students

To arrange reasonable accommodations for a disability, a perspective student or enrolled student must:

1. Inform the Academic Support and Career Services Coordinator about the disability for which accommodations are needed
 - a) Perspective students during the admissions process must inform Admissions Coordinator the need to speak with the Academic Support and Career Services Coordinator for ADA reasonable modifications to be made during admissions.
2. Students will submit a written request and current assessments to the Academic Support and Career Services Coordinator describing specific reasonable modifications that would assist in the performance and academic achievements while attending Platt College.
3. Upon request of the Academic Support and Career Services Coordinator students then

submit a comprehensive diagnostic report documentation of disability from a qualified professional. A comprehensive diagnostic report should include a diagnosis, all standardized assessment scores, a narrative/interpretation of the scores, a description of the educational impact on the individual (based on diagnosis and assessment results) and recommendations. The diagnostic report must be on letterhead, typed, dated, and signed, and otherwise legible. The name, title, and professional credentials of the evaluator must be clearly stated. Professional credentials refer to an appropriately licensed professional qualified to administer and interpret diagnostic testing. Diagnoses written on prescription pads and/or parent's notes indicating a disability are NOT considered appropriate document.

4. Once an appropriate diagnostic report has been provided to the Academic Support and Career Services Coordinator, an intake meeting will be scheduled to discuss appropriate accommodations that would enable the students to perform and achieve academic success.
5. After the intake meeting with the student, the Academic Support and Career Services Coordinator will send letters to appropriate faculty to notify them of accommodations. Faculty will receive a Docusign document per student receiving accommodations. Faculty will then need to sign and date the Docusign document which will then be electronically returned to the Academic Support and Career Services Coordinator. The signed documents will show that the faculty member is aware and willing to assist with accommodations.

As a matter of policy Platt College is committed to the full and total inclusion of all individuals and to the principle of individual rights and responsibilities. To this end, policies and procedures will ensure that persons with a disability will not, on the basis of that disability, be denied full and equal access to programs (Academic or employment) activities, or services or otherwise be subjected to discrimination under programs or activities offered by Platt College.

**Accommodations that are deemed to be “unduly burdensome”, are usually decided by policy, curriculum, or finances. However, Platt College will work towards reasonably accommodating each individual.*

Facilities

Classrooms are equipped with media equipment, presentation equipment, and overhead projectors. Video recording equipment is available upon request.

Labs (simulation and science) include patient-centered care equipment, high and low fidelity mannequins, human simulators, health assessment technology, a simulation learning system (SLS), and science laboratory equipment. An eyewash station and first aid kits are located in the science lab.

A student lounge is provided for use as a study center and a place for dining between classes. A refrigerator, two microwaves, and vending machines for snacks and drinks are available.

Additional student services are located on the first floor of the building which includes a student study area and multi-purpose conference room and testing area.

The facility, located on the first and second floors, has elevator service and is fully accessible to the disabled.

Ample complimentary parking is provided.

Individual class sizes fall within a range of 1 to 40 students, depending on the nature of the class and the subject being offered. Supervised laboratories operate with an approximate ratio of one instructor per 12 students. The maximum number of students in a classroom or laboratory setting of instruction is 40, (which typically only occurs during intersession courses).

Knowledge Resource Library

Mission Statement, Resources and Services

The Knowledge Resource Library staff provides outstanding resources and professional technical skills to users, collaborates with faculty and students in individual and group settings, and assists with the instruction of evidence based practice and information literacy skills.

The Knowledge Resource Library is staffed with one full time professional with a master’s degree in library and information science and one part time library assistant. The Information Specialist and library assistant provide research assistance from 8 am – 6:30 pm Monday through Thursday and 8 am – 5 pm on

Friday. There are six computers, two printers, one copy machine, and six quiet study desks in the Knowledge Resource Library.

Online Databases

The online databases enable users to access electronic resources 24 hours a day, 7 days a week. The databases are resources for the academic (liberal arts) and nursing faculty, students, staff, and administration. They cover a multitude of subjects which include nursing, business, online dictionaries & encyclopedias, drugs, general & interdisciplinary, humanities, psychology, science & technology, social sciences, and book reviews.

The database providers are well recognized in the library community and include EBSCO, Research Databases, Proquest and Gale databases, nursing ebooks, reference ebooks, and the Micromedix drug database.

Inter Library Loan

Books and journal articles can be borrowed from other Colorado libraries.

Library/Database Training

Classroom training is conducted by the information specialist, and individual/reference assistance is available during library hours.

Reference/Citation Support

The library provides support of American Psychological Association citation style. References are also formatted electronically in databases. The latest editions of both styles are available in print in the library.

Enrollment Services

For information on graduation rates, median debt of graduates completing College programs and other important information, visit www.plattcolorado.edu.

Admission Procedure

All new applicants must meet with an Admissions Representative to complete all application, testing, and transcript requests. For more information about program specific admission requirements, please call 303-369-5151.

Veterans

Individuals who qualify for educational benefits through the Veterans Administration must submit a listing of previous education and training as part of the admissions process. The college maintains a file for each veteran and/or eligible person which includes the following:

- Record of previous education and training.
- Record of the credit allowed for previous education and training. The enrollment period may be shortened to account for credit allowed. This information will be submitted to the Department of Veterans Affairs as required.
- Each course enrolled in by term.

- Final result of each course enrolled in by term i.e. passed, failed, incomplete, withdrawal.
- Record of any enrollment in course from which there was a withdrawal.
- Record of any withdrawals including the last date of attendance.

Transfer Credit

Transfer credit may be granted for courses completed at accredited institutions of higher education approved by the US Department of Education and using the American Council on Education (ACE) Military Transcript Transfer Guide.

A. Transfer Credit-All Students

Decisions concerning transfer credit are based on (1) equivalence of course content and credit hours and level of instruction to that provided by Platt College and (2) appropriateness and applicability of credit to the student's program at Platt College.

Students must be accepted into the BSN program at Platt College before transfer credit is evaluated. Official transcripts are evaluated and transfer credit is reviewed by the Registrar. Unofficial transcripts may be used for advising and course selection but are not acceptable for transfer of credit. As the Registrar reviews the official transcript, the student may be asked to provide the course

description(s) from the catalog under which he/she was enrolled.

All transfer credit must be submitted for review during the first two quarters of the program. Courses that are not offered as part of the program requirement will not be accepted as transfer credit. Transfer credit submitted after a student's completion of the first two quarters will not be reviewed nor will transfer credit be awarded. The student will be contacted in regards to the outcome of the transcript evaluation. There is a \$50.00 transfer credit review submission fee and a \$75.00 transcription fee per credit hour awarded.

The maximum transfer credit awarded cannot exceed 50% of the quarter credit hours of the total program requirement. The Vice President of Academic Affairs has the final decision on issuance of all transfer credit.

Quarter hours of credit toward graduation are awarded on the basis of these conditions, but grades or quality points are not awarded. The College policy for the granting of credit for previous training shall not impact the refund policy.

1. Foundational Liberal Arts Courses (General Education)

Only general education course grades of "C" or higher that are ten (10) years or less from the date of completion will be accepted for transfer credit from an accredited institution approved by the US Department of Education.

2. Foundational Science Courses (Cognates)

Cognate courses at Platt College are defined as courses offered in the science discipline. The purpose of cognate courses is to provide a student with more diverse perspectives in interdisciplinary fields. Cognate classes at Platt College include:

- BIOL 112, BIOL 206, BIOL 223, BIOL 224, BIOL 300
- CHEM 121

Only cognate course grades of “C” or higher that are ten (10) years or less from the date of completion will be accepted for transfer credit from an accredited institution approved by the US Department of Education.

3. Nursing Courses

Only nursing course grades of “B” or higher that are five (5) years or less from the date of completion will be accepted for transfer credit from an accredited institution approved by the US Department of Education.

Individuals receiving transfer credit for nursing (NSG) courses must successfully pass the corresponding ATI assessment(s) if applicable (see Policy 02:15:00 *Pass to Progress*). When applicable, the corresponding ATI must be taken prior to the quarter that course is offered in the standard course sequencing guide. ATI assessments are

only available to enrolled students and will not be given during the nursing application process. The Registrar will notify the student regarding the ATI assessments that the student will be required to take based on his/her transfer credit evaluation. The Administrative Assistant for the School of Nursing will work with individuals to secure ATI IDs and passwords and determine the dates and times for the proctored assessments. As with Policy 02:15:00 *Pass to Progress*, individuals taking ATI assessments to secure transfer credit for nursing (NSG) courses will have two attempts to meet program benchmarks. If the student fails to meet the program benchmark on the second attempt, the student will be required to enroll in the respective nursing course(s) at Platt College. Students who successfully pass the ATI assessment will have credit for the corresponding course(s) held in their academic file and applied to their transcripts when the course is offered.

Platt College uses quarter hours; however it is possible to convert quarter hours into semester hours. Multiply the quarter hour by .66 to equal the semester credit hour (ex: 4.5 quarter hours x .66 = 3 semester credit hours).

B. General Transfer Pathways from Colorado Colleges and Universities

To help eliminate the guesswork of transferring general education course credits, Colorado has developed the statewide guaranteed transfer (gt)

program (gtPATHWAYS Planning Guide) and the statewide transfer policy.

Further information may be found at:
<http://higher.ed.colorado.gov/academics/transfer/s/gtpathways/>

gtPATHWAYS applies to accredited Colorado public institutions of higher education, and there are more than 500 lower-division general education courses in 20 subject areas approved for guaranteed transfer. These courses will automatically transfer and continue to count toward meeting general education core or graduation requirements for any liberal arts or science associate or bachelor's degree program provided a student does not exceed the 50% maximum and receives a course grade of "C" or higher within the past ten years, that the course is equivalent to the curriculum at Platt, and the course has the equivalent number of credit hours.

C. Transferability of Credit to Other Institutions

Because each degree program of study at a particular college or university has specific course requirements, transferring from one institution to another is difficult.

Each and every individual college or university has its own transfer credit policy. Ultimately, it is the student's responsibility to ensure he or she is taking courses that will transfer. Platt College encourages students to become well informed about transferability of credit. Platt College cannot guarantee transferability of credits to other institutions.

External Credit Policy

External credit can only be accepted from students in the BSN program.

I. Possible sources of external credit include (1) credit by examination, (2) military service/armed services schools, and (3) high school Tech Prep programs.

To receive external credit, the following conditions must be met:

1. Applicants must not have attempted nor received college credit in similar titled courses for which credit is requested.
2. Credit is awarded only in areas offered within the current curriculum of the College and related to the student's educational program.
3. Credit is awarded only for those learning experiences in which it can be documented that the outcomes for specific courses in an approved degree program have been met.
4. All external credit must be submitted for review during the first two quarters of the program. External credit submitted after a student's completion of the first two quarters will not be reviewed nor will external credit be awarded.
5. All external credit must be at the college level.

Quarter hours of credit toward graduation are awarded on the basis of these conditions, but grades or quality points are not awarded.

Transfer of external credit from Platt College to other institutions is at the discretion of the receiving institution.

II. External Credit by Examination

Students may earn college credit for College-Level Examination Program Subject Examinations (CLEP) taken after their admissions date to Platt College. Students may earn college credit by examination for acceptable (national benchmark) scores on the CLEP Examinations. CLEP tests taken must be in a subject equivalent to the required curriculum at Platt. Official documentation must be received directly from the testing agency. Requests for credit by examination are submitted to the Registrar. Documentation of test scores must be received within the first two quarters of enrollment at Platt College. The test results are evaluated by the Registrar and, if credit is earned, recorded on the student's record. The Platt College of Aurora, Colorado CLEP code is 4460.

CLEP: Applications and information on the CLEP are available by writing the College Level Examination Program, Box 6600, Princeton, New Jersey 08541-6600, by calling (609)-771-7865, or by accessing www.collegeboard.com. Credit is awarded for acceptable scores received on subject examinations only. All fees associated with CLEP testing are the responsibility of the student.

III. External Credit for Military Service/Schools

Credit may be awarded for attendance at military schools and job classifications based upon recommendations from the American

Council on Education (ACE) Military Transcript Transfer Guide. Military service credit is awarded provided that proper documentation supporting service-related educational experiences is presented to the Registrar before the end of the second quarter from the start of the program.

IV. External Credit for Tech Prep Programs

A student, who has completed a secondary course of study and has received a high school diploma or general education diploma (GED), has enrolled in a college or university within two years of graduation, and who demonstrates attainment of equivalent learning outcomes for specific courses will receive credit for those courses.

Students wishing to participate in receiving external credit must:

- Meet specific performance requirements.
- Enroll at Platt College within two (2) years of the date of graduation from high school or from the date of completing the general education diploma (GED).
- Provide proper documentation of courses.
- Make sure program and/or credits received are at the college level.

Foundation Liberal Arts and Sciences (General Education) Requirements

The Foundational Liberal Arts and Sciences curriculum at Platt College strives to introduce all students to the fundamental knowledge,

skills, and values that are essential to further study in the major, to the pursuit of life-long learning, to the development of educated members of the community and the world, and to provide the foundation for becoming informed, independent thinkers who can comprehend, evaluate, and address the issues that human beings face in their personal lives, in their careers, and in community and public affairs.

The Effective Citizen Model

Platt College has adopted a liberal arts (general education) model similar to one of the three models described in Robert Newton's (2000) *Tensions and Models in General Education Planning*, the *Effective Citizen* model in which the needs of society and the student are emphasized in the general education curriculum. Coherence is achieved through general education goals that focus on the skills, knowledge, and values that can be applied in a broad range of situations, from community action to entrepreneurship. Students take general education courses in the following categories:

Effective Communication in Speaking and Writing, Humanities, Human Influence, Informed Citizen, Mathematical Skills and Technology, Scientific Method

Foundational Liberal Arts and Sciences (General Education) Competencies

Upon completion of their degree program, students will,

- communicate effectively by demonstrating the ability to speak, listen, read and write with clarity, coherence, and persuasiveness.
- have a richer understanding and appreciation of the humanities and fine arts, and an appreciation, and evaluation of the aesthetic, historical, philosophical and literary dimensions of human experience.
- demonstrate awareness of the interdependent nature of individuals and societies and thus better equips them for thoughtful participation in a democratic society. Study here also encourages greater sensitivity to differences among people and thus exposes students to significant issues of cultural diversity, ethics and dilemmas in the personal, business and social arenas of their lives.
- be able to participate as informed and responsible citizens in solving social, economic and political problems in a multicultural and global society.
- be able to comprehend and to use quantitative concepts and methods to interpret and to critically evaluate data and to effectively problem-solve in a variety of contexts demanding quantitative literacy.

Statement of Satisfactory Academic Progress

The following information applies to all students, regardless of program of study, attending Platt College:

Satisfactory academic progress (SAP) is defined as progression through the academic program within a prescribed time frame while maintaining a sufficient grade point average to demonstrate growth in knowledge and skills. Lack of satisfactory progress may jeopardize the student's ability to complete their program of study. Platt College expects students to progress through the program based on satisfactory academic progression standards. The School of Nursing at Platt College individually determines the criteria requirement for SAP. All students will be considered to be in a state of satisfactory progress at the time of initial enrollment.

Federal regulations require that a student receiving financial assistance from a state or federal aid program must make SAP as determined by the institution from which such aid is received. Platt College's standards for determining SAP are the same for all students enrolled in the same educational program, regardless of financial aid receipt. Platt College students, regardless if they are receiving financial assistance, will have their satisfactory progress measured by their cumulative grade point average and credit hours offered. Consistent application of standards exists to all students regardless of category (i.e., full time,

part time, receiving financial aid, not receiving financial aid) and educational program.

Step-by-Step Discipline (Warning/Probation/Temporary Suspension/Termination)

- Step One: The student is placed on academic warning the subsequent quarter after a student fails to meet satisfactory academic progress; time period is two consecutive quarters.
- Step Two: The student is placed on academic probation the subsequent quarter after a student fails to meet satisfactory academic progress and is already on academic warning for two consecutive quarters; time period is one quarter.
- Step Three: The student is placed on temporary suspension the subsequent quarter after a student fails to meet satisfactory academic progress and is already placed on academic warning for two consecutive quarters and academic probation for one quarter; time period is one quarter. After the student has been temporarily suspended for one quarter, he/she is eligible to return to Platt College. If a student continues to not meet satisfactory academic progress upon return, he/she will return to step one.
- Step Four: Termination is issued when a student is placed on temporary suspension and fails to return to the College after the temporary suspension time period elapses. After a student is

terminated from the College, the student must reapply for entry.

- Students' academic progress, both the qualitative (grade-based) and quantitative (time-based and credit-based) SAP measures, are reviewed quarterly. A student on academic warning or probation may continue to receive financial assistance for one payment period despite a determination that the student is not making satisfactory academic progress. However, while a student is on academic warning or probation, Platt College may choose to require that the student repeat a failed course and/or take a reduced course load. Course repeats are included in a student's cumulative GPA, and count towards the pace of completion.

Notification: Student Progress and Progress Reports

- Student progress is evaluated through daily assignments, hands-on assessments, quizzes, written examinations, and other methods as determined by the course faculty. Student progress is measured by the use of a 4.0 grade scale.
- Students are entitled to a regular accounting of their academic status. Students may monitor their SAP on *My Platt College*. Students placed on academic warning, probation, or temporary suspension are informed in

writing at the time the action is taken. Students are strongly encouraged to receive advising from the appropriate faculty member or administrator in an effort to improve their academic performance. Further, students are informed by the Financial Aid Office in writing how their financial assistance may be affected by not meeting satisfactory academic progress.

Maximum Time Frame

- Students must complete their programs within a prescribed time frame. The maximum time frame is limited to 1.5 times the normal length of the program in duration or credit hours required to complete the program. Students who fail to complete their programs within the maximum time frame will be dismissed.

The pace at which a student must progress through his or her education program to ensure he or she will complete the program within the maximum time frame depends on which educational program the student is enrolled.

Temporary suspensions, breaks, and leave of absence (LOAs) are not factored into maximum time frame calculations.

The Office of the Registrar at Platt College calculates the pace by credit hour at which a student is progressing by dividing the cumulative number of credit hours the student

has successfully completed by the cumulative number of credit hours the student has attempted. The Office of the Registrar at Platt College calculates the pace by duration at which a student is progressing by counting the number of months less LOAs, less temporary suspension, less breaks.

Withdrawing from, failing, or otherwise not completing courses can affect a student's GPA and CGPA as well as pace of completion by one or more quarters. Repeating courses can affect a student's CGPA as well. Credit hours from another institution that are accepted toward a student's educational program count as completed hours toward the progress of a degree.

Leave of Absence (LOA)

A Leave of Absence (LOA) may be granted for medical reasons or personal situations. A request for a LOA must be submitted in writing to the Registrar and include a student signature and date.

The LOA for students may not exceed one hundred and sixty-six (166) days (excluding holidays and breaks designated in the Academic Calendar) in any twelve (12) month period.

Students taking a LOA need to be aware that not all classes are offered each quarter. Students who do not return from an approved LOA to their program of study by registering and attending classes or by submitting another request for an LOA (when applicable) will be voluntarily terminated effective at the end of the first week

of the quarter in which they were scheduled to return. A student should contact the Registrar to determine eligibility for an LOA.

Military Leave of Absence

For those being placed into active military service, requests must be accompanied by a copy of military orders indicating the induction date. Requests should be submitted to the Registrar and a leave of up to one year may be granted. In case students are called for active military service, the College will authorize withdrawals throughout the quarter. Students can register for subsequent quarters without proceeding through the normal admissions process. Under the 180-day LOA limitation (Subsection (a)(2)(B) of 484B, Higher Education Act of 1965 (20 U.S.C. 1091b) the student shall not be treated as withdrawn unless the student fails to return upon the completion of the military leave of absence.

Course Repeats, Drops, and Withdrawals

Course Repeat

Students are permitted to repeat courses in which their final grades are "C" or lower. If a student is required to take a course that is a prerequisite to other courses, that course must be successfully completed before advancing to other courses.

The student will be charged the full tuition rate at the time the course is repeated. The original failing grade will be calculated into the student's

cumulative GPA until the repeat has been completed. At that time, the previous failing grade will still be shown on the student's transcript, however an indication that the course was repeated will be noted. Furthermore, the old grade will then not be used to calculate the GPA, only the new grade will be used to calculate the GPA. Students must complete their academic program within 1.5 times the total program length in duration or credit hours.

Course Drop

A student may drop a course any time before 10% of the contact hours for that course have been completed by notifying the Registrar via Platt College email, in person, or in writing. Once a student has notified the Registrar of his/her intent to drop a course, the Registrar will send official documentation to the student that must be completed and signed by the student in order to drop the course. If a student drops a course prior to 10% of the contact hours, then the course does not appear on the student's transcript, and the student is not charged for the course.

Course Withdrawal

After 10% of the contact hours for a class have elapsed, a student must withdraw from the course by notifying the Registrar via Platt College email, in person, or in writing. Once a student has notified the Registrar of his/her intent to drop a course, the Registrar will send official documentation to the student that must be completed and signed by the student in order to drop the course. A student may withdraw in writing from a course at Platt College until the

Friday of the final examination week up until 4:00 PM MST.

If a student was making satisfactory progress at the time of the withdrawal, the student will receive a grade of "WP" (Withdrawal While Passing). If the student was failing the course at the time of the withdrawal, the student will receive a grade of "WF" (Withdrawal While Failing). Satisfactory progress at the time of the withdrawal is determined by the course faculty. The student is considered enrolled in a course until the Registrar has been notified and any paperwork required has been completed. Failure to notify the Registrar may result in the student receiving a failing grade for the course and affect the student's GPA. Students will be charged for a course if they withdraw after 10% of the contact hours for a class have elapsed. A grade of "WA" means administrative withdraw. This is used when a student was enrolled in a class and attended at least once but stopped attending the class without (1) dropping the class prior to the drop/add period (first 10% of the quarter) or (2) officially withdrawing from the course through the Registrar's office.

Although grades of "WP, WF, and WA," do not affect the student's GPA, they are permanently recorded on the student's transcript. Students may withdraw from courses up until and through the tenth week of each quarter. Withdrawals cannot be made during finals week. A student who withdraws from a course is charged for the course regardless of withdrawal reason.

A student may only enroll in any one course a maximum of three times regardless of the reason

for enrollment/re-enrollment [failure, withdraw (WP, WF, WA), and LOA].

Official/Unofficial Withdrawal from the College

Official Withdrawal

An official withdrawal is when the student notifies the Platt College Registrar in writing (either in person, via letter, or via college email) that he or she will not be returning to the program. To complete the official withdrawal from the College, the student completes a Request to Permanently Withdraw from the Degree Program form and a Student Exit Checklist form. Both forms are initiated by the College Registrar after written notification is received by the student. The date of withdrawal is the last date of attendance in class; the effective date is when the College Registrar receives written notification from the student that he/she is not returning to the degree program.

Unofficial Withdrawal

When a student does not notify Platt College of his or her withdrawal, it is classified as unofficial. To complete the paperwork for an unofficial withdrawal, the Registrar completes a Request to Permanently Withdraw from the Degree Program, issued electronically to applicable college offices, and sends an electronic copy to the student, regardless if the student signs the form. There are two categories

of unofficial withdrawals for purposes of financial calculations.

If Platt College determines that a student did not begin the withdrawal process or otherwise notify the College of the intent to withdraw due to illness, accident, grievous personal loss, or other circumstances beyond the student's control, the withdrawal date is the date the College determines that the student ceased attendance because of the aforementioned applicable event. An example of this would be the student not attending class for two consecutive weeks and not notifying the college of his or her situation. In this case, the student's last date of attendance will be counted as the withdrawal date.

If Platt College administratively withdraws a student (e.g., expels, suspends, or cancels the student's registration) who has not notified the College of his or her intent to withdraw, the last possible date of withdrawal for the student is the date Platt College terminates the student's enrollment. Examples of this would include a student violating a Platt College policy, or a student failing to return from temporary suspension or leave of absence without notifying the college.

Once a *Request to Permanently Withdraw from the Degree Program* has been issued for either an official or unofficial withdrawal, the Registrar finalizes the needed documentation (i.e. last date of attendance, credit hours scheduled and completed, effective date). This information is securely provided electronically to each applicable College department.

When the electronic document is received by the Financial Services department, a College Refund Calculation is completed.

The Financial Aid Department also completes a Federal Return of Title IV Calculation and determines how much of the Student Financial Aid (SFA) funds may be retained.

The School Refund Calculation is then adjusted (if needed) by the funds that must be returned. Copies of the final School Refund Calculation along with a copy of Return of Title IV Funds worksheet are retained in a student's SFA file and in the college's database system (My Platt College). Any refunds/returns are then processed or requested through the appropriate parties.

The Financial Aid office updates two federal sites: National Student Loan Data System (NSLDS) and the Common Origination and Disbursement (COD) with the revised data. The office also updates the Veteran's Affairs Office (VA) and any other state agencies if applicable.

The original withdrawal documents are returned to the College Registrar and the Director of Financial Services for a co-preparation of a Withdrawal Letter to the student (copies are kept in the Financial Services Department and are appended in the student's electronic files.)

The Financial Aid Department prepares all necessary federally required Exit Interview Paperwork to the student via certified return receipt through the USPS. Copies of all paperwork are kept in the student's SFA file for documentation.

Copies of refund/return adjustments or checks are posted into the CAMS system and copies are then kept in both the Academic and SFA file and electronically in the CAMS document tracking.

Voluntary Termination from a Program Before Completion

A student who wishes to voluntarily terminate his/her enrollment at Platt College for any reason during enrollment should meet with the Registrar. It is expected that students will complete a *Request to Permanently Withdraw from Degree Program* form and a *Student Exit Checklist*. Students are also required to notify the Financial Aid Office when a change of status occurs (i.e. change in name, address, phone number, attendance, tuition aid eligibility or any other item that may have an impact upon completion of the student's education). A student who voluntarily terminates his/her enrollment is eligible to reapply to Platt College.

Reestablishment of Eligibility Process

Students who wish to initiate a review of any type of concern or complaint regarding the SAP policy shall use the *Informal Complaint Procedure* within Policy 02:16:00 *Grievance*.

A School of Nursing student must maintain a minimum cumulative grade point average of 2.75 ("C"). Students' academic progress will be reviewed quarterly. The student must achieve a cumulative 2.75 grade point average in order to attain Satisfactory Academic Progress and graduate with a Platt College degree.

A School of Nursing student whose cumulative grade point average drops below 2.75 at the end of the quarter will be placed on academic warning, probation, or temporary suspension. Students who are placed on academic warning, probation, or temporary suspension will be notified in writing by the Registrar. After notification, the student must make an appointment with the Associate Dean, School of Nursing for advisement.

Academic Standards

Grade Notification

Students can monitor their course grades on *My Platt College*. Final grades are released by the Registrar via *My Platt College* at the end of each quarter. Students may also request an official transcript from the Registrar.

A. Student Attendance Requirements for Blended learning courses (eCombination), and Web-Enhanced/Face-To-Face (eCompanion) Courses

Blended Learning Courses (eCombination)

Attendance is taken in every face-to-face class or weekly online module session. Faculty are required to keep complete and accurate records of student attendance for all classes taught. One blended learning (hybrid) experience or module is equal to one week. Students are allowed absences totaling no more than 20% of the total contact hours for each course. Absences must be reported and submitted at the end of every

face-to-face class or weekly online module session to the Registrar.

Blended courses will, at minimum, have weekly requirements for student participation. Faculty must include at least one weekly participation requirement per module per course in order to track and define attendance within the different learning environments. Students should refer to individual course syllabi for specific attendance and tardiness requirements.

Web-Enhanced Courses (eCompanion)

Attendance is taken in every web-enhanced (face-to-face) class session. Faculty are required to keep complete and accurate records of student attendance for all classes taught. Students are allowed absences totaling no more than 20% of the total contact hours for each course. In the event of an absence or tardy, the ability to make up missed work will be in accordance with faculty syllabi requirements. Minutes tardy and the amount of time missed for partial attendance will be recorded by faculty. Absences must be reported and submitted at the end of every class to the Registrar.

Beginning with the first class period, faculty are required to keep complete and accurate records of student attendance for all classes taught. Absences must be reported and submitted at the end of every class and at the end of every quarter to the Registrar via *My Platt College*.

Attendance Discipline for eCombination and eCompanion Classes

Step-by-Step Discipline (Warning/Probation/Temporary Suspension/Termination)

- Step One: The student is placed on attendance warning the subsequent quarter after a student fails to meet the attendance requirements; time period is one quarter.
- Step Two: The student is placed on attendance probation the subsequent quarter after a student fails to meet the attendance requirements and is already on attendance warning; time period is one quarter.
- Step Three: The student is placed on temporary suspension the subsequent quarter after a student fails to meet the attendance requirements and is already placed on attendance warning for one quarter and attendance probation for one quarter; time period is one quarter. After the student has been temporarily suspended for one quarter, he/she is eligible to return to Platt College. If a student continues to not meet the attendance requirements upon return, he/she will return to step one.
- Step Four: Termination is issued when a student is placed on temporary suspension and fails to return to the College after the temporary suspension time period elapses. After a student is terminated from the College, the student must reapply for entry.

If a student misses two consecutive weeks of all classes enrolled in at Platt during the quarter:

The Registrar will notify the financial aid and the appropriate administrator. The student will be contacted by the Registrar. An absence of two weeks' worth of all courses during a single quarter will cause the student to be terminated from his/her enrollment at Platt College. After a student is terminated from the College, the student must reapply for entry.

Students placed on attendance warning, probation, temporary suspension, or termination will be notified by the Registrar via the approved method for official communications according to Policy 07:11:00 *College Communication*.

B. Bachelor of Science in Nursing (BSN) Program Clinical Learning Experiences:

Definitions/Explanations of Clinical and Simulated Clinical Experiences Absence Policy

Attendance for all scheduled clinical rotations is mandatory. In the event of illness or an unusual circumstance, students are required to notify the clinical faculty member of an absence or tardy at least 30 minutes prior to the start of the clinical day. Failure to notify the clinical instructor will result in a failing grade for the day and a charge of \$50 per hour will be assessed to make up the missed clinical experience or simulated clinical experience. The contact information for clinical/simulated clinical faculty members/clinical scholars/clinical preceptors is provided to the student(s) when he/she is

scheduled for a clinical learning or simulated clinical learning experience by the Clinical Placement Coordinator via email. Dismissal from the clinical or simulated clinical learning site may result if a student is more than 10 minutes late from the time designated by the clinical instructor. The student will receive a failing grade for that clinical day or simulated clinical day and will be charged to make up the missed clinical or simulated clinical experience.

Clinical/Simulated Clinical Experience Absence

When a student is not present at the assigned/scheduled clinical facility or at the simulated clinical location on the preset date and time, or is 10 minutes or greater late to the facility without prior notification to the faculty member, the student will be marked absent. All (excused and unexcused) clinical or simulated clinical absences are required to be made up.

Excused Clinical/Simulated Clinical Experience Absence

A student may be excused from a clinical/simulated clinical learning experience for the following two reasons:

- Acute illness (fever of 101°F or above, nausea and/or vomiting, diarrhea, or any other condition classified as contagious, such as conjunctivitis (pinkeye).
- Attendance at the funeral of an immediate family member

In the case of acute, unexpected illness, the student **MUST** notify the clinical/simulated

clinical faculty member and clinical agency (if applicable) on the day of the absence.

Documentation from a medical provider stating the date and time you were seen must be provided to the clinical placement coordinator (CPC) by fax or in person within 72 hours of the missed clinical/simulated clinical. In the case of a funeral, the funeral program must be provided to the CPC within 72 hours of the missed clinical/simulated clinical. Clinical/simulated clinical learning time that is missed due to illness or funeral attendance is required to be made-up, but the student is not charged.

If the student is absent for more than 10% of the assigned clinical or simulated clinical, the student will be asked to drop the entire course and retake the entire course the following quarter. This is necessary because clinical evaluation and progress is dependent on the student attending the entire allotted clinical time.

Unexcused Clinical/Simulated Clinical Absence

An absence in which the student does not attend a scheduled or assigned clinical/simulated clinical day or is 10 minutes or greater late to the clinical and the student does not provide the CPC with written documentation is considered unexcused. The student will be charged fifty (\$50.00) per hour for each required hour of the clinical/simulated clinical make-up time. For example, if a student misses a 12-hour clinical learning experience, the student will be charged \$600.00 to have the clinical rescheduled and made-up.

Clinical/Simulated Clinical Make-up

Make-up hours are scheduled and assigned by the CPC. Make-up hours are assigned when the earliest appropriate placement slot is available. This may mean that these hours extend into successive quarters of the program. The student will receive an Incomplete on their transcript until the required clinical hours are successfully completed.

Please be advised that missing (excused or unexcused) clinicals could mean that graduation dates will be delayed until the required make-up clinical learning experience is successfully completed.

Returning to Clinical/Simulated Clinical After Illness or Injury

- A physician or mid-level provider's medical clearance may be required before a student returns to the clinical/simulated clinical area following illness or injury. Major illness, injury, surgery, communicable diseases, and pregnancy require a physician or mid-level provider's documented medical clearance.
- In order to attend clinical, the student must be able to perform all competencies and performance standards for nursing students that are essential for safe nursing practice. In addition to the medical clearance, the provider must complete a Physical Form for The School of Nursing and attest with their signature that the student can perform ALL of the physical

requirements of nursing WITHOUT limitation. ANY limitation will result in the student being placed on an LOA until the physical competencies can be performed. (See Physical Form School of Nursing)

- A pregnant student must present a physician or mid-level provider's statement to continue in clinical experiences.
- Students with a fever of 101°F or above, nausea and/or vomiting, diarrhea, or any other condition classified as contagious, such as conjunctivitis (pinkeye), may not attend clinical. The excused absence policy will apply.
- Illnesses occurring at the College or clinical site may require transport by emergency medical services (EMS). Students are financially responsible for their own medical care, including emergency transportation from the College or clinical site.
- Students with casts, splints, or a condition that inhibits movement also need a physician or mid-level provider's clearance. Individual clinical agencies may not all the student to provide direct patient care in certain instances necessitating a course withdrawal. Students not meeting the physical and/or emotional requirements of agencies may request a leave of absence.

Clinical/simulated experiences are an important component of the nursing program. Every effort is made to provide clinical experiences that enhance the integration of theory content to

nursing practice and prepare students for the professional nursing role.

Students receive safety education during new student orientation and again in NRS 232L, Basic Principles of Patient-Centered Care on how to minimize environmental risks to themselves and others. Students are expected to follow these procedures throughout the nursing program.

Any behaviors that place a student, patient/client, or others at risk for injury because of failure to follow safety regulations, or that jeopardize the present and continued use of a clinical facility may result in dismissal from the program.

Students may not be enrolled in two courses with practicums at the same time except during quarter eleven. In some rare instances this may be required to ensure the concurrency of practicum learning with didactic learning experiences and will be determined by the Clinical Placement Coordinator, the Associate Dean, School of Nursing, and the Registrar in conjunction with the clinical agencies. Students will not be permitted to take more than one nursing core course with a practicum in order to attempt to progress through the nursing program faster than the established program length of 36 months.

Pre-Clinical/Simulated Clinical Assignments

When reporting to a clinical/simulated site for pre-clinical assignments/preparation, you must arrive appropriately attired. Unless directed otherwise, business casual professional dress with a white lab coat, the School of Nursing

patch on the left upper sleeve, and a visible Platt College photo identification name tag clearly displayed is required. Denim clothing is not acceptable attire. Clinical preparation includes, but is not limited to, having a plan of care for the patient/client, being able to discuss the disease process and pharmacologic treatments, and review of potential nursing care skills to be performed.

Definition of a Unit of Credit

Platt College measures student progress in quarter credit hours. Credit hours are comprised of contact hours. Each contact hour is 50 minutes of instruction in a 60 minute period of time. A credit hour is defined as an amount of work represented in intended learning outcomes and verified by evidence of student achievement for academic activities as comprised of the following units: didactic learning environment; supervised laboratory setting of instruction; externship; and/or out-of-class work/preparation. The following are the measures of these units for establishing credit hour awards:

One quarter credit hour equals 30 units comprised of the following academic activities:

- one clock hour in a didactic learning environment = 2 units
- one clock hour in a supervised laboratory setting of instruction = 1.5 units
- one hour of externship = 1 unit
- one hour of out-of-class and/or preparation for the didactic learning environment or supervised laboratory setting of instruction that are designed

to measure the student's achieved competency relative to the required subject matter objectives =0.5 unit

Glossary of Credit Hour Terms

- A didactic learning environment is one which is led by a qualified faculty member for the intention of teaching and learning and can be in a classroom or laboratory setting of instruction.
- A supervised laboratory setting of instruction is one where students engage in discussion and/or the practical application of information presented in the didactic portion of the program or discovered through the out-of-class work/preparation under the supervision of a qualified faculty member.
- Out-of-class work/preparation is that which students engage in as a means to prepare for the didactic learning environment or supervised laboratory setting of instruction and must be articulated through a course syllabus.
- An externship is a component of a program that is offered in a bona fide occupational setting for which education is provided, the externship component may occur throughout the course of a program or as a capstone requirement.

Grading System

The following are guidelines used by faculty members to establish course grading criteria.

Grade A – Superior Work

The student masters the objectives of the course, is able to apply the learning, and is able to integrate learning with other knowledge.

The student consistently distinguishes himself/herself in assignments, examinations, laboratory and participation. The student demonstrates independent thinking in class assignments and discussions.

Work is consistently submitted on time and in the expected form and format.

The student consistently displays superior skills, ability, and performance in his/her development of required hand and/or motor skills.

The student complies with school attendance requirements.

Grade B – Above Average Work

The student shows consistent mastery of the course content and objectives and is usually able to apply learning to new situations and integrate with other knowledge.

Work is consistently submitted on time and in the expected form and format.

The student consistently displays above average skills, ability, and performance in his/her development of required hand and/or motor skills.

The student complies with school attendance requirements.

Grade C – Average Work Allowing Progress

The student shows reasonable comprehension of the course material and has an average mastery of the content which would indicate the student is capable of progressing to other coursework.

The student consistently earns average scores in tests, homework, projects, and class participation.

Work is consistently submitted on time and adequately meets expectations of form and format.

The student consistently displays average skills, ability, and performance in his/her development of required hand and/or motor skills.

The student complies with school attendance requirements.

Grade D – Less than Acceptable

The student demonstrates minimally acceptable comprehension of the course material and the competence demonstrated is insufficient to indicate the student is capable of progressing to other coursework.

Work is of inconsistent quality, often fails to meet expected form and format and is frequently late.

The student consistently displays below average skills, ability, and performance in his/her development of required hand and/or motor skills.

The student complies with school attendance requirements.

Grade F – Failing Grade

The student demonstrates an unacceptable low or no mastery of the course objectives or content.

The student earns failing scores on tests, homework, projects, and class participation. Work is of inconsistent quality, often fails to meet expected form and format and is frequently late or not submitted.

The student fails to display minimally acceptable skills, ability, and performance in his/her development of required hand and/or motor skills.

The student fails to comply with the school attendance requirements.

Academic Assistance

Any student who wishes to have extra academic assistance is encouraged to make an appointment with his/her faculty member(s) or the Academic Support and Career Support Services Coordinator.

Summary of Letter Grade System

Explanation of grading system used at Platt College:

Letter Grade	Rating Description	Quality Points Per Credit	Affect Term Earned Hours	Affect Cumulative Earned Hours	Affect Term GPA Hours	Affect Cumulative GPA Hours	Affect Term GPA	Affect Cumulative GPA	Affect Transcript Attempted Hours	Can Mark As Repeat	Act as Ungraded (No Quality Points)
A	Superior	4.0	✓	✓	✓	✓	✓	✓	✓	✓	
B	Above Average	3.0	✓	✓	✓	✓	✓	✓	✓	✓	
C	Average	2.0	✓	✓	✓	✓	✓	✓	✓	✓	
D	*Minimally Acceptable	1.0	✓	✓	✓	✓	✓	✓	✓	✓	
F	**Failure	0	✓	✓	✓	✓	✓	✓	✓	✓	
P	Pass	4.0	✓	✓	✓	✓	✓	✓	✓	✓	
R	Retake	N/A							✓	✓	✓
WA	Administrative Withdrawal	N/A							✓		✓
WP	Withdrawal While Passing	N/A							✓		✓
WF	Withdrawal	N/A								✓	✓

	While Failing										
TC	Transfer Credit	N/A	✓	✓					✓	✓	✓
EC	External Credit	N/A	✓	✓					✓	✓	✓
ES	Transfer Credit Held in Escrow	N/A	✓	✓					✓	✓	✓
AU	Audit	N/A							✓	✓	✓

*Letter grades of “D” or “F” in any nursing or cognate courses will constitute a course failure.

**Failure can be used to show both failure of course or unsatisfactory grade.

Grading System

Reporting quality of student performance in any academic course is the responsibility of the faculty member. Each faculty member shall specify his/her grading process – the basis for achieving specified letter grades for the course – and distribute and explain these bases in writing to each student at the beginning of the quarter.

The following grading system is used at Platt College. The Platt College cumulative GPA calculation is taken to three decimal places.

The following grading system is used at Platt College:

For general education and cognate classes, the course evaluation is based on the following grade scale:

A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

Cognate courses at Platt College are defined as courses offered in the science discipline. The purpose of cognate courses is to provide a student with foundational knowledge required for healthcare degrees. Cognate classes at Platt College include:

BIOL 112, BIOL 206, BIOL 223, BIOL 224, BIOL 300, and CHEM 121

For nursing classes (only classes with a NSG prefix), the course evaluation is based on the following grade scale:

A	90-100
B	80-89
C	75-79
D	68-74
F	67 and below

Clinical Practicum Experiences

P	Pass
F	Fail

A grade of 75 or above must be achieved in every nursing course in order to progress in the nursing program. Any grade below 75 will not be rounded up. For specific information about the grading system, please refer to the College catalog. Letter grades of “D” or “F” in any nursing or cognate courses will constitute a course failure and the student will be required to repeat the course to achieve a passing grade at his/her own expense.

Students who stop attending one or more courses and who are:

1. Passing at the time of withdrawal, and notify the Registrar prior to the last day of the term will receive a “WP”
2. Failing at the time of withdrawal and notify the Registrar prior to the last day of the term will receive a “WF”
3. Passing or failing at the time of the withdraw, attends at least one class, but does not notify the Registrar of desire to withdraw prior to the last day of the term or is withdrawn by decision of the College will receive a “WA.”

Make-up Work

Students may be allowed to make-up missed class and lab work because of an illness or an emergency depending upon the course syllabus. Proof of these circumstances may be required. If students know ahead of time they will have to miss a class, then it is extremely important they notify faculty in order to receive assignments in advance so as not to waste valuable learning opportunities.

Disability Accommodation for Exams

Students whose disability requires them to take examinations with accommodations must make arrangements with the Academic Support and Career Services Coordinator as stated in the Section entitled *Procedures for Perspective Students and Enrolled Students* from Policy 03:05:00 ADA.

Exam Rescheduling

All efforts should be made to avoid missing a scheduled examination, including ATI examinations. If a student has an extenuating circumstance and an exam needs to be rescheduled ahead of the scheduled examination date, the student will need to submit a *Request to Reschedule an Exam* to the applicable faculty member. The faculty member may approve or disapprove the request. Work schedules, travel schedules, and vacation plans do not serve as extenuating circumstances for an examination to be rescheduled. ATI examination rescheduling must be approved by the Dean of Nursing or the Associate Dean of Nursing.

If a student misses a regularly scheduled examination, he/she should coordinate taking the make-up exam and/or in turn in any missing assignments with the faculty member within a week of returning back to class. Consequences for taking the exam late are left up to the faculty and are identified in course syllabi.

Students are reminded that the Honor Code is in effect for the entire exam period as stated in Policy 02:17:00 *Academic Integrity*. The Code prohibits asking for, or giving, any information between students about administered exams, including seemingly innocuous statements like the exam was "easy" or "hard."

Audit

Currently enrolled students may register in a course for the purpose of audit. Permission to audit is given on the basis of space available and requires approval from the Vice President of Academic Affairs. Audit students will be required to do all the work assigned and meet all attendance requirements; however, they are not required to take the mid-term or final examinations in the course. Students auditing a course do not receive credit for the course, and a grade is not assigned. Audited courses do not count toward the total number of enrollments in a course. Grade reports will carry the symbol "AU" reflecting credit attempted but no quality points earned. Fees for audited courses will be assessed at the same current tuition rate.

Confidentiality of Student Records

All personally identifiable educational records of students are protected for confidentiality in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA).

I. Students or former students are protected for confidentiality. All employees of Platt College are responsible for maintaining compliance with this policy and will be subject to disciplinary action if found to be in violation. Educational records (including medical records) cannot be released without written permission or a Parental Affidavit of Dependency certified by a parent or guardian (See Student Consent for Release of Records). Medical records are not necessarily protected by FERPA. If such records are not protected by FERPA, they may be protected by HIPAA.

II. Exceptions to Confidentiality of Student Records

A. Disclosure in case of bona fide health or safety emergency and only to those in a position to render assistance.

B. Disclosure to institutional officials based on a legitimate educational need as it relates to the discharge of those officials' responsibilities.

C. Disclosure based upon a signed written consent from the student. Student Consent for Release of Records must be completed by the student.

D. Disclosure pursuant to a lawfully issued subpoena or judicial order, in which case, the college will contact, in written form, the affected student before or immediately following the disclosure relative to the College's intent to comply with the order.

E. Disclosure to parents of a student only if the student is a dependent of the parents as defined in Section 152 of the Internal Revenue Code. Parental Affidavit for Academic Information Form must be completed.

F. Disclosure of records to other schools to which the student is enrolled or seeks enrollment.

G. Directory information as permitted by FERPA Act of 1974.

III. Student Access to Records and Right to Amend

A. A student has the right to inspect, review, and obtain a copy of his or her educational records.

B. A student may request amendments to his or her educational records if they contain inaccurate, misleading information or are in violation of the student's rights. (See A Summary of Your Rights Under the Fair Credit Reporting Act).

IV. In accordance with Platt College's policies, new employees (including student workers) who work with or have access to student records will be informed of the confidentiality of student records by their supervisors during orientation sessions.

Procedures:

I. Violations of this policy should be reported to the College Registrar. Complaints of violation may be filed with the Office of the Secretary, United States Department of Education.

II. The following is a listing of the types of student educational records available, and the position responsible for each:

- Grades (Registrar)
- Class Enrollment (Registrar)
- Admissions Information (Admissions)
- Attendance Records (Registrar and Individual Faculty Members)
- Disciplinary Action (Registrar/Program Deans/Coordinator)
- Grievances (Vice President of Academic Affairs)

III. The following directory information may be disclosed by the college, unless otherwise specifically directed by a student in writing to the Registrar within fourteen (14) days following registration for classes:

- Name
- Address
- Telephone Number
- Date and Place of Birth
- Major Field of Study
- Dates of attendance
- Degrees and awards received
- Most recent previous educational institution attended
- President's List
- Perfect Attendance List
- Other information as approved by the college

IV. Requests for the Non-Release of Directory Information (Request for Non-Release Directory Information) will remain in effect until the student signs a form to cancel the request (Cancellation of Request for Non-Release Directory Information). These forms are available in hardcopy from the Registrar.

V. Records of Requests and Disclosures

Copies of requests for disclosures and a record of the information disclosed will be retained with a student's records for all disclosures made, except those for directory information and disclosures to other college officials. The record of disclosure may be inspected by the student, the officials responsible for the records, and by persons responsible for auditing the records.

VI. Student Access to Records and Right to Amend

A. Compliance with a student's right to inspect, review, and obtain a copy of his or her educational records will be handled in a reasonable period of time, not to exceed forty-five (45) days.

B. Amendment requests must be in writing to the Registrar, outlining the area(s) of concern, the amendment requested, and the basis for the request.

VII. Academic Grades

Grades may not be forwarded to students via email, phone, nor by posting. In accordance with FERPA guidelines, grades must be kept in a secure location with the faculty member or other

College official until collected personally by the student via My Platt College.

VIII. Financial Aid Records

Records created and maintained by the financial aid office are considered to be education records and may not be disclosed without the student's consent. This includes at least all of the following records:

- Records relating to eligibility and disbursement of Federal student aid funds
- Student account
- Financial aid applications
- ISIRs
- Documentation of professional judgment decisions
- Documentation relating to a refusal to certify Federal education loans
- Financial aid history information (for transfer students)
- Cost of attendance information, including documentation relating to any adjustments
- Satisfactory Academic Progress (SAP) documentation
- Documents used for verification
- Entrance and exit counseling records
- Financial records

Violations

Violations of this policy should be reported to the Registrar. Any person has the right to file a complaint with the United States Department of

Education if Platt College violates the Family Educational Rights and Privacy Act (FERPA).

Expectations of Student Conduct & Professional Behavior

Students are expected to conduct themselves in a manner conducive to learning and to the learning of others. The College is operated in a business complex and will not tolerate any behavior that interferes with or detracts from the ability of the other businesses in the building to operate.

The following statements define those behaviors which are not in harmony with the educational goals of the College:

- Academic dishonesty such as cheating, plagiarism or knowingly furnishing false information to the school.
- Forgery, alteration, misuse or mutilation of college documents, records, identifications, education materials or property.
- Sexual or racial discrimination or harassment of any kind.
- Obstruction or disruptions of teaching, administration, disciplinary procedures, and other College activities including its public service functions or of any other authorized activities on premises.

- Physical abuse of any person that is related to college affairs or conduct which threatens or endangers the health or safety of any such person.
- Theft of, or damage to, property of the school, or using or attempting to use college property in a manner inconsistent with its designed purpose.
- Intentional or unauthorized interference with a right of access to college facilities or freedom of movement or speech of any person on the premises.
- Use or possession of firearms, ammunition or other dangerous weapons, substances, materials, bombs, explosives, or incendiary devices prohibited by law.
- Disorderly conduct or lewd, indecent, obscene conduct or expression.
- Violation of a federal, state, or local ordinance, including but not limited to those covering alcoholic beverages, narcotics, dangerous drugs, gambling, sex offenses or arson, if such violation occurs on college property.
- Failure to comply with the verbal or written directions of any college official acting in the performance of his/her duties and in the scope of his/her employment, or resisting a security officer who is acting in the performance of his/her duties.
- Aiding, abetting or inciting others in committing or inciting others to commit any act of misconduct set forth above.
- Conviction for a crime which is of a serious nature. Upon the filing of charges in civil or criminal courts involving an offense which is of a serious nature, if it is administratively determined that the continued presence of the student would constitute a threat or danger to the college community, such student may be temporarily suspended pending the trial outcome.

Discipline

Violation of any of the expectations of student conduct and professional behaviors set forth may result in any of the following consequences:

- Reprimand
- Specific Restrictions
- Disciplinary Warning
- Disciplinary Probation
- Disciplinary Temporary Suspension
- Termination
- Permanent Termination

Conditions for Readmission After Termination

Students who voluntarily terminate may apply for readmission to the College. A student who has been permanently terminated from Platt College due to direct violation of college policies and procedures is not eligible to reapply for admissions entrance.

Catalog Requirements for Graduation

Platt College reserves the right to substitute or delete courses based on the most current approved curriculum. Graduation requirements and/or graduation policies may change during the course of a student's consecutive enrollments.

Students must complete a *Student Exit Checklist* and submit to the Registrar after all signatures have been completed during the last two weeks of their final quarter.

Archived College Catalogs are available on the College's website.

Students must complete a Student Exit Checklist and submit to the Registrar after all signatures have been completed during their final quarter at Platt College.

Student Services

Student Identification

Each student will be issued a picture identification card at the time of admission. This identification may be used for student discounts as appropriate, access to areas within the college, and for identification purposes during clinical practicums taking place outside of Platt College. Each student must present this identification card to purchase textbooks at Platt College. A \$5.00 fee will be charged for the replacement of lost, stolen, or damaged student ID cards.

Housing

The Academic Support and Career Services Coordinator is the point of contact for housing information. Platt College maintains a list of housing facilities within commuting distance of the college. This list is available upon request and contains information pertinent to assisting the student in locating housing. Platt College does not supervise any student housing unit.

Student Activities

A variety of student organizations and activities are available for Platt College students. Some of these activities are offered through student professional organizations which are discussed in more detail in program-specific student handbooks. Other activities are offered through the Office of Academic Support and Career Services for the enjoyment of student, faculty, staff and, whenever possible, student family members.

Tutoring Services

Online student tutoring is available for all Platt College subjects via the Smarthinking service. Students may visit the Smarthinking website for sample tutorials that demonstrate how the online tutoring platform works, and how students and tutors interact in the process of addressing writing techniques and questions about content. The Academic and Career Services Coordinator orients students about Smarthinking services during study success. Students must utilize Smarthinking before requesting a face-to-face tutor (if applicable). Students will use Smarthinking during the

period a face-to-face tutor is located. Finding a face-to-face tutor can take upwards of 2 weeks to secure.

Career Placement Services

Securing meaningful career opportunities for graduates is one of Platt College's top priorities. Platt College makes no promises or guarantees of employment. Due to unique factors and attributes of each student it is possible that even after successfully completing a Platt College program, a student may not find employment. Students should consider their own unique employability prior to enrolling in any Platt College program.

While Platt College makes every effort to assist each student in finding employment in his/her field of study within 6-12 months of graduation, the College does not guarantee employment. Factors unique to each student that can limit employment opportunities include, but are not limited to: inability to meet licensure requirements as outlined by the regulatory governing bodies, conviction of a felony or serious misdemeanor, physical condition or health issues that prevent or hinder employment, geographic limitations and inability to relocate, poor work history, poor language skills or communication barriers, unique personality traits such as fear of heights or working in small work places, history of/or contemporary substance abuse, personal bankruptcy, lack of efforts on a graduate's part to pursue employment opportunities, other issues that raise doubts in the mind of an employer as to the suitability of a student to become an employee.

Platt College has a long and proud tradition of helping students enter and succeed in careers. Your unique situation may aid or hinder your career.

Platt College's Academic Support and Career Services Coordinator offers all Platt students and graduates employment placement assistance. These graduate employment services include, but are not limited to the following:

- An employment orientation at least four to eight weeks prior to graduation. This service will provide the student with essential information related to interviews and appointments for potential job opportunities.
- Assistance in the preparation of employment applications and resumes.
- Assistance in the preparation of employment cover letters as well as requests for letters of recommendation.
- Ongoing communication with employers regarding employment opportunities within their organizations.
- The Academic Support and Career Services Coordinator will work with the student to locate employment positions. The student is ultimately responsible for arranging and attending employment interviews.

Employment While Attending College

Platt College's Academic Support and Career Services Coordinator also offers Platt students assistance locating employment while attending college. These jobs are typically evaluated for

their ability to assist the student with living expenses and are not always related to the student's program of enrollment.

Graduate Services

Platt College's Academic Support and Career Services Coordinator welcomes the opportunity to provide ongoing career and personal development services to all Platt graduates.

General Information for Students

Inclement Weather

Inclement Weather Notification:

When adverse weather conditions lead to a delayed opening and/or cancellation of classes and office hours at Platt College, information will be provided through a variety of sources, including the Platt College website. Commercial broadcast outlets will also be used in the case of a delay or cancellation of all College operations.

College Closed

When the College announces that it is closed, all day and evening classes are cancelled and administrative offices are closed. This decision is generally made between 5:00 a.m. and 6:00 a.m., and calls are made to local television and radio stations immediately thereafter. This applies to weekday and weekend classes; however, this does not apply to clinical placements.

Day Classes

When the College announces that day classes are cancelled, all classes that start between 7:30 a.m. and 4:59 p.m. are cancelled, and administrative offices are closed as well. The decision is generally made between 5:00 a.m. and 6:00 a.m., and calls are made to local television and radio stations immediately thereafter and on the College's website. This applies to weekday and weekend classes.

Evening Classes

When the College announces that evening classes are cancelled, all classes that start at 5:00 p.m. or later are cancelled, and administrative offices are closed as well. The decision is generally made between 3:00 p.m. and 4:00 p.m., and calls are made to local television and radio stations immediately thereafter and on the College's website. This applies to weekday and weekend classes.

Delayed Openings

When the College announces it is opening late, classes scheduled to begin before the delayed opening time will not meet.

Services Available

When the College is open, it is assumed that all scheduled services are available. For example, if the College cancels day classes but decides to open for evening classes, all offices and services normally available in the evening are to be made available.

Notifying Classes in Progress

If the College must close after day or evening classes have already begun, Platt College personnel will notify faculty, staff, and students in the building.

The College President or his/her designee will contact various commercial media outlets immediately after the decision to delay or cancel classes has been made. Closure information will be made available via the Platt College website.

Clinical Placement

Inclement weather that causes the College to close will not necessarily cancel clinicals. Students assigned to a clinical on an inclement weather day will be contacted by the Clinical Placement Coordinator and/or the individual clinical faculty member. If clinical time is missed due to inclement weather, the clinical hours will be rescheduled by the Clinical Placement Coordinator in collaboration with the clinical agencies. Traveling in inclement weather is the student's decision. If a student chooses not to attend a clinical day due to inclement weather, the clinical instructor and the Clinical Placement Coordinator must be notified and the clinical absence must be made up.

Clinical faculty reserve the right to determine early release from clinical sites due to late incoming inclement weather in coordination with the Clinical Placement Coordinator.

Dress Code

All students attending Platt College are expected to dress in a manner that is conducive to and appropriate for a professional learning environment. The program-specific handbooks provide additional and detailed information regarding student dress code expectations.

Parking

Adequate and ample parking is provided free of charge to all Platt faculty, staff, and students. The college is not liable for damage or theft of vehicles or their contents incurred during use of Platt College parking.

Student Handbook

Platt College maintains a Student Handbook for the School of Nursing which contains detailed information regarding program-specific expectations. It is available online at www.plattcolorado.edu.

Comparable Program Information

The Accrediting Commission of Career Schools and Colleges (ACCSC) is an available resource for information pertaining to comparable programs, as it relates to tuition, fees, and program length.

Accrediting Commission of Career Schools and Colleges (ACCSC)
2101 Wilson Blvd., Suite 302
Arlington, VA 22201 (703) 247-4212
www.accsc.org

Student Complaints & Grievances

Platt College prides itself on maintaining a relationship with students based on mutual respect. Every attempt is made to deal with student complaints and grievances in a fair and consistent manner. Please refer to the college website at www.plattcolorado.edu for Policy 02:16:00 *Grievance*. This provides detailed information about eligibility, definitions, complaints and formal grievance procedures as well as the application process using the Grievance and Academic Grievance forms. Complaints and formal grievance procedures are used internally at Platt College.

Complaint Procedures

Whenever an individual entitled to utilize these procedures has a complaint, that individual is expected to attempt to resolve the matter informally first pursuant to Policy 02:16:00 (b)

Informal Complaint Procedure.

This attempt must include discussion of the complaint with his/her instructor and administrator, peer or other individuals.

Informal Complaint Procedures

The College aims to handle complaints in a way that: encourages informal conciliation, is fair and efficient, treats complaints with appropriate seriousness, empathy and confidentiality, and facilitates early resolution

Students who wish to initiate a review of any type of concern or complaint shall use the following process:

1. The student should determine the type of issue, concern, or complaint he/she wishes to have reviewed. Types of issues include, but are not limited to: (A) concerns about grades or other learning activities, (B) concerns about behaviors perceived by the student from other students, faculty or staff, and (C) any other concerns directly relating to the academic or operational processes that are under the purview of the College. Concerns related to sexual harassment or discrimination are handled according to Policy 05:16:00 Sexual and Racial Harassment.
2. A complaint should initially be addressed to the faculty member, student peer or member of staff who is most directly concerned with the issue. In order to ensure that the complaint is raised at a mutually convenient time, the student should try to arrange an appointment with this person.

Complaints about grading and other issues affecting academic performance and progression must be made in accordance with Policy 02:24:00 *Satisfactory Academic Progress (SAP)*.

Complaints about academic performance and progression must be made prior to the close of business at the end of the first six weeks of the academic

quarter following the academic quarter for which the complaint is being made. All other complaints must be made within 15 business days of the decision, determination or incident that gives rise to the complaint.

3. The student should expect a response using e-mail (or other College approved preferred contact method) as appropriate within 5 business days.
4. If the issue being raised in the informal complaint has been reviewed by the student with the faculty involved and the student believes a satisfactory resolution has not been reached, the student may elect to progress to the next phase of informal complaint resolution which is review by a designated executive administrator of the College. The student must request the review within five business days of receipt of the response. The administrator shall review the complaint, collect any additional information, and render a decision within five business days of receipt of the complaint (resource availability permitting) and notify the student of the decision.

If the issue being raised in the complaint has been reviewed by the designated executive administrator and the student believes a satisfactory resolution has still not been reached, the student may elect to progress to the last course of action, initiation of a formal general or academic grievance (see Policy 02:16:00 *Grievance* and Policy 02:16:00 (a) *Grievance Procedure*).

Formal Grievance Procedures

If all reasonable informal efforts to resolve a complaint fail, the complainant may formalize the complaint as a Grievance. The Grievance is a written statement containing a description of the grounds for the formal grievance and a specification of the remedy sought. (See General Grievance Form and Academic Grievance Form)

A General Grievance Form or Academic Grievance Form must be filed with an Administrator within three weeks from the time of the decision, determination, or incident leading to the Grievance, or from the time when the Grievant should reasonably have been able to determine that the decision, determination, or incident might have affected his/her status whichever is later.

A date for the Grievant to meet with the Grievance Committee and present his or her Grievance will be set within one week of the date the Grievance is filed. The decision of the Grievance Committee is final.

If a committee is needed for resolution of a grievance, the Grievance Committee will be composed of three (3) students, one (1) Platt College staff member, and one (1) Platt College Administrator as determined by Platt College who are not directly involved in the incident or disciplinary action. In the event that a tie-breaking vote is needed the College Administrator who is not directly involved in the incident or disciplinary action serves as the tie breaking vote.

In the unfortunate event that a student or graduate of Platt College feels that his/her

complaint or grievance has not been satisfactorily resolved, the individual has the option of submitting a written complaint to the following agencies:

Contact Information:

The Accrediting Commission of Career Schools and Colleges (ACCSC).

2101 Wilson Blvd., Suite 302

Arlington, VA 22201

703-247-4212

www.accsc.org

The individual has the option of submitting the complaint to the Colorado Department of Higher Education.

Contact information:

Colorado Department of Higher Education

1560 Broadway, Suite 1600

Denver, CO 80202

(303)-866-2723

<http://higher.ed.colorado.gov>

There is a two year limitation on the department taking action on student complaints.

Student Complaint/Grievance Procedure ACCSC

Schools accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC) must have a procedure and operational plan for handling student complaints. If a student does not feel that the school has adequately addressed a complaint or concern, the student may consider contacting the Accrediting Commission. All complaints considered by the Commission must be in written form, with permission from the

complainant(s) for the Commission to forward a copy of the complaint to the school for a response. The complainant(s) will be kept informed as to the status of the complaint as well as the final resolution by the Commission.

Please direct all inquiries to:

Accrediting Commission of Career Schools and Colleges

2101 Wilson Blvd., Suite 302

Arlington, VA 22201

(703)- 247-4212

www.accsc.org

A copy of the Commission's Complaint Form is available at the College and may be obtained by contacting the Vice President of Academic Affairs or the College President.

The baccalaureate nursing program from the School of Nursing at Platt College is accredited by the Accreditation Commission for Education in Nursing (ACEN).

ACEN

3343 Peachtree Road NE, Suite 850

Atlanta, GA 30326

404-975-5000

www.acenursing.org

Platt College is authorized by The Colorado Department of Higher Education.

Colorado Department of Higher Education

1560 Broadway, Suite 1600

Denver, CO 80202

303-866-2723

<http://higher.ed.colorado.gov>

The baccalaureate nursing program from the School of Nursing at Platt College is approved by the Colorado State Board of Nursing.

Colorado State Board of Nursing

1560 Broadway, Suite 1350

Denver, CO 80202

303-894-2430

<http://www.dora.state.co.us/NURSING>

If students do not feel that Platt College has adequately addressed a complaint or concern, they may consider contacting one of the above agencies.

Financial Information

Tuition is due and payable on or before the first day of the class start. Arrangements for special financing may be made in cases of extreme necessity. Such financing will be determined on an individual basis by college administration.

The College reserves the right to add, delete, or change fees for admission to the College or for services rendered by the College at any time without prior notice to the public.

Tuition is subject to change on an academic year basis. Notification is provided to students forty-five days (45) prior to the effective date. Rate changes may apply at the beginning of a student's new academic year. Rates will not change during a contract term. If rates change, a College Catalog Addendum may be issued.

Platt College enrolls applicants on an academic year basis. A second, third, or fourth academic period enrollment is completed 4 to 6 weeks prior to the time the student is scheduled to begin education in the subsequent academic

year. The Financial Aid office staff and the Director of Financial Services office staff are available for questions.

Schedule of Fees and Costs

Tuition for the Bachelor of Science in Nursing program is \$73,445.

Additional fees include:

Lab Fees \$2,000.00 program total

(Use and maintenance of lab and equipment)

Supplies \$1,800.00 program total

(Supplies within the Lab Rooms-consumable inventory)

Information Technology Fee \$3,700 program total

(My Platt College, network and email server, library services database, Copyright Clearance, ProctorU, Ask Academic, Online and On-ground NCLEX Review, Turnitin, Simulation Electronic Health Record and Learning Sets, Softchalk, Smarthinking)

Clinical Placement Fees \$2,000 program total

Sales Tax \$144.00 applies to supplies only

Total \$83,089.00 (before additional out of pocket costs)

Additional Out of Pocket Costs Include:

Non refundable costs if purchased from the College

- Application Charge \$75.00 *(one-time fee)*
- TEAS Examination \$45.00 *(paid directly to ATI)*
- Background Checks for Nursing Students starts at \$69.00 *(paid directly to American DataBank)*
- Books \$6,800.00 (approximate for total program)
- Cognate Costs and Nursing Kits (approximately) \$555.00
(A & P I Specimens Cost \$75.00, A & P II Specimens Cost \$75.00, Chemistry Lab Cost

\$95.00, Microbiology Lab Cost \$115.00, Nursing Kits \$183.00-prices are subject to change)

- Review, Certification, Subscription, Assessment Program, and Insurance Costs \$1,235.00
(ACLS Certification is a one-time cost of \$185.00, ATI RN Comprehensive Assessment Program Online is \$545.00 total (paid over four academic years), Annual Workman's Comp and Professional Liability Insurance is \$500.00 total (paid per calendar year-based on student's start date into the program-prices subject to change)
- Transfer Credit Review is a one-time cost of \$50.00 *(only if applicable)*
- Transfer Credit Fee is \$75.00 per credit hour accepted *(only if applicable)*
- Course Retake is calculated at the current full tuition rate for any and all courses (including didactic, laboratory, and clinical) that are repeated *(only if applicable)*
- Platt College student scrubs is approximately \$110.00 *(paid directly to vendor)*
- *My Clinical Exchange Subscription Cost* is a one-time \$35.00 *(paid directly to vendor)*
- Laptop Computer is approximately \$1,000.00 *(paid directly to vendor of choice)*

Students must furnish all texts, tools and supplies required for the program of enrollment at his/her expense. Students are not required to purchase texts, tools or instructional supplies before such materials are actually needed for coursework. Students are not obligated to purchase any text, tools or instructional supplies from Platt College. The cost of texts, tools, and instructional supplies specified on page one (1) of the Enrollment Agreement or as part of a College Catalog Addendum is an estimated cost

only and is subject to change based on fluctuations in manufacturer and supplier prices. If texts, tools or supplies are purchased from Platt College, the cost of these items is nonrefundable.

Special Fees

Fees are charged for special services as follows:

- **Repeat of Course Fee**
This fee will be assessed for repeating any education. The student will be charged full tuition for any and all courses that are repeated.
- **Replacement of Diploma Fee**
Students will be charged a \$25.00 fee to replace a diploma.
- **Replacement of Student ID**
Students will be charged a \$5.00 fee to replace an ID card.
- **Course Drop Fee**
Students will be charged the full tuition amount for the course drop fee, after the 10% of contact hours for that course has elapsed.
- **Miscellaneous Fees**
Students will be charged for repair or replacement of any equipment lost or damaged through negligence or willful misconduct. This includes damage to any part of the building or its immediate surroundings.

- **Academic Transcript Fee**

Official transcripts are free of charge to currently enrolled students. Alumni must pay \$5.00 per official transcript. The official transcript request form must be completely filled out and signed. Upon receipt, transcript requests take 5-7 business days to complete. Should there be an outstanding balance at the time of completion of a student's program at Platt College, the College will withhold issuance of a student's official transcript until the balance is reconciled.

Financial Aid

Platt College has loan and grant opportunities available for eligible students requiring financial assistance to meet educational costs. Platt College is committed to assisting students in their efforts to secure information about available financial assistance. For further questions, please make an appointment with the Financial Aid Office or visit the College website at www.plattcolorado.edu.

Postponement, Cancellation & Refund Policy

Start Date Postponement

The College's policy regarding postponement of starting date and the effect on the student rights to a refund. Postponement of a starting date, whether at the request of the school or the student, requires a written agreement signed by the student and the school. The agreement must set forth:

- a. Whether the postponement is for the convenience of the College or the student, and:
- b. A deadline for the new start date, beyond which the start date will not be postponed. If the course is not commenced, or the student fails to attend the new start date set forth in the agreement, the student will be entitled to an appropriate refund of prepaid tuition and fees within 30 days of the deadline of the new start date set forth in the agreement, determined in accordance with the College's refund policy.

The following refund policy is applicable to all programs. Refunds will be made only in accordance with the refund policy of the College printed as follows:

Cancellation and Refund Policy

- a. All monies paid by the applicant will be refunded within thirty (30) days; only if an applicant cancels in writing within three (3) business days of receipt of the application by a Platt College Admissions Representative; if the applicant is not accepted by the College; or in the event the College discontinues a course/program during a period of time within which a student could have reasonably completed it, except that this provision shall not apply in the event that the College ceases operation; applicants who have not visited the College facility prior to enrollment will have the opportunity to withdraw without penalty within three (3) days following a tour of the College facilities.
- b. Cancellation of Classes: The College reserves the right to cancel a scheduled start date if the number of students enrolling is deemed insufficient. Such cancellation will be considered a rejection by the College and the student will be entitled to receive a complete refund of any amount paid.
- c. An applicant requests cancellation in writing after the three business day period but prior to commencement of education is entitled to a refund of all monies paid less the application charge of \$75.
- d. Students wishing to withdraw from a program after the start of education are

required to notify the Registrar of their intent to withdraw and of their last date of attendance. If the student is under 18 years of age, such notice may be given by the purchaser.

- e. If a student requests cancellation, or is expelled, in which event the date of termination shall be the date of expulsion after entering the College and starting education, the student shall be entitled to tuition refund in accordance with the following schedule.
- f. A student terminating within the first two days of education shall be entitled to a refund of one hundred percent of tuition paid.

State of Colorado Refund Policy

After the commencement of education, the policy for cancellation, settlement and refund of tuition and fees provides for the following:

1. A student terminating education within the first ten percent of the academic year shall be entitled to a refund of ninety percent of the enrollment agreement price of the academic year exclusive of books and supplies, less a withdrawal processing charge of \$150.
2. A student terminating education after ten percent but within the first twenty-five percent of the academic year shall be entitled to a refund of seventy-five percent of the enrollment agreement price of the academic year exclusive of

book and supplies, less a one-time withdrawal processing charge of \$150.

3. A student terminating education after twenty-five percent but within the first fifty percent of the academic year shall be entitled to a refund of fifty percent of the enrollment agreement price of the academic year exclusive of books and supplies, less a withdrawal processing charge of \$150.
4. A student terminating education after fifty percent but within the first seventy-five percent of the academic year shall be entitled to a refund of twenty-five percent of the enrollment agreement price of the academic year exclusive of books and supplies, less a withdrawal processing charge of \$150.
5. A student who has completed seventy-five percent of the academic year and has entered into the final twenty-five percent shall not be entitled to any refund and shall be obligated for the full price of the academic year, which constitutes the maximum obligation.

Percentage of the course/program completed is based on the number of scheduled hours of class attendance, stated as a percentage of the total hours indicated for the academic year/period, then converted to the equivalent quarter hours. Refunds to students will be computed from the last date of recorded attendance. The last date of recorded attendance will be determined from the instructor's attendance charts. Leaves of absence and school holidays will not be counted as part

of the scheduled class attendance. Refunds will be made within 30 days of the last date of attendance if written notification was provided to the institution. Otherwise, refunds shall be made within 30 days from the date the institution terminates the student or determines that the student has withdrawn.

Books, Tools and Supplies

Applicants must furnish all books, tools and supplies required in the Program at his/her own expense. The student will not be required to purchase instructional supplies, books and tools until such time as these materials are required. Applicants are not obligated to purchase any books, tools or supplies from the College. The cost of books, tools and supplies specified on page one of the Enrollment or Catalog Addendum Agreement is an estimated cost, subject to changes in supplier prices and curricula. If purchased from the College, the cost of any books, tools and supplies is nonrefundable.

Accrediting Commission of Career Schools and Colleges Policy

The refund policy of the State of Colorado is applicable to students attending Platt College.

Institution Policy

For students attending Platt College who subsequently withdraw from classes, the State of Colorado refund formula will be applied, and the result will form the basis for the refund. For any other program at Platt College longer than

one academic year and for which the student has paid to the College tuition charges for the entire program or portions thereof exceeding one academic year, the College will refund to the student those monies paid for the academic year(s) beyond the end of the academic year during which the student withdraws. In addition, the College shall calculate and refund to the student that portion of tuition paid representing the period of time between the date of withdrawal and the end of that academic year. Such refund shall be based on the formula stated above.

Tuition and Fee Policy

Tuition, Lab and Supply Fees are subject to change. Notification is provided forty-five days prior to the effective date. Rate changes may apply at the beginning of a student's new academic year. Rates do not change during a contract period.

Holder in Due Course Statement

Any holder of this consumer credit contract is subject to all claims and defenses which the debtor could assert against the seller of goods or services obtained pursuant hereto with the proceeds hereof. Recovery hereunder by the debtor shall not exceed amounts paid by the debtor.

Return of Title IV Funds Policy

The refund calculation of institutional charges is determined as stated in the section entitled Cancellation and Refund Policy. In addition to

calculating whether more has been collected than the institution has earned for the current enrollment agreement, effective October 7, 2000, the institution is required by the US Department of Education to make an additional calculation with respect to returned Federal Financial Aid Funds. These calculations are called "Return of Title IV funds." They follow a different formula and are applicable until over 60% of the enrollment period (i.e. typical enrollment periods are 12 weeks in length, or one quarter) has been completed. Under these rules, it may be the case that the institution will have earned tuition funds that must be returned to the Federal Aid programs. If this occurs, the student will owe these additional funds to the institution. For additional clarification on this policy, please visit the Financial Aid Office.

Veterans Refund Policy

The College has and maintains a policy for the refund of the unused portion of tuition, fees, and other charges in the event the veteran or eligible person fails to enter the course or withdraws or is discontinued any time prior to completion. Such policy provides that the amount charged to the veteran or eligible person for tuition, fees and other charges for a portion of the course shall not exceed the exact pro rata portion of the total charges for tuition, fees, and other charges that the length of the completed portion of the course/program bears to its total length. The exact portion will be determined on the ratio of the number of days of instruction completed by the student to the total number of instructional days in the course/program.

Online Learning

Online learning is a formal educational process in which the majority of the instruction (interaction between students and faculty and among students) in a course occurs when students and faculty are not in the same place. Instruction may be synchronous or asynchronous. Online learning may employ correspondence study, audio, video, and/or computer technologies.

- **Blended Course (eCombination)** is a course in which some traditional face-to-face "seat time" has been replaced by online learning activities. A blended (hybrid) course is designed to integrate face-to-face and online activities so that they reinforce, complement, and elaborate one another.
- **Web-Enhanced Course (eCompanion)** is a Web-enhanced (traditional (face-to-face) class that uses a course management platform to accompany the class. The eCompanion can function in a variety of ways, depending on the goals of the course and the desire of the faculty member to enrich his or her course. Assigned activities will vary, depending on the faculty member and the discipline. The time spent using the eCompanion does not replace any of the face-to-face teaching-learning process, but serves to augment it.
- **Evaluation (eComment)** is an electronic version of Platt College's student evaluation of faculty and of

classes, clinical experiences, and/or lab classes. Additionally eComment includes a section that measures students' comfort and experience with technology, and a section that measures the mechanics of course delivery (i.e., was the system frequently down, was the system easy to use, etc.)

Online Learning Statement of Mission:

The primary purpose of online learning at Platt College is to maximize student access to courses through the use of web-based delivery systems.

Online learning at Platt College integrates the assets of the college to provide a teaching and learning environment for distance learners comparable to that provided to on-campus (face-to-face) students. Support services are available to both distance learners and faculty that help to provide quality education that is conveniently accessible.

Online learning at Platt College is consistent with and supports the college's strategic plan and mission of offering quality undergraduate education while providing graduates with competencies, skills and levels of education for employment and continued success in higher education.

Goals of Online Learning at Platt College

- Enhance student accessibility and participation in online learning initiatives
- Create an environment which facilitates the development of online learning

instruction in response to student and community needs

- Encourage faculty participation in online learning initiatives and provide assistance and support in the development of courses, course materials, and use of instructional technology
- Help support faculty to use alternate means of instruction that are suited for online learning
- Promote the availability and utilization of online learning courses as a viable option for pursuing education goals and for promoting life-long learning
- Ensure quality instruction in all online learning classes through continuous assessment
- Embrace diversity in cultural backgrounds and personal characteristics; recognizes the free expression of ideas, opinions, and differences in people, and respects the rights of students, faculty, and staff
- Foster a strong work ethic and place fairness, objectivity, honesty, and accountability at the forefront of its policies and procedures in all aspects of the college

Delivery Media

Platt College's online courses run on a quarter system schedule, the same as the on ground courses. Students are able to log into courses on a regular basis, at their convenience. Students are assigned a home page to access courses, find lecturers and assignments, and participate in

class discussions and real-time course chat rooms.

Each course is developed to offer everything students would expect from Platt College on ground. Faculty members deliver course content and lectures through technology, such as streaming audio, video and multimedia slide shows. Faculty members offer weekly assignments to help ensure students are on track with the materials being taught and that attendance is being taken. Quizzes and tests can be timed to help affirm student mastery of the material. In addition, assignments may be uploaded to the site, which is much like creating an attachment in email.

Platt College uses *My Platt College*, a comprehensive academic management system. From first contact with a prospective student through graduation and alumni relations, *My Platt College* efficiently manages the full student lifecycle by combining activities into one electronic solution.

Platt College SMS is the student management system that facilitates all daily functions of the College operations.

Platt College LMS is the learning management system that serves as the Internet based course management system for delivery of eCombination and eCompanion classes.

The Accrediting Commission of Career Schools and Colleges approved Platt College to utilize online learning on November 9, 2011. Approval for expansion of online learning was granted by the Commission on December 18, 2012.

Computer Software/Hardware Requirements

Platt College requires students to have laptop computers upon enrolling into the BSN program. Platt College has established minimum standards for student laptops. We recognize that many students begin their academic programs with very serviceable laptops and/or desk computers. If students wish to purchase a laptop prior to coming to Platt College, or use their existing laptop computer, it should at least meet the following requirements that are outlined on <http://www.plattcolorado.edu/learn/online-learning>. Hard copies of the requirements are also available by contacting the Admissions department at 303-369-5151 or by emailing admissions@plattcolorado.edu.

The School of Nursing at Platt College

The Bachelor of Science in Nursing Program- Description

The baccalaureate nursing program from the School of Nursing at Platt College is accredited by the Accreditation Commission for Education in Nursing (ACEN).

ACEN

3343 Peachtree Road NE, Suite 850

Atlanta, GA 30326

404-975-5000

www.acenursing.org

The Bachelor of Science in Nursing is approved by the Colorado State Board of Nursing (June 22, 2005) and is included within the scope of institutional accreditation by the Accrediting Commission of Career Schools and Colleges (August 30, 2005).

Our Mission

The School of Nursing at Platt College prepares employment-ready graduates for diverse professional nursing practice while promoting personal and professional integrity and utilization of evidence to provide competent, safe, high quality, effective care for individuals, families, groups, communities, and populations.

Our Vision

We, the Faculty at the School of Nursing at Platt College, seek to instill in each nursing student a foundation of knowledge and skills necessary to meet the ever changing societal healthcare needs by encouraging life-long learning and a passion for professional nursing practice.

Our Theoretical Framework

We believe the School of Nursing's mission and vision are elucidated through the application of the General Systems Theory (Bertalanffy, 1968) as a framework for how we view and teach our students to examine humans and interactions from a health system's perspective. Holism is achieved through analysis and intervention within the healthcare system.

Braziller, G. (1968). General system theory: foundations, development, applications. New York, NY.

Our Core Values

The School of Nursing at Platt College places high value on:

Diversity

- The School of Nursing embraces diversity in cultural backgrounds, personal characteristics and recognizing the free expression of ideas, opinions, and differences in people, and respects the rights of students, faculty, and staff.

Excellence in the Learning Process

- The School of Nursing values the role that faculty play in individualizing instruction, encouraging critical thinking, stimulating creativity, and in providing high-quality, student-centered, academic instruction, and information literacy.

Ethics and Integrity

- The School of Nursing promotes a strong work ethic and places fairness, objectivity, transparency, and accountability as basis for its policies and procedures in all aspects of The School of Nursing.

Personal Development

- The School of Nursing is committed to intellectual and personal growth of students, faculty, and staff.

Community

- The School of Nursing is a caring community of students, faculty, staff, and administration who work collaboratively to foster leadership and development of others. We endeavor to provide baccalaureate-educated, employment-ready, culturally humble graduates who are prepared to meet the needs of a global community.

Our Outcomes

Upon completion of the nursing program, the Baccalaureate Generalist nurse graduating from The School of Nursing at Platt College will be prepared to function as a:

1. Provider of Care

The graduate from The School of Nursing at Platt College will be prepared to assume accountability for the delivery of safe, holistic, patient-centered care based on evidence for diverse individuals, families, groups, communities and populations in a variety of settings through use of the nursing process to prevent illness and injury and promote, restore, maintain health and optimal functioning across the lifespan. The baccalaureate generalist graduate will also use their skills as patient advocates and educators to ensure the development of collaborative plans of care that are individualized and reflective of the patient's values and culture.

2. Leader/ Manager

The graduate from The School of Nursing at Platt College will work collaboratively to manage care transitions by coordinating care of diverse individuals, families, groups, or populations through effective use of scientific advances, technology, resources, information, and information systems. The baccalaureate generalist nurse will also use their skills to delegate tasks to other healthcare personnel and supervise and evaluate the performance of these personnel within complex and evolving healthcare

systems. The graduate will bring a unique blend of caring, judgment, skills and knowledge to the health care team while promoting the personal and professional growth and development of those within their charge.

3. Member of the Profession

The graduate from The School of Nursing at Platt College will demonstrate the professional values of altruism, autonomy, human dignity, integrity, and social justice and participate in the policy processes impacting individuals, families, groups, communities and populations. The graduate will also assume accountability for maintaining their professional practice and the image of nursing through the demonstration of continuous professional engagement and lifelong learning. Other consumer indices are also tracked as outcomes for the BSN program and include:

- First-time NCLEX pass rates
- Program completion rates
- Graduate Satisfaction
- Graduate Employment Rates

Competencies

Achievement of the Program Outcomes for The School of Nursing at Platt College will be measured using the following five competencies based upon the national standards of The Essentials of Baccalaureate Education for Professional Nursing Practice (American Association of Colleges of Nursing (AACN), 2008) and the Pre-Licensure knowledge, skills,

and attitudes delineated by Quality and Safety Education for Nurses (QSEN).

1. Nursing Process
2. Nursing Informatics
3. Professional Standards
4. Evidence-Based Practice
5. Interprofessional Communication & Collaboration

Simulation

Mission Statement for Simulation

Platt College offers simulated clinical experiences to nursing students who will assume accountability for safe, holistic, and patient-centered care as professional nurses. Within our Simulation Lab, the simulation team creates immersive patient care environments and utilizes high fidelity simulators and a Simulation Learning System that support student-centered learning.

Vision Statement for Simulation

Provide a high quality student-centered learning experience utilizing human simulation experience to create realistic, life-like scenarios where students engage in the practice of nursing skills and theory for the purpose of facilitating competence in provision of care, evidence-based practice, informatics, professional standards, and interprofessional communication and collaboration.

The Simulation Lab at Platt College provides life-like learning environments for students to practice safety while delivering patient care,

develop hands-on nursing skills, to increase their levels of confidence and to develop critical thinking. A family of high fidelity patient simulators awaits the delivery of safe care by the nursing students of Platt College. The College decided that in the best interest of maintaining the highest quality of nursing education, 20% of a student's clinical experience will occur in the Platt College Simulation Lab by January 2015. Nursing students who experience simulated clinical education using high fidelity simulation had significantly increased scores in patient safety, communication, self-confidence, and critical thinking.

Students participate in simulation clinical experiences in the following areas of nursing study:

- Health Assessment and Health Promotion
- Nursing Care of Adults and Older Adults
- Nursing Care of Pediatric Patients
- Nursing Care of Persons with Mental Health Impairments
- Nursing Care of the Childbearing Family
- Nursing Care of the Community
- High Acuity Nursing Care
- Nursing Leadership

The patient care simulators “come to life” through a simulation learning system programmed into each computerized simulator. The simulation learning system provides decision-making algorithms and their resultant physiological alterations within the patient simulator. Student's providing care to a

simulated patient will cause the simulator to alter its physiology as the students make decisions. Students practice their nursing skills, including medication administration, IV therapy, and wound care. The simulation lab provides the environment to deliver care in an emergency room, birthing suite, intensive care, pediatric unit, acute and long term care. Following a simulated clinical experience, students participate in a debriefing and self reflection session with their faculty.

Clinical Experiences

At Platt College, students are exposed to a wide variety of clinical settings—including hospitals, outpatient and community clinics, treatment centers, and long-term care facilities—as well as patient populations diverse in age, gender, health status, socioeconomic background, and geographic distribution. Nursing students participate in approximately 930 hours of diverse and educationally rewarding clinical experiences. Most clinical facilities are located within a 70 mile radius of the College. Travel to and from clinical facilities is the student's responsibility so the use of a vehicle is expected.

Students have the opportunity to participate in clinical courses including the following areas of nursing study:

- Patient Centered Care
- Health Assessment and Health Promotion
- Nursing Care of Adults and Older Adults
- Nursing Care of Pediatric Patients

- Nursing Care of Persons with Mental Health Impairments
- Nursing Care of the Childbearing Family
- Nursing Care of the Community
- High Acuity Nursing Care
- Nursing Leadership
- Capstone: Transition to Professional Nursing

In addition, students have opportunities to work independently with a nurse preceptor. The Senior Capstone occurs over a 90 hour period and provides a one on one educational learning experience with an professional nurse to develop competencies in a variety of specialties. Clinical experiences begin during the second quarter of study.

The office of the Clinical Placement Coordinator is responsible for ensuring that students meet the health care and clinical site requirements for their clinical experiences. This office is also responsible for securing the appropriate off-campus clinical learning sites and faculty who teach in both on and off-campus clinical. Meeting these health care requirements is critical to progression through the nursing curriculum.

Admissions Requirements- The School of Nursing

Application Procedures

There is a deadline by which potential applicants must submit their applications to the Admissions Office. Potential applicants interested in gaining admission to The School of Nursing should see the Policy 03:04:00 *School of Nursing Admissions* available online at www.plattcolorado.edu. Admissions applications are available from an Admissions Representative or online.

Step 1

Attend a mandatory Information Session.

Step 2

Complete online application and pay \$75.00 application charge online before taking a scheduled entrance test.

Step 3

Pay \$45.00 entrance test fee online directly to ATI testing services via credit/debit card only, pass entrance test, undergo interview process, submit essay requirement, and purchase and complete background check (allow 5-7 business days for background check processing).

(Applicants must schedule and pass the Test of Essential Academic Skills (TEAS). Passing is determined by meeting the Bachelor of Science in Nursing program's proficient level scores in

reading, math, science and English. These proficient level scores are determined annually in January by the Admissions Committee for The School of Nursing or when Assessment Technologies Institute re-norms the TEAS examination or markets a new TEAS examination equivalent.)

As of April 14, 2014: Reading - 69%, Math - 63.3%, Science - 45.8%, and English - 60%

Step 4

All potential applicants must submit an official high school transcript from an accredited high school, official GED, and/or Home Study certificate or transcript. An applicant's Home Study certificate or transcript must be from a Home Study program that is equivalent to high school level and recognized by the applicant's home state, and be beyond the age of compulsory attendance in that state. Applicants who are unable to meet the requirement of having graduated from an accredited high school within the United States must provide a GED to satisfy this step. Potential applicants from foreign, non-English speaking countries must provide a translated and certified document that is the equivalent of a U.S. high school diploma in order to satisfy this step (**Please see Step 5**).

International high school transcripts must be evaluated and reviewed for eligibility as part of the admission process. The evaluation is not a guarantee of admission. Applicants must have high school transcripts evaluated and certified by The National Association of Credential Evaluation Services (NACES) (www.naces.org) member organization, which will assess for a

fee. The certifying organization's report must be sent directly to Platt College at 3100 S. Parker Road, Suite 200, Aurora, CO 80014 or emailed (admissions@plattcolorado.edu) directly to the College. For applicants who are unable or unwilling to provide this translated and certified documentation, only an official copy of a GED will be used to satisfy the requirement for an official high school transcript. Any fees related to this requirement are to be paid by the applicant.

Submit official transcripts from all other colleges and universities attended, if applicable.

According to Policy 02:14:00 *Transfer Credit*, students must be accepted into the BSN program at Platt College before transfer credit is evaluated. Official transcripts are evaluated and transfer credit is reviewed by the Registrar.

Unofficial transcripts may be used for advising and course selection but are not acceptable for transfer of credit. As the Registrar reviews the official transcript, the student may be asked to provide the course description(s) from the catalog under which he/she was enrolled.

Step 5

If an applicant is a Non-Native English Speaker and has not graduated from an accredited US High School and/or received a GED the following admission requirements must also be met:

Submit English Proficiency Exam for Non-Native English Speakers who are U. S. citizens or nationals or a U.S. permanent resident or eligible noncitizen.

A student must be one of the following to be eligible for admission: U.S. citizen or national or U.S. permanent resident or eligible noncitizen. A person is a United States citizen by birth or by naturalization. Persons (except for the children of foreign diplomatic staff) born in the 50 states, the District of Columbia, and in most cases, Puerto Rico, the U.S. Virgin Islands, Guam, and the Northern Mariana Islands are U.S. Citizens, as are most persons born abroad to parents (or a parent) who are citizens. All U.S. Citizens are considered to be U.S. nationals, but not all nationals are citizens. Persons whose only connection to the United States is through birth on American Samoa, Swain's Island, or the United States Minor Outlying Islands are not U.S. Citizens but are nationals and therefore may be eligible for admission.

English Proficiency: If English is not an applicant's native/first language (including, but not limited to, Non-Native English speaker; English as a Second Language (ESL)) and has not graduated from an accredited US High School and/or received a GED, the applicant is required to submit official Test of English as a Foreign Language (TOEFL) scores and meet Platt College's minimum requirement prior to taking the TEAS test. Platt College does not have English as a Second Language (ESL) programs available. Any fees related to this requirement are to be paid by the applicant.

To be deemed official, test scores are to be submitted to Platt College directly from the testing agency and the official scores expire after two years from the test date.

Platt College's TOEFL code is 8791.

Acceptable English Proficiency Scores/TOEFL (minimum score):

- 80 internet-based (iBT)
- 550 paper-based (PBT)
- 213 computer-based

After the student has completed all college and program admission requirements, the student's application file will be reviewed by the Admissions Committee for the Bachelor of Science in Nursing program. Acceptance is not automatic and continuation after admission is not guaranteed. Student progress is continually evaluated.

Enrollment Procedures – The School of Nursing

The applicant must contact the School of Nursing after receiving notification of acceptance regarding his/her intent to attend the program. Any applicant, who fails to contact the School of Nursing within the stated date, forfeits his/her acceptance to the program and an applicant on the alternate list will be immediately contacted.

It is extremely important the School of Nursing has accurate mailing, phone contact and email information for this process to be conducted accurately and timely.

Step 1: The Accepted Applicant will sign the *Student Consent to Use of Electronic Signatures Form* and *Attestation for Verification of Identity form*. The Accepted Applicant will sign the

Catalog Attestation, Accepted Applicant Check List and the *Pass to Progress Acknowledgement*. The Accepted Applicant will complete and sign the *Distance Education Self-Evaluation* prior to his/her enrollment appointment.*

**If applicant is unable to reach the threshold on the Distance Education Self-Evaluation form, the Online Services Coordinator will provide the appropriate follow-up to ensure that the applicant has the skills, competencies, and access to technology necessary to succeed in a distance education environment prior to enrollment in to the program.*

Step 2: The Accepted Applicant will schedule an appointment with a Financial Aid personnel. Financial Aid personnel will review the applicant's financial package as well as the Enrollment Agreement. The Accepted Applicant will sign the *Enrollment Agreement* and initial the items listed on the *Enrollment Agreement Checklist*. The Accepted Applicant has three business days to notify Admissions personnel via email of cancellation. An Accepted Applicant that is cancelling will sign the *Student Cancellation* form sent from Admissions.

Step 3: Scan and Email items listed below (with the exception of the 10 panel drug screen) to student.health@plattcolorado.edu - All files must be JPEG/JPG or PDF format. Equivocal titer results will not be considered immune.

- **Measles, Mumps, & Rubella** – completed MMR series (2 doses) **or** positive antibody titers
- **Tuberculin Skin Test** – negative PPD /or/ negative Chest X-Ray in compliance

with affiliation agreement /or/ negative Quantiferon blood test (when PPD is not available.) **PPDs are required annually**; however, if a student has a chest X-ray or Quantiferon blood screen initially, the student will fill out a questionnaire annually about their respiratory health. The clinical placement coordinator or associate dean will then determine from the questionnaire if the student needs a repeat screening.

- **Tetanus/Diphtheria/Pertussis (Tdap)** - Required every 10 years
- **Hepatitis B** Completed Series (Series of 3) or Positive Immune Titer (HbsAB) or Declination
- **Varicella (Chicken Pox)** positive history of chickenpox - proof of varicella by immunization via titer or 2 vaccinations or note from doctor stating history of disease with doctor's signature and date
- **Flu shot.** This is an ANNUAL shot you must get every fall
- Submit a signed and verifiable Physical Form School of Nursing
- Current American Heart Association **BLS/CPR for Healthcare Providers**
- **Provide Copy of current Personal Health Insurance**
- **Provide healthcare certifications or licensures (copies) if applicable**

- **Proof of Liability and Malpractice Insurance per the affiliation agreement** – Will purchase through the School of Nursing at Platt College
- **Evidence of Worker's Compensation coverage per Colorado Law** – Will purchase through the School of Nursing at Platt College
- **Evidence of a completed drug screen – The only item that must be Faxed to Platt College is evidence of a completed 10 Panel drug screen.**
Request a 10 Panel Drug Screen that includes the drugs listed below and please request that the facility fax the results to Platt College Fax # (303) 745-1433 and please send attention to: Executive Administrative Assistant, School of Nursing.

- 1) Amphetamine
- 2) Barbiturates
- 3) Benzodiazepines
- 4) Cocaine
- 5) Methadone
- 6) Methaqualone
- 7) Opiates
- 8) Phencyclidine (PCP)
- 9) Propoxyphene
- 10) Cannabinoid (also known as THC)

Step 4: Accepted Applicants will receive the orientation schedule from the Admissions Department and class schedule from the Registrar when it is finalized.

Graduation Requirements- The School of Nursing

In order to graduate from the School of Nursing at Platt College, students must:

Complete a minimum of 198.5 quarter credit hours of approved course work for the Bachelor of Science in Nursing Degree. Applicable transfer credit will be included in the calculation.

Pass all nursing and cognate courses with a minimum GPA of “C” and maintain a 2.75 GPA. A grade of 2.75 “C” or above must be achieved in every nursing course in order to progress in the nursing program. Any grade below 75 will not be rounded up. For specific information about the grading system, please refer to Policy 02:06:00 *Uniform Grading*. Letter grades of “D” or “F” in any nursing or cognate courses will constitute a course failure and the student will be required to repeat the course to achieve a passing grade at his/her own expense.

Complete an Exit Interview with all designated administrators and staff prior to the last scheduled day of class (i.e. Student Exit Checklist).

Be enrolled in Platt College courses during the term in which he/she intends to graduate. Complete a minimum of 50% of the credits required for the program of enrollment at Platt College.

Complete the nursing program within 1.5 times the total program length in duration or credit hours.

The BSN program is on the Accrediting Commission of Schools and Colleges’ list of approved programs which are included in the scope of institutional accreditation. The baccalaureate nursing program from the School of Nursing at Platt College is accredited by the Accreditation Commission for Education in Nursing (ACEN).

ACEN
3343 Peachtree Road NE, Suite 850
Atlanta, Georgia 30326
www.acenursing.org

The School of Nursing students are provided with information about the process and procedures for registering to take the NCLEX examination as a Professional Nurse before graduating. Successful completion of the NCLEX is required for licensure prior to employment as a professional nurse.

Course Sequencing Guide: Bachelor of Science in Nursing
36 Months
FRESHMAN YEAR

Quarter One

Course #	Course Title	QH
NSG 231	Nursing Process and Contemporary Nursing Practice	3
BIOL 223	Human Anatomy and Physiology I (with lab)	6
NSG 151* (eCombination)	Introduction to Nursing Informatics	4.5
ENG 121†* (eCombination)	Reading and Writing in College I	4.5
	Study Success Seminar ‡	(0)

† ENG 121 and MAT 121 alternate every other quarter. For example: If ENG 121 is taken during the first quarter of enrollment, MAT 121 would be taken during the second quarter. ‡ Attendance encouraged.

Quarter Two

Course #	Course Title	QH
NSG 232	Basic Principles of Patient Centered Care	4
NSG 232L	Laboratory, Basic Principles of Patient Centered Care	2
NSG 232P	Practicum, Basic Principles of Patient Centered Care	1
BIOL 224	Human Anatomy and Physiology II (with lab)	6
MAT 121 †* (eCombination)	College Algebra	4.5

† ENG 121 and MAT 121 alternate every other quarter. For example: If ENG 121 is taken during the first quarter of enrollment, MAT 121 would be taken during the second quarter.

Quarter Three

Course #	Course Title	QH
NSG 282	Health Assessment and Health Promotion	3
NSG 282L	Laboratory, Health Assessment and Health Promotion	2
NSG 282P	Practicum, Health Assessment and Health Promotion	1
BIOL 206	Introduction to Microbiology (with lab)	6
COM 210	Speech Communications	4.5

Quarter Four

Course #	Course Title	QH
NSG 250	Advanced Principles of Patient Centered Care	3
NSG 250L	Laboratory, Advanced Principles of Patient Centered Care	2
NSG 250P	Practicum, Advanced Principles of Patient Centered Care	1
NSG 290	Pharmacology	6
BIOL 300	Pathophysiology (with lab)	6

Intersession I

Course #	Course Title	QH
NSG 233* (eCombination)	Nursing Care of the Aging Adult	1

SOPHOMORE YEAR
Quarter Five

Course #	Course Title	QH
NSG 385	Nursing Care of Adults and Older Adults I	4
NSG 385P	Practicum, Nursing Care of Adults and Older Adults I	3
CHEM 121	General Chemistry (with lab)	6
BIOL 112* (<i>eCombination</i>)	Nutrition in Health and Illness	4.5

Quarter Six

Course #	Course Title	QH
NSG 386	Nursing Care of Adults and Older Adults II	4
NSG 386P	Practicum, Nursing Care of Adults and Older Adults II	3
PSY 101* (<i>eCombination</i>)	Introduction to Psychology	4.5
PSY 151	Human Growth and Development	4.5

Quarter Seven

Course #	Course Title	QH
NSG 345	Nursing Care of Families and Cultures	3
NSG 387	Nursing Care of the Pediatric Patient/Client	4
NSG 387P	Practicum, Nursing Care of the Pediatric Patient/Client	3
PHIL 112* (<i>eCombination</i>)	Critical Thinking	4.5

Intersession II

Course #	Course Title	QH
NSG 247* (<i>eCombination</i>)	Ethical Concerns Impacting Nursing Practice	1

JUNIOR YEAR
Quarter Eight

Course #	Course Title	QH
NSG 348	Critical Thinking and the Nursing Process	3
NSG 388	Nursing Care of Persons with Mental Health Impairments	4
NSG 388P	Practicum, Nursing Care of Persons with Mental Health Impairments	2
SOC 101* (<i>eCombination</i>)	Introduction to Sociology	4.5
COM 300* (<i>eCombination</i>)	Interpersonal Communications	4.5

Quarter Nine

Course #	Course Title	QH
NSG 312	Nursing Care of the Childbearing Family	4
NSG 312L	Laboratory, Nursing Care of the Childbearing Family	1
NSG 312P	Practicum, Nursing Care of the Childbearing Family	2
STAT 250	Introduction to Applied Statistics	4.5

HUM 101* (<i>eCombination</i>)	Arts and Culture: An Introduction to Humanities	4.5
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Quarter Ten

Course #	Course Title	QH
NSG 382	Nursing Care of the Community	4
NSG 382P	Practicum, Nursing Care of the Community	3
NSG 410	High Acuity Principles of Patient Centered Care	4
NSG 460	Research Methods for Evidence-Based Nursing Practice	4

Intersession III

Course #	Course Title	QH
NSG 248* (<i>eCombination</i>)	Legal Issues Impacting Nursing Practice	2

SENIOR YEAR
Quarter Eleven

Course #	Course Title	QH
NSG 420	High Acuity Nursing Care	4
NSG 420P	Practicum, High Acuity Nursing Care	3
NSG 451	Nurses As Leaders	3
NSG 451P	Practicum, Nurses As Leaders	3

Quarter Twelve

Course #	Course Title	QH
NSG 452	Capstone: Transition to Professional Nursing	3
NSG 452L	Laboratory, Capstone: Transition to Professional Nursing	1
NSG 452P	Practicum, Capstone: Transition to Professional Nursing	6
HS 150* (<i>eCombination</i>)	U.S. History and Government	4.5

Program Total = 198.5 Quarter Credit Hours

Note: This Course Sequence Guide is intended only as a guide for planning. A student's actual course load may vary based on course credits accepted in transfer (Policy 02:14:00, Transfer Credit); success in foundational liberal arts and sciences, and nursing coursework (see Policy 02:15:00, Pass to Progress). The School of Nursing reserves the right to make changes to the Course Sequence Guide based upon the mission and clinical availability. Students may not take two clinical courses in the same quarter with the exception of Quarter 11.

Upon successful completion of all graduation requirements and satisfaction of all financial obligations, the graduate will be awarded the Bachelor of Science in Nursing (BSN) degree.

**Classes marked as eCombination with an * are courses in which some traditional face-to-face "Seat time" has been replaced by online learning activities. A blended (hybrid) course is designed to integrate face-to-face and online activities so that they reinforce, complement, and elaborate one another. Platt College currently uses a 60/40 split, meaning that 60% of the course is taught face-to-face, and 40% of the course is taught online.*

Upon completion of the nursing program, the Baccalaureate Generalist nurse graduating from The School of Nursing at Platt College will be prepared to function as a (1) provider of care, (2) leader/manager, and (3) member of the profession. Achievement of the Program Outcomes for The School of Nursing at Platt College will be measured using five competencies: (1) nursing process, (2) nursing informatics, (3) professional standards, (4) evidence-based practice, and (5) Interprofessional communication & collaboration. These five competencies are based upon the national standards of The Essentials of Baccalaureate Education for Professional Nursing Practice (American Association of Colleges of Nursing (AACN, 2008) and the Prelicensure knowledge, skills, and attitudes delineated by Quality and Safety Education for Nurses (QSEN). Graduates are prepared to obtain entry-level position as a professional nurse in the healthcare industry.

Course Descriptions

**Classes marked as eCombination with an * are courses in which some traditional face-to-face "Seat time" has been replaced by online learning activities. A blended (hybrid) course is designed to integrate face-to-face and online activities so that they reinforce, complement, and elaborate one another. Platt College currently uses a 60/40 split, meaning that 60% of the course is taught face-to-face, and 40% of the course is taught online.*

Biology

BIOL 112 * (eCombination) 4.5 Credits **Nutrition in Health and Illness**

This course introduces the student to the fundamental principles of nutrition in health and illness through the lifespan. Analysis of personal dietary habits and behavior in relation to basic human nutritional needs and food composition as well as health promotion strategies will be explored.

BIOL 206 6.0 Credits **Introduction to Microbiology (with lab)**

An introductory course related to biology and classification of microorganisms, their interrelationship with other bacteria, animals, and humans. Content includes viruses, rickettsia, protozoans, and parasites. Students apply learned concepts and principles in a laboratory environment. Prerequisites: BIOL 223; BIOL 224. Corequisites: NSG 282/282L/282P.

BIOL 223 6.0 Credits **Human Anatomy and Physiology I (with lab)**

Study of human anatomy and physiology designed for students who require a thorough understanding of the structural and functional aspects of the human body across the lifespan. The student will study cellular, tissue, organ, and organ systems that comprise the human being. The content has been divided into BIOL 223 and BIOL 224. Students apply learned concepts and principles in a laboratory environment.

BIOL 224 6.0 Credits **Human Anatomy and Physiology II (with lab)**

A continued study of human anatomy and physiology designed for students who require a thorough understanding of the structural and functional aspects of the human body across the life span. The student will study cellular, tissue, organ, and organ systems that comprise the human being. The content has been divided in to BIOL 223 and BIOL 224. Students apply learned concepts and principles in a laboratory environment. Prerequisite: BIOL 223.

BIOL 300 6.0 Credits **Pathophysiology (with lab)**

This course will provide the student with conceptual and theoretical information applicable to pathological conditions resultant in alterations across the lifespan. Mechanisms of production of signs and symptoms of different disease syndromes will be discussed. A body systems approach will allow the student to understand the mechanisms underlying the disease and the clinical manifestations exhibited. Students apply learned concepts and principles within a laboratory environment with an emphasis on the use of critical thinking skills.

Prerequisites: BIOL 206; BIOL 223; BIOL 224, NSG 282/282L/282P. Corequisites: NSG 250/250L/250P; NSG 290.

Chemistry

CHEM 121 **6.0 Credits**

General Chemistry (with lab)

This course will provide the student with a general overview of chemistry concepts and theories. The student will study matter, atoms, elements, compounds, and reactions. Students apply learned concepts and principles within a laboratory environment. Prerequisites: BIOL 223; BIOL 224.

Communications

COM 210 **4.5 Credits**

Speech Communications

This course focuses on interpersonal and intrapersonal aspects of public speaking. Oral communication theory is discussed. Students receive practice in different communication genres.

COM 300 * (eCombination) **4.5 Credits**

Interpersonal Communications

Students will examine fundamental dimensions of interpersonal communication, including a model of the interpersonal process, listening, language, perception, communication climate and competencies. These concepts will then be discussed in terms of communication with

superiors and subordinates, peers and team members, and difficult people.

English

ENG 121* (eCombination) **4.5 Credits**

Reading and Writing in College I

A course designed to help students analyze a variety of academic texts and complete a series of writing assignments designed to teach them how to interpret arguments, identify constraints and bias, conduct, organize and present research.

History

HS 150* (eCombination) **4.5 Credits**

U.S. History and Government

This course is a review in U.S. history and an examination of how events have shaped our present government. Emphasis will be placed on governmental organization and how each student fits into their process to become a responsible citizen and voter.

Humanities

HUM 101* (eCombination) **4.5 Credits**

Arts and Culture: An Introduction to Humanities

A survey course on Art and Culture from ancient civilizations to the present with emphasis on the interaction of architecture, art, culture, literature, and daily life.

Mathematics

MAT 121* (*eCombination*) **4.5 Credits**

College Algebra

A college algebra course containing a review of selected concepts of intermediate algebra; solving linear and quadratic equations; properties and graphs of function; exponential and logarithmic functions and equations and solving systems of equations. Applications of algebraic concepts will be integrated throughout the course.

Nursing

NSG 151* (*eCombination*) **4.5 credits**

Introduction to Nursing Informatics

Nursing informatics is a nursing specialty that draws from computer science, information science, cognitive and decision sciences, and nursing science. Students will gain knowledge and skills to enhance patient-care delivery, promote consumer health, utilize nursing research, and provide education through information technology. This course focuses on content that provides the learner with the basic tools in the areas of computer literacy, information literacy, and health literacy. Prerequisite: Admission to BSN program.

NSG 231 **3.0 Credits**

Nursing Process and Contemporary Nursing Practice

This course establishes the basic foundation for nursing as an art and a science. The course assists students to understand what it means to be a professional nurse; to appreciate the history of nursing; to understand and prize nursing's values, standards, and ethics; to learn the significance of the nursing process; to recognize and deal effectively with social and economic factors that influence how the profession is practiced; and to appreciate the need to be lifelong learners and contributing members of the nursing profession.

NSG 232 **4.0 Credits**

Basic Principles of Patient Centered Care

This fundamental nursing skills course introduces the student to the relationship between evidence-based nursing practice (science) and caring (art) while performing patient-centered care tasks including meeting the basic needs of oxygenation, nutrition, elimination, activity and rest, protection, and psychosocial integrity. Prerequisite: NSG 231. Corequisites: NSG 232L/232P.

NSG 232L **2.0 Credits**

Laboratory, Basic Principles of Patient Centered Care

This fundamental nursing skills laboratory allows the student to apply the NSG 232 concepts and principles learned in a controlled classroom environment. Prerequisite: NSG 231. Corequisites: NSG 232/232P.

NSG 232P **1.0 Credit**
Practicum, Basic Principles of Patient Centered Care
This fundamental nursing skills practicum allows the student to apply the NSG 232 & NSG 232L concepts, principles and skills learned in the classroom and laboratory to a real patient care situation in a long term care or skilled nursing unit. Prerequisite: NSG 231.
Corequisites: NSG 232/232L.

NSG 233* (*eCombination*) **1.0 Credit**
Nursing Care of the Aging Adult
An introduction to concepts of aging with a focus on health promotion, maintenance of functional capacity, normal physiologic changes, and improvement of quality of life through interdisciplinary collaboration. Prerequisite: NSG 231.

NSG 247* (*eCombination*) **1.0 Credit**
Ethical Concerns Impacting Nursing Practice
This course is designed to prepare the student for the ethical concerns facing the practicing nurse today. The elements of ethical decision making will be addressed as well as advanced directives, end-of-life care, and organ donation. Prerequisite: NSG 231.

NSG 248* (*eCombination*) **2.0 Credit**
Legal Issues Impacting Nursing Practice
This course is designed to prepare the student for legal issues facing today's practicing nurse. The student will study the basics of the legal system, current legal responsibilities, licensure standards, patient consents, HIPAA, and other legally pertinent concerns. Prerequisite: NSG 231.

NSG 250 **3.0 Credits**
Advanced Principles of Patient Centered Care
The student's capability to perform more complex patient centered nursing care skills is the focus of this course. Evidence-based practice and critical thinking skill development is focused on medication administration, intravenous therapy, laboratory and diagnostic testing, and patient treatments. The course is designed to integrate knowledge and skills from NSG 232. Prerequisites: NSG 231; NSG 232/232L/232P; NSG 282/282L/282P; BIOL 206; BIOL 223; BIOL 224. Corequisites: NSG 250L/250P; NSG 290; BIOL 300.

NSG 250L **2.0 Credits**
Laboratory, Advanced Principles of Patient Centered Care
This advanced nursing skills laboratory allows the student to apply the NSG 250 concepts and principles learned in a controlled classroom environment. Prerequisites: NSG 231; NSG 232/232L/232P; NSG 282/282L/282P; BIOL 206; BIOL 223; BIOL 224. Corequisites: NSG 250/250P; NSG 290; BIOL 300.

NSG 250P **1.0 Credit**
Practicum, Advanced Principles of Patient Centered Care
This advanced nursing skills practicum allows the student to apply the NSG 232, NSG 232L, NSG 250 and NSG 250L concepts, principles, and skills learned in the classroom and laboratory to a real patient care situation in a long term care or skilled nursing care unit. Prerequisites: NSG 231; NSG 232/232L/232P; NSG 282/282L/282P; BIOL 206; BIOL 223; BIOL 224. Corequisites: NSG 250/250L; NSG 290; BIOL 300.

NSG 282 **3.0 Credits**
Health Assessment and Health Promotion
The student will learn how to conduct a head-to-toe assessment of the patient's health status related to the physiologic, self-concept, role function and interdependence modes. Health promotion will center on meeting the Healthy People 2020 objectives. Prerequisites: NSG 231; NSG 232/232L/232P; BIOL 223; BIOL 224. Corequisites: NSG 282L/282P; BIOL 206.

NSG 282L **2.0 Credits**
Laboratory, Health Assessment and Health Promotion
This laboratory allows the student to apply the NSG 282 concepts and principles learned in a controlled classroom environment. The student clinically will be able to conduct both complete and focused health assessments by demonstrating an understanding of normal, normal deviation and abnormal physical findings across the lifespan. Prerequisites: NSG 231; NSG 232/232L/232P; BIOL 223; BIOL 224. Corequisites: NSG 282/282P; BIOL 206.

NSG 282P **1.0 Credit**
Practicum, Health Assessment and Health Promotion
This practicum allows the student to apply NSG 282 and NSG 282L concepts, principles and skills learned in the classroom and laboratory to a real patient care situation in a community, acute or long-term care setting. Prerequisites: NSG 231; NSG 232/232L/232P; BIOL 223; BIOL 224. Corequisites: NSG 282/282L; BIOL 206.

NSG 290 **6.0 Credits**
Pharmacology
Addresses general concepts in pharmacology and an overview of major drug groups. For each major drug group, the pharmacodynamics, pharmacokinetics, pharmacotherapeutics, adverse drug reactions, and nursing management will be outlined. Prerequisites: NSG 231; NSG 232/232L/232P; NSG 282/282L/282P; BIOL 206; BIOL 223, BIOL 224. Corequisites: NSG 250/250L/250P; BIOL 300.

NSG 312 **4.0 Credits**
Nursing Care of the Childbearing Family
This course is designed to prepare the student for providing patient centered care during the childbearing and menopausal years. The student will study both normal and complicated pregnancies; well and high-risk newborns; family influences; family planning; childbearing alternatives and women's healthcare needs. Prerequisites: NSG 231; NSG 232/232L/232P; NSG 250/250L/250P; NSG 282/282L/282P; NSG 290; NSG 345; NSG 385/385P; NSG 386/386P; NSG 387/387P; BIOL 206; BIOL 223; BIOL 224; BIOL 300; PSY 151. Corequisites: NSG 312L/312P.

NSG 312L **1.0 Credit**
Laboratory, Nursing Care of the Childbearing Family
This laboratory allows the student to apply NSG 312 concepts and principles learned in a controlled classroom environment. Topics include cervical dilation, fetal monitoring, assessing for toxicity, fetal heart tones, pap smears, and emergency childbirth skills. Prerequisites: NSG 231; NSG 232/232L/232P; NSG 250/250L/250P; NSG 282/282L/282P; NSG

290; NSG 345; NSG 385/385P; NSG 386/386P; NSG 387/387P; BIOL 206; BIOL 223, BIOL 224; BIOL 300; PSY 151. Corequisites: NSG 312/312P.

NSG 312P **2.0 Credits**
Practicum, Nursing Care of the Childbearing Family

This practicum allows the student to apply NSG 312 and NSG 312L concepts, principles and skills learned in the classroom and laboratory to a real patient care situation in a hospital, clinic or private physician's office. Prerequisites: NSG 231; NSG 232/232L/232P; NSG 250/250L/250P; NSG 282/282L/282P; NSG 290; NSG 345; NSG 385/385P; NSG 386/386P; NSG 387/387P; BIOL 206; BIOL 223; BIOL 224; BIOL 300; PSY 151. Corequisites: NSG 312/312L.

NSG 345 **3.0 Credits**
Nursing Care of Families and Cultures

This course is designed to prepare the student for the unique health influences the family and culture have upon the individual. Topics will include family dynamics, cultural beliefs and values, and impact upon the individual's health practices. Prerequisites: NSG 231.

NSG 348 **3.0 Credits**
Critical Thinking and the Nursing Process

Students are challenged to apply critical thinking skills in various healthcare situations. The course is designed to encourage the student to use cognitive skills purposefully to deliver safe and effective patient centered care. Prerequisites: NSG 231; PHIL 112.

NSG 382 **4.0 Credits**
Nursing Care of the Community

This course is designed to prepare the student for practicing nursing in a non-hospital environment and providing care to a family, group or community as the recipient of patient centered nursing care. Maintaining community wellness is emphasized in this course.

Prerequisites: NSG 231; NSG 232/232L/232P; NSG 250/250L/250P; NSG 282/282L/282P; NSG 290; NSG 385/385P; NSG 386/386P; NSG 387/387P; BIOL 206; BIOL 223; BIOL 224; BIOL 300; PSY 101; PSY 151; SOC 101. Corequisites: NSG 382P.

NSG 382P **3.0 Credits**
Practicum, Nursing Care of the Community

This practicum allows the student to apply NSG 382 concepts, principles, and skills learned in the classroom to a real patient care situation in a clinic, home health, school, or residential facility. Students will conduct a community survey of health needs. Prerequisites: NSG 231; NSG 232/232L/232P; NSG 250/250L/250P; NSG 282/282L/282P; NSG 290; NSG 385/385P; NSG 386/386P; NSG 387/387P; BIOL 206; BIOL 223; BIOL 224; BIOL 300; PSY 101; PSY 151; SOC 101. Corequisites: NSG 382.

NSG 385 **4.0 Credits**
Nursing Care of Adults and Older Adults I

This course presents the roles of the nurse in relation to assessment, diagnosis, outcomes identification, planning, intervention, and evaluation of adult and older adult's response to alterations in health. Includes the etiology, epidemiology, pathophysiology, appropriate medical management, diagnostics, and related therapeutic nursing interventions within the

context of the patient/client, their families, and environments. Topic areas include fluid and electrolytes, acid-base balance/imbbalances, and alterations in the functions of the immune, respiratory, cardiovascular, hematologic, urinary, and nervous systems. Prerequisites: NSG 231; NSG 232/232L/232P; NSG 250/250L/250P; NSG 282/282L/282P; NSG 290; BIOL 206; BIOL 223; BIOL 224; BIOL 300; COM 210. Corequisite: NSG 385P.

NSG 385P **3.0 Credits**
Practicum, Nursing Care of Adults and Older Adults I

This practicum enables the student to apply concepts, principles, and skills learned in NSG 385 in the patient/client healthcare environment. Prerequisites: NSG 231; NSG 232/232L/232P; NSG 250/250L/250P; NSG 282/282L/282P; NSG 290; BIOL 206; BIOL 223; BIOL 224; BIOL 300; COM 210. Corequisite: NSG 385.

NSG 386 **4.0 Credits**
Nursing Care of Adults and Older Adults II

This course presents the roles of the nurse in relation to assessment, diagnosis, outcomes identification, planning, intervention, and evaluation of adult and older adult's response to alterations in health. Includes the etiology, epidemiology, pathophysiology, appropriate medical management, diagnostics, and related therapeutic nursing interventions within the context of the patient/client, their families, and environments. Topic areas include the integumentary, musculoskeletal, gastrointestinal, sensory, endocrine, and reproductive systems. Prerequisite: NSG 231; NSG 232/232L/232P; NSG 250/250L/250P; NSG 282/282L/282P; NSG

290; BIOL 206; BIOL 223; BIOL 224; BIOL 300; COM 210. Corequisite: NSG 386P.

NSG 386P **3.0 Credits**
Practicum, Nursing Care of Adults and Older Adults II

This practicum enables the student to apply concepts, principles, and skills learned in NSG 386 to the patient/client healthcare environment. Prerequisites: NSG 231; NSG 232/232L/232P; NSG 250/250L/250P; NSG 282/282L/282P; NSG 290; BIOL 206; BIOL 223; BIOL 224; BIOL 300; COM 210. Corequisite: NSG 386.

NSG 387 **4.0 Credits**
Nursing Care of the Pediatric Patient/Client

This course presents the roles of the nurse in relation to assessment, diagnosis, outcomes identification, planning, intervention, and evaluation of the pediatric patient/client and family response to alterations in health. Includes the etiology, epidemiology, pathophysiology, appropriate medical management, diagnostics, and related therapeutic nursing interventions within the context of the patient/client, their families, and environments. Topic areas include both normal growth development and health promotion along with alterations along the health continuum. Prerequisites: NSG 231; NSG 232/232L/232P; NSG 250/250L/250P; NSG 282/282L/282P; NSG 290; NSG 385/385P; NSG 386/386P; BIOL 206; BIOL 223; BIOL 224; BIOL 300; PSY 151. Corequisites: NSG 387P.

NSG 387P **3.0 Credits**

Practicum, Nursing Care of the Pediatric Patient/Client

This practicum enables the student to apply concepts, principles, and skills learned in NSG 387 to the patient/client healthcare environment.

Prerequisites: NSG 231; NSG 232/232L/232P; NSG 250/250L/250P; NSG 282/282L/282P; NSG 290; NSG 385/385P; NSG 386/386P; BIOL 206; BIOL 223; BIOL 224; BIOL 300, PSY 151.

Corequisites: NSG 387.

NSG 388 **4.0 Credits**

Nursing Care of Persons with Mental Health Impairments

This course presents the roles of the nurse in relation to assessment, diagnosis, outcomes identification, planning, intervention, and evaluation of patient/client responses across the lifespan to alterations in mental health. Includes the etiology, epidemiology, pathophysiology, appropriate medical management, diagnostics, and related therapeutic nursing interventions within the context of the patient/client, their families, and environments. The student will study therapeutic approaches as well as psychosocial adaptation alterations.

Prerequisites: NSG 231; NSG 232/232L/232P; NSG 250/250L/250P; NSG 282/282L/282P; NSG 290; NSG 385/385P; NSG 386/386P; NSG 387/387P; BIOL 206; BIOL 223, BIOL 224, BIOL 300; PSY 101; PSY 151. Corequisites: NSG 388P; SOC 101.

NSG 388P **2.0 Credits**

Practicum, Nursing Care of Persons with Mental Health Impairments

This practicum enables the student to apply concepts, principles, and skills learned in NSG 388 to a patient/client care in an inpatient or residential healthcare facility, or outpatient healthcare environments.

Prerequisites: NSG 231; NSG 232/232L/232P; NSG 250/250L/250P; NSG 282/282L/282P; NSG 290; NSG 385/385P; NSG 386/386P; NSG 387/387P; BIOL 206; BIOL 223; BIOL 224; BIOL 300; PSY 101; PSY 151.

Corequisites: NSG 388; SOC 101.

NSG 410 **4.0 Credits**

High Acuity Principles of Patient Centered Care

Preparatory course for NSG 420. This course prepares the student to perform skills unique to the critical and emergent healthcare environments. Advanced cardiac life support (ACLS) concepts will be emphasized and skills will be demonstrated within a simulation environment. Critical care medications, advanced medication calculation, ECG interpretation, an introduction to hemodynamic monitoring, and the roles of the high acuity nurse will be emphasized. Prerequisites: NSG 231; NSG 232/232L/232P; NSG 250/250L/250P; NSG 282/282L/282P; NSG 385/385P; NSG 386/386P; NSG 387/387P; BIOL 206; BIOL 223; BIOL 224; BIOL 300.

NSG 420 **4.0 Credits**

High Acuity Nursing Care

This course prepares the student to administer evidence-based nursing care to patients across the lifespan in critical, operative, or emergent

healthcare environments. Rapid critical thinking skill development is essential for performing this type of nursing care.

Prerequisites: NSG 231; NSG 232/232L/232P; NSG 250/250L/250P; NSG 282/282L/282P; NSG 290; NSG 312/312L/312P; NSG 348; NSG 382/382P; NSG 385/385P; NSG 386/386P; NSG 387/387P; NSG 388/388P; NSG 410; BIOL 223; BIOL 224; BIOL 300. Corequisites: NSG 420P; NSG 451/451P.

NSG 420P **3.0 Credits**
Practicum, High Acuity Nursing Care

This practicum allows the student to apply NSG 410 and NSG 420 concepts, principles and skills learned to a real patient care situation in a critical care, emergent care, operative care, or diagnostic care unit. Prerequisite: NSG 231; NSG 232/232L/232P; NSG 250/250L/250P; NSG 282/282L/282P; NSG 290; NSG 312/312L/312P; NSG 348; NSG 382/382P; NSG 385/385P; NSG 386/386P; NSG 387/387P; NSG 388/388P; NSG 410; BIOL 223, BIOL 224, BIOL 300. Corequisites: NSG 420; NSG 451/451P.

NSG 451 **3.0 Credits**
Nurses as Leaders

This course is designed to prepare the student for management and leadership roles assigned to the BSN. The student will study developing leadership skills, performing evaluations, preparing job descriptions, mentoring, coaching, counseling, budget concepts, staffing issues and leadership characteristics. Prerequisites: NSG 231; NSG 232/232L/232P; NSG 282/282L/282P; NSG 250/250L/250P; NSG 290; NSG 312/312L/312P; NSG 348; NSG 382/382L; NSG 385/385P; NSG 386/386P; NSG 387/387P; NSG 388/388P; NSG 410; BIOL 206; BIOL 223; BIOL

224; BIOL 300; PHIL 112. Corequisites: NSG 420/420P; NSG 451P.

NSG 451P **3.0 Credits**
Practicum, Nurses as Leaders

This practicum allows the student to apply NSG 451 concepts, principles and skills learned while functioning in a leadership position in a healthcare environment. Prerequisites: NSG 231; NSG 232/232L/232P; NSG 250/250L/250P; NSG 282/282L/282P; NSG 290; NSG 312/312L/312P; NSG 348; NSG 382/382P; NSG 385/385P; NSG 386/386P; NSG 387/387P; NSG 388/388P; NSG 410; BIOL 206, BIOL 223, BIOL 224, BIOL 300; PHIL 112. Corequisites: NSG 420/420P; NSG 451.

NSG 452 **3.0 Credits**
Capstone: Transition to Professional Nursing

This course is designed to prepare the student for role changes. It promotes the student's transition from student to licensed professional nurse. Focus is on licensure preparation, completion of a self-assessment of student progress in the attainment of the nursing program outcomes in the roles of provider of care, leader/manager, and member of the profession, and completion of a professional resume. The student will be given a capstone project that entails research, presentation, writing, and critical reflection of the evolution of their clinical practice. Prerequisites: NSG 231; NSG 232/232L/232P; NSG 233; NSG 247; NSG 248; NSG 250/250L/250P; NSG 282/282L/282P; NSG 290; NSG 312/312L/312P; NSG 345; NSG 348; NSG 382/382P; NSG 385/385P; NSG 386/386P; NSG 387/387P; NSG 388/388P; NSG 410; NSG 420/420P; NSG 451/451P; BIOL 112;

BIOL 206; BIOL 223; BIOL 224; BIOL 300;
CHEM 121. Corequisites: NSG 452L/452P.

NSG 452L **1.0 Credit**

Laboratory, Capstone: Transition to Professional Nursing

This laboratory experience is directed towards preparing the student for the NCLEX licensure examination. The student will study the examination process, practice testing, identify knowledge deficiencies requiring remediation, and prepare to register for the examination.

Prerequisites: NSG 231; NSG 232/232L/232P; NSG 233; NSG 247; NSG 248; NSG 250/250L/250P; NSG 282/282L/282P; NSG 290; NSG 312/312L/312P; NSG 345; NSG 348; NSG 382/382P; NSG 385/385P; NSG 386/386P; NSG 387/387P; NSG 388/388P; NSG 410; NSG 420/420P; NSG 451/451P; BIOL 112; BIOL 206; BIOL 223; BIOL 224; BIOL 300; CHEM 121.
Corequisites: NSG 452/452P.

NSG 452P **6.0 Credits**

Practicum, Capstone: Transition to Professional Nursing

This practicum requires a signed agreement between the student and a qualified nursing preceptor. The student will work the same schedule as the nursing preceptor. The preceptor will supervise and evaluate the student's readiness for work transition in collaboration with the nursing faculty.

Prerequisites: NSG 231; NSG 232/232L/232P; NSG 233; NSG 247; NSG 248; NSG 250/250L/250P; NSG 282/282L/282P; NSG 290; NSG 312/312L/312P; NSG 345; NSG 348; NSG 382/382P; NSG 385/385P; NSG 386/386P; NSG 387/387P; NSG 388/388P; NSG 410; NSG 420/420P; NSG 451/451P; BIOL 112; BIOL 206;

BIOL 223; BIOL 224; BIOL 300; CHEM 121.
Corequisites: NSG 452/452L.

NSG 460 **4.0 Credits**
Research Methods for Evidence-Based Nursing Practice

Focuses on the role of the professional nurse as an informed consumer of evidence-based research. Explores quantitative and qualitative approaches to the study of health and illness, as well as the relationship of theory to practice. Topics include literature reviews, research designs, methods of data collection, and analytical procedures. Explores the ethics for research with human subjects. The student will prepare a research proposal. Prerequisites: NSG 231; NSG 232/232L/232P; NSG 250/250L/250P; NSG 282/282L/282P; NSG 290; NSG 385/385P; NSG 386/386P; NSG 387/387P; COM 210; MAT 121; STAT 250
Corequisites: NSG 382/382P

Philosophy

PHIL 112* (eCombination) **4.5 Credits**

Critical Thinking

This course will explore and develop each student's critical thinking skills through classroom discussions and written arguments. Topics will include: mastering the fundamentals of critical thinking, evaluation arguments, recognizing errors in thinking, and characteristics of critical thinkers.

Psychology

PSY 101* (*eCombination*) **4.5 Credits**

Introduction to Psychology

This course provides a general understanding of psychology as a behavioral science, psychological concepts and principles. Topics covered include biological bases of behavior, learning, thinking, motivations, sensation, and perception.

PSY 151 **4.5 Credits**

Human Growth and Development

Survey of human growth and development from conception through senescence. A multi-disciplinary approach to the study of both change and stability in physical, cognitive, social and personality development. Review of relevant developmental theory and research.

Sociology

SOC 101* (*eCombination*) **4.5 Credits**

Introduction to Sociology

This course provides a general understanding of the basic concepts and principles of sociology that affect the individual in society.

Statistics

STAT 250 **4.5 Credits**

Introduction to Applied Statistics

This course focuses on an introduction to applied statistics, including such topics as univariate and multivariate analyses, histograms, linear correlations, analysis of variance, and hypothesis testing. Stratification, intergroup relations and inequalities are covered.

Corequisites: NSG 388/388P.

Employee Directory

Faculty

(Denotes full-time faculty members)

CANNON, ANNETTE

A.A.S., Community College of Denver-Nursing (1983)
B.S.N., Metropolitan State College- Nursing (1996)
M.A., University of Phoenix-Organizational Management (1999)
M.S.N., Grand Canyon University-Nursing (2009)
Ph.D., Kennedy Western University-Health Administration (2005)

GOERS, JAMA

B.S.N., Platt College – Nursing (2009)
Ph.D., MUSC-Nursing (In Progress)

KEISER, STEVE

A.A.S., Arapahoe Community College-Nursing (1987)
B.S.N., University of Phoenix – Nursing (1996)
M.S.N., University of Phoenix – Nursing (1998)
CNE – Certified Nurse Educator

KNEUSEL, MARIA

B.S.N., Marquette University-Nursing (1988)
M.S.N., Gonzaga University-Nursing (2012)

KOHRING, LAURIE

B.S.N., Regis University-Nursing (2000)
M.S.N., University of Colorado-Nursing (2008)
P.N.P., University of Colorado (2008)
DNP, University of Colorado (in progress)

LEISTIKOW, RACHEL

B.A., Reed College-Biology (2001)
Ph.D., University of Colorado-Microbiology (2012)

LUEZAS, LORELLA

M.D., University of Científica Del Sur, Lima, Peru – General Medicine (2010)

MIOVECH, SUSAN

Nursing Diploma, Abington Memorial Hospital SON, Abington, PA (1968)
B.S.P.A., St. Joseph's College - Health Care Administration (1982)
B.S.N., University of Pennsylvania- Nursing (1992)
M.S.N., University of Pennsylvania - Nursing, Perinatal Clinical Nurse Specialist, CNS (1993)
Ph.D., University of Pennsylvania- Nursing (1996)
NCC Certification in In-Hospital Obstetrics (1988)

RICKER, FRAN

B.S.N., University of New Mexico, Albuquerque – Nursing (1977)
M.S.N., University of Colorado – Nursing (2002)

SCHROEDER, JEAN

A.A.S., Purdue University- Nursing (1977)
B.S.N., University of Kansas Medical Center – Nursing (1980)
M.S.N., University of Kansas Medical Center – Nursing (1985)
M.A., University of Kansas Medical Center- Adult Education (1985)
Ph.D., Capella University-Post Secondary and Adult Education (2008)

SORENSEN, KYLE

B.S., University of Colorado-Psychology (2008)
M.S., University of Colorado-Biology (2013)

THOMAS, SETH

B.A., Regis University – Liberal Arts/English (2007)
M.A, Regis University – Creative Writing (2010)

Professional Staff

(Denotes full-time professional staff)

ARFSTEN, CINDY

Financial Aid Officer

BASLER, JULIE

Vice President of Academic Affairs

CALDWELL, HOLLIE

Dean, School of Nursing

CALDERON, ALLEN

Simulation Laboratory Technician

CRAVER, ROBERT

Director of Financial Services

CULLERTON, LAURA

Information Specialist (Librarian)

CUTLER, DANA

Clinical Placement Coordinator

DAHL, KATIE

Registrar

FARMER, ANITA

Simulation Laboratory Technician

HOGAN, KAREN

Online Services Coordinator

HORBOSTEL, RACHAEL

Nursing Admissions Coordinator

HOWE, RON

IT Services Coordinator

JONES, BARB

Executive Administrative Assistant

MARSHALL, SHAWNA

Simulation Laboratory Technician

OHMART, GLORIA

Associate Dean of Nursing

PORTER, SHIRLEY

Communication Liaison

ROSE, MARGIE

Director of Financial Aid

SANDERS, HEATHER

Academic Support and Career Services Coordinator

SIRBU, JERALD B.

President/CEO

SIRBU, SHEILA

Communication Liaison

Board of Directors

Mission

Platt College offers quality undergraduate education and provides graduates with competencies, skills and levels of education for employment and continued success in higher education. The Platt College Board of Directors fosters personal growth by providing strategic perspective and definitive leadership in determining the programs to be provided by the College and by specifying the guiding policies and principles the President/CEO uses in operating the College.

Values

- Accessibility
- Community
- Diversity
- Excellence
- Integrity
- Learning
- Respect
- Success
- Leadership

Board of Directors

Dr. Dan Lucero, Vice Chair (*chair*)

Mr. James R. Sutherland, Treasurer

Mr. Thomas J. Twardowski, Secretary

Ms. Suzanne Pitrusu

Mr. Jerald B. Sirbu, *ex-officio*