

# Platt College • Catalog

2011-2012



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*The Platt Difference !*



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## Accreditation

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

### ACCSC

2101 Wilson Boulevard, Suite 302  
Arlington, Virginia 22201  
(703) 247-4212  
(703) 247-4533 (fax)  
www.accsc.org

The baccalaureate nursing program from the School of Nursing at Platt College is accredited by the National League for Nursing Accrediting Commission (NLNAC).

### NLNAC

3343 Peachtree Road NE, Suite 850  
Atlanta, GA 30326  
(404) 975-5000  
(404) 975-5020 (fax)  
www.nlnac.org

## Affiliations

### *Approved and Regulated by:*

The Colorado Department of Higher Education,  
Private Occupational School Board

The College's nursing and design Bachelor Degree Programs are recognized by the Colorado Commission of Higher Education (CCHE)

### *Approved by:*

The Colorado State Board of Nursing (BSN program)

The United States Department of Justice, Immigration and Naturalization Service, for the education of non-immigrant students

### *Approved for:*

Educating veterans and eligible persons

The requirements of federal or state laws regarding student financial assistance

### *Member of:*

Colorado Association of Career Colleges and Schools, Training Assurance Foundation, Printing and Imaging Association/Mountain States



## President's Welcome

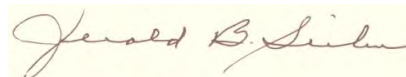
Our top priority at Platt College is meeting the needs of today's diverse student body. We are a college dedicated above all else to your success. We recognize that gaining entrance to Platt College is just the beginning. At Platt College we believe that everyone who has a goal and is willing to work 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 invite prospective students to come and *Experience the Platt Difference*. It is this difference 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

<b>Start Dates</b>	<b>End Quarter</b>
January 3, 2011	March 27, 2011
March 28, 2011	June 19, 2011
June 20, 2011	September 11, 2011
September 12, 2011	December 4, 2011
January 2, 2012	March 25, 2012
March 26, 2012	June 17, 2012
June 18, 2012	September 9, 2012
September 10, 2012	December 2, 2012
<b>Intersession Dates*</b>	
December 5, 2011	December 16, 2011
December 3, 2012	December 14, 2012
<b>Break</b>	
December 19, 2011	January 1, 2012
December 17, 2012	January 2, 2013

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 is developed

- 2010** Media Arts is added with an emphasis in web technologies, advanced web design, and web programming

## Degrees

### Associate of Applied Science Degree Program

Interactive Web Site Design

### Bachelor of Arts Degree Programs

Media Arts

### Bachelor of Science Degree Program

Nursing

## Legal Description

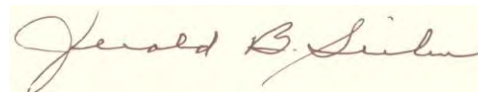
The college is owned by the American Education Development Corporation doing business as Platt College and incorporated under the laws of the State of Colorado. American Education Development Corporation assumes full responsibility for the educational agreements between the college and the students.

Jerald B. Sirbu, President/CEO.

### Certification

Certified as true and correct in context and policy.

Jerald B. Sirbu, President/CEO July 1, 2011



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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 learning for individuals and communities, we pledge to support and encourage intellectual growth by offering smaller, 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 provides associate and 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 8:00 am and 10:30 pm, Monday through Friday. Classes may also be scheduled between 8:00 am and 5:00 pm on Saturdays. Nursing clinical experiences may be scheduled at anytime, Monday through Sunday depending on the individual clinical availability.

### **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 the Division of Private Occupational Schools 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 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.

## **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 that 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**

A disability is a condition that substantially limits "major life activity," such as walking, hearing, seeing, speaking, breathing, or learning.

ADA laws protect:

- Physical disabilities
- Psychological disabilities
- Health-related disabilities
- Learning disabilities
- Attention Deficit Hyperactivity Disorder

The Office of the Academic Support and Career Services facilitates accommodations for students and prospective students.

Those who wish to request accommodations should contact the Academic Support and Career Services Coordinator, and provide up-to-date documentation of disability.

All information discussed is confidential between the Academic Support and Career Services Coordinator and the prospective student, student or employee.

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 providing appropriate documentation regarding the nature and extent of a disability.

Platt College cannot make accommodations that are unduly burdensome or that fundamentally alter the nature of the College's programs. Medical documentation of disabilities and requested accommodations must be presented in writing at the beginning of a student's program.

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 in creating and maintaining a welcoming, accessible environment for prospective students, current students and employees with disabilities.

## **Facilities**

Platt College provides a computer lab that incorporates Macintosh computers with a color scanner, light table, laser printer, color printer and large screen monitor. The lab's Macintosh and Pentium computers have removable hard

drives, CD-ROM and DVD drives, CD-R recorder, scanner, video digitizing system, DV camera, and lighting and sound recording equipment.

Most classrooms are equipped with media equipment which may include video recording and presentation equipment. Overhead projectors are also provided.

Labs (simulation and science) include patient centered care equipment, training mannequins, human simulators, health assessment technology, computer based instruction modules, and science laboratory equipment.

A student lounge is provided for use as a study center and a place for dining between classes.

Additional student services are located on the first floor of the building.

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 20 students. The maximum number of students in a classroom or laboratory setting of instruction is 40.

## **Knowledge Resource Library**

### **Mission Statement, Resources and Services**

#### Mission Statement

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 critical thinking skills for lifelong learning.

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 staff provide research assistance from 8 am – 6:30 pm Monday through Thursday and 8 am – 5 pm on Friday. Seven computers, two printers, one copy machine and six study desks are located in the 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), nursing and graphic design faculty, students 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 and the Micromedex drug database.

Platt College also has a subscription with Photospin for access to high resolution photos, illustrations, fonts, audio, and video.

#### Print Resources

The Knowledge Resource Library is a well-established academic library with hundreds of books on various subjects. The library also has up to date graphic design print journals to stimulate creative minds.

#### 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 and Chicago Manual of Style references by use of Zotero, an add on to the firefox browser. References are also formatted electronically in databases. The latest editors of both styles are available in print in the library.

## Enrollment Services

**For information on graduation rates, median debt of graduates completing this program(s) and other important information, visit [www.plattcolorado.edu](http://www.plattcolorado.edu).**

Platt College offers different degree programs. In order to be admitted as a student, individuals must meet the requirements of admission to the program in which they are applying. These requirements differ depending on the type of admission chosen. The requirements reflect the academic background and/or basic academic competencies required to succeed in the various courses and programs.

Some specialized programs have specific admission requirements in addition to the College's general admission requirements. Acceptance to the College does not constitute admission to these programs (See *Programs with Special Admission Requirements*).

### Admission Procedure

All new applicants must meet with an Admissions Representative to complete all application, testing, and transcript requests. If applicants have previous college credits that they want transferred according to Policy 02:14:00 *Transfer Credit*, they should submit official copies of college transcripts to the Registrar. Admissions applications are available from an Admissions Representative.

Applicants are required to take and pass an entrance exam. For more information about program specific exams, please call 303-369-5151.

### Admission Requirements

Each academic program has a different set of admission requirements. Applicants may speak with an Admissions Representative to find out

more about the admission requirements for the desired program, or applicants may find more information on the College's web site.

The minimum requirement for admission is a successful pass on an entrance exam. The individual must also be a high school graduate. The individual must submit an official high school transcript from an accredited high school and/or official GED. The General Education Development Test (GED) or an accredited home study program may substitute for a high school diploma. Acceptance is based upon the evaluation of the high school record, where appropriate, and entrance evaluation results.

Enrollment in a particular program of study may depend on minimum competency standards. Some programs have mandatory proficiency standards. An Admissions Representative can explain competency and proficiency standards applicable to each program. All applications must be submitted and approved before individuals may take part in assessment, advising, and registration.

Individuals may receive more information about the programs at Platt College via the web at [www.plattcolorado.edu](http://www.plattcolorado.edu), by a campus visit, or by contacting an Admissions Representative.

### **Programs with Special Admissions**

#### **Requirements**

##### Nursing

There is a deadline by which applicants must submit their applications to the Bachelor of Science in Nursing Administrative Coordinator.

Students 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](http://www.plattcolorado.edu)

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

#### **Veterans**

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

- Written 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.

### **Information for International Students**

Platt College is authorized by law to enroll non-immigrant, alien students in its programs. Upon receipt of the applicant's enrollment agreement, proof of English competency, a high school or equivalent transcript (with definition of grading scale), meeting all pertinent requirements of the U.S. Department of Homeland Security and the successful completion of the school's admission test, the school will advise the applicant of acceptance or non-acceptance. 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. Applicants should go to the National Association of Credential Evaluation Services ([www.naces.org](http://www.naces.org)) and select an organization to provide this service. Any fees related to this requirement are to be paid by the potential applicant. 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. Applicants who are unable to meet the requirement of having graduated from an accredited high school within the United States must also provide a GED to satisfy this step. Applicants from foreign, non-English speaking countries must provide translated and certified official college transcripts utilizing [www.naces.org](http://www.naces.org). The enrollment agreement must be submitted to the Admissions Department at

least 120 days prior to the selected start date. It is unlikely that immigration authorities will grant foreign students permission to be employed while active in school. Therefore, international students must provide documentation to prove that sufficient funds are available to cover all tuition, fees, supplies, and living costs prior to acceptance.

### **Transferring Credit to Platt College**

Transfer credit may be granted for courses completed at accredited institutions of higher education approved by the U.S. Department of Education.

Decisions concerning transfer credit are based on (1) equivalence of course content 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.

Once students are admitted to Platt College, 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 full admission and 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.

Quarter hours of credit toward graduation are awarded on the basis of these conditions, but grades or quality points are not awarded. These credits will not affect the academic grade point average. 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 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, and 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 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 institution approved by the US Department of Education.

Individuals receiving transfer credit for nursing (NSG) courses must successfully pass the corresponding ATI assessment(s) (see Policy 02:15:00 *Pass to Progress*). 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 Nursing Admissions Coordinator 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). 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.

### **Graphic Design Courses**

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

Platt College uses quarter hours; however it is possible to convert semester hours into quarter hours. For example, if a student has earned 24 semester hour credits and the credits meet the statements above for foundational liberal arts courses, foundational science courses, nursing courses, or graphic design courses, then the semester credit hours could be converted to quarter credit hours by multiplying 24 by a factor of 1.5—equalling 36 quarter hour credits.

### **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/transfers/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.

### **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**

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:

Applicants must not have attempted nor received college credit in similar titled courses for which credit is requested.

Credit is awarded only in areas offered within the current curriculum of the College and related to the student's educational program.

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.

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.

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

For information about external credit, please see the Policy 02:08:00 *External Credit* at [www.plattcolorado.edu](http://www.plattcolorado.edu).

Platt College reserves the right to evaluate all credits. In the event that course work is found to be obsolete, you may be required to update the credit. Course content should be similar to those courses offered at Platt College.

## **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 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 progression standards. The School of Design and the School of Nursing at Platt College individually determine 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 students enrolled in the same educational program who are not receiving financial assistance. 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.

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

### **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

Students' academic progress will be 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. A student who has not achieved the required cumulative GPA after having been placed on academic probation, or who is not successfully completing his or her education program at the required pace, is no longer eligible to receive financial assistance.

### **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 receive a grade report for each course completed from the course instructor. Students may request a transcript from the Registrar to monitor their academic progress. Students placed on academic warning or probation 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 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.

Course incompletions, withdrawals, repetition of courses, and/or transfers of credit from other

institutions can affect a student's GPA and pace of completion by one or more quarters. Credit hours from another institution that are accepted toward a student's educational program counts as both attempted and completed hours.

### **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 to their program of study from an approved LOA will be considered as having withdrawn effective at the end of the first week of the quarter in which they were scheduled to return.

### **Termination before Completion**

A student who wishes to withdraw from Platt College during his/her program should meet with the Registrar and the appropriate administrator. It is expected that students will complete a *Request to Permanently Withdraw from Degree Program* and a *Student Exit Checklist*. Students are also required to notify the Financial Aid Office when a change of status occurs (ex: 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.)

### **Reestablishment of Eligibility Process**

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

### **The following information applies to students of the School of Design:**

A School of Design student must maintain a minimum cumulative grade point average of 2.0 ("C"). Students' academic progress will be reviewed quarterly. The student must achieve a cumulative 2.0 grade point average in order to attain Satisfactory Academic Progress and graduate with a Platt College degree.

A School of Design student whose cumulative grade point average drops below 2.0 at the end of the quarter will be placed on academic warning or probation. Students who are placed on academic warning or probation will be notified in writing by the Registrar. After notification, the student must make an appointment with the Faculty Coordinator of Foundational Liberal Arts for advisement.

### **The following information applies to students of the School of Nursing:**

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 or probation. Students who are placed on academic warning or probation 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.

For additional information, see Policy 02:24:00 *Satisfactory Academic Progress (SAP)*.

## **Academic Standards**

### **Grade Notification**

Grade reports are filed at the end of each quarter with the Registrar. Students will receive notification of their grades for each course completed from the course instructor. Students may also request a transcript from the Registrar to monitor their academic progress.

### **Attendance Policy**

#### **A. Didactic and Laboratory Courses**

I. Attendance is taken every day in every class. 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,

missed work must be made up in accordance with faculty syllabi requirements.

II. 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.

### III. 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.

IV. Should a student miss three consecutive days of class, the Registrar will notify the appropriate administrator. The student will be contacted by the Registrar. An absence of two weeks' worth of all courses may cause the student to be temporarily suspended. After the student has been temporarily suspended for one quarter, the student should return to Platt College and the student continues to not meet the attendance requirements, the student will return to step one.

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

### **B. Clinical Learning Experiences (School of Nursing):**

#### I. Absence or Tardiness in the Clinical Area:

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 contact hour will be assessed to make

up the missed clinical experience. The contact information for clinical faculty members/clinical scholars/clinical preceptors will be provided to the student(s) when he/she is scheduled for a clinical learning experience by the Clinical Placement Coordinator via email. The student will receive a failing grade for that clinical day and will be charged to make up the missed clinical experience.

### **Returning to Clinical After Illness or Injury**

- A physician' or mid-level provider's clearance may be required before a student returns to the clinical area following illness or injury. Major illness, injury, surgery, communicable diseases, and pregnancy require a physician or mid-level provider's clearance.
- 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 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

- Students not meeting the physical and/or emotional requirements of agencies may request a leave of absence.

### **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 be replaced by an "R" (Repeat) on the student's transcript and 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 Incompletion**

If extenuating circumstances warrant, a student may receive a grade of "I" (incomplete) for a course. Faculty wishing to issue a grade of "I" must request this option from the Vice President of Academic Affairs. A grade of "I" is calculated as zero (0) grade points on that quarter's GPA. For some students, this may cause the student's GPA to drop below minimally accepted academic standards requiring the student to be placed on academic warning or probation.

The student who receives an “I” will have the first two weeks in the beginning of the next quarter to meet the requirements for course completion in order to receive a grade for the course. The new grade will then be used to calculate the student’s GPA. If the incomplete is not rectified, the “I” will be changed to the grade that was earned in the course prior to the “I.”

### **Course Drops and Withdrawals**

A student may *drop* a course any time before 10% of the contact hours for that course have been completed by notifying the Registrar. After 10% of the contact hours for a class have elapsed, a student must *withdraw* from the course by notifying the Registrar. If the 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.

Although grades of “WP” and “WF” do not affect the student’s GPA, they are permanently recorded on the student’s transcript.

### **Definition of a Unit of Credit**

Platt College measures student progress in quarter credit hours. A quarter credit hour is defined as follows:

One (1) quarter credit hour equals:

- ten (10) hours of classroom instruction;
- twenty (20) hours of laboratory instruction; or
- thirty (30) hours of externship/practicum instruction.

A classroom hour is equal to 50 minutes. On average, two hours of student preparation outside of the classroom should be factored for every one hour of class time.

### **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 their 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 their 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 their 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 their 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 their 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 their faculty member(s) or the Academic Support and Career Support Services Coordinator.

### Summary of Letter Grade System

Letter Grade	Credits	Grade Points	Rating
A	1	4.0	Superior
B	1	3.0	Above Average
C	1	2.0	Average
D	1	1.0	*Minimally Acceptable
F	0	0	Fail
P	0	0	Pass
I	0	0	Incomplete
WA	0	0	Administrative Withdrawal
WP	0	0	Withdrawal While Passing
WF	0	0	Withdrawal While Failing
TC	0	0	Transfer Credit
EC	0	0	External Credit
R	0	0	Repeat
AU	0	0	Audit

\* Letter grades of "D" or "F" in any nursing or cognate courses will constitute a course failure

### 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:

For graphic design, 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 more diverse perspectives in interdisciplinary fields. 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 who are:

1. Passing at the time of withdraw, and notify the Registrar prior to the last day of the term will receive a “WP”
2. Failing at the time of withdraw, 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, and do not notify the Registrar prior to the last day of the term will receive a “WA”

#### Make-up Work

Students will be allowed to make-up missed class and lab work because of an illness or an emergency. Proof of these circumstances may be required. If students know ahead of time that

they will have to miss a class, then it is extremely important that they notify faculty in order to receive assignments in advance so as not to waste valuable learning opportunities.

#### 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. Grade reports will carry the symbol “AU” reflecting no credit attempted and 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*).

## 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. A *Student Consent for Release of Records Form* 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. A *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.
- H. Authorized representatives of the Department of Education or the

Comptroller General of the United States.

- I. Disclosure of records to accrediting organizations.
- J. Disclosure of records to federal, state, and local authorities conducting an audit, evaluation, or enforcement of education programs.
- K. Disclosure of records to an alleged victim of a crime of violence regarding results of a disciplinary hearing.
- L. Disclosure of records to the parent of a student under 21 if Platt College determines that the student has committed a violation of Policy 03:07:00 *Drug Free Campus*.
- M. Disclosure of records received under a community notification program concerning a student who is required to register as a sex offender in the state of Colorado.

## III. Student Access to Records and Right to Amend

- A. Under the authority of the Family Educational Rights and Privacy Act of 1974 (FERPA), students have the right to examine certain files and academic records, including grades, attendance, and documents maintained by the school which pertain directly to them (parental financial information and records about the student made by faculty or administrators which are maintained and accessible only to the faculty and administrators on a need-to-know basis exempt).

B. Records are supervised by the Registrar. Students may request a review of their records by notifying the Registrar.

Records reviews are allowed during regularly scheduled college hours and require supervision of the Registrar. A copy of the records may be obtained for a copying fee of \$1.00/page. When grades are included, a transcript request fee applies.

C. Students may request that the school amend their educational records on the grounds that they are inaccurate, misleading, or in violation of their privacy. Challenging the record for the purpose of correcting or deleting any of the contents must be done in writing and submitted to the Registrar.

However, grades can only be challenged on the grounds that they are improperly recorded. Challenges of this nature must be submitted in writing to the Vice President of Academic Affairs no later than 90 days after the last date of course attendance (See *A Summary of Your Rights Under the Fair Credit Reporting Act*).

D. The Vice President of Academic Affairs will review the written grade challenge request and meet with the student. A decision can result in the grade being corrected or deemed accurate and retained. Should further review be requested, a grievance hearing in accordance with the Grievance Policy will be held.

E. A copy of the grade challenge request and the results of any decisions rendered

will then be included as part of the student's permanent file.

Procedures:

I. 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.

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

- A. Grades (Registrar)
- B. Class Enrollment (Registrar)
- C. Admissions Information (Registrar)
- D. Attendance Records (Registrar and Individual Faculty Members)
- E. Disciplinary Action (Program Deans)
- F. 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:

- A. Name
- B. Address
- C. Telephone Number
- D. Date and Place of Birth
- E. Major Field of Study
- F. Dates of attendance
- G. Degrees and awards received
- H. Most recent previous educational institution attended
- I. President's List
- J. Perfect Attendance

- K. 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 or online.
- 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.

VIII. 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 and 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
- Temporary Suspension
- Termination

### Conditions for Readmission After Termination

Students who are terminated may not apply for readmission to the College.

## Catalog Requirements for Graduation

Students may graduate under the catalog requirements listed for the academic year in which they were enrolled. If graduation requirements and/or graduation policies should change during the course of a student's consecutive enrollments students may choose to follow the catalog effective the year of their original enrollment or the new catalog.

If a student experiences interrupted attendance in their program of enrollment for one year or more and then returns, the catalog effective at the time of readmission is the document of authority.

Students are expected to obtain and keep a copy of the catalog effective during their year of original enrollment, any catalog changed and accepted during their time of enrollment, or the catalog in effect at the time of their readmission.

### Other Graduation Policies

Platt College reserves the right to substitute or delete course work based on current curriculum. Students are assured that if the curriculum changes, Platt will make every effort to determine an equitable solution. Students must complete an "academic review" two terms before the term in which they intend to graduate.

## Student Services

### Student Identification

Each student will be issued a picture identification card at the time of registration. This identification may be used for student discounts as appropriate, access to areas within the college, and for identification purposes during practicums or externships taking place outside of 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.

### **Career Placement Services**

Securing meaningful career opportunities for Platt College graduates is one of the top priorities of Platt College. While it is not possible to guarantee employment placement or salaries, the college will work diligently and collaboratively with all students to find employment after graduation.

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 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.
- Opportunities for prospective employers to offer interviews, employment information, applications, and testing at Platt College.
- 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 with 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 and life-long 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. 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 8:00 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. 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. 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 already have 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 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 Handbooks**

Platt College maintains a Student Handbook for the School of Nursing and for the School of Design which contain detailed information regarding program-specific expectations. Both are available online at [www.plattcolorado.edu](http://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](http://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](http://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. This attempt must include discussion of the complaint with his/her instructor and administrator, peer or other individuals.

### 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 *Grievance Form* and *Academic Grievance Form*).

A *Grievance Form* or *Academic Grievance Form* must be filed with an Administrator within one academic quarter from the time of the occurrence leading to the Grievance, or from the time when the Grievant should reasonably have been able to determine that the occurrence leading to the Grievance might have affected his/her status. Informal grievances and efforts to resolve a complaint must occur within a three (3) day period.

If resolution is not achieved with the appropriate administrator, a hearing date is set within one week with the Grievance Committee. 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 determined by Platt College. 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 breaker vote.

In the unfortunate event that a student or graduate of Platt College feels that their complaint or grievance has not been satisfactorily resolved, the individual has the option of submitting a written complaint to one or both of the following agencies:

- 1) The Division of Private Occupational Schools, Colorado Department of Higher Education; and/or
- 2) the Accrediting Commission of Career Schools and Colleges (ACCSC).

In the event that a student/graduate has a complaint that is not resolved by the College, the individual has the option of submitting the complaint to the Division of Private Occupational Schools (DPOS) if enrolled in an Associate degree program, or Colorado Department of Higher Education if enrolled in a Bachelor degree program. The individual may file a complaint at the Division of Private Occupation Schools or the Colorado Department of Higher Education. Contact information:

- Division of Private Occupational Schools (DPOS)  
Colorado Department of Higher Education  
1560 Broadway, Suite 1600  
Denver, CO 80202  
(303)-866-2723  
<http://higher.ed.colorado.gov/dpos>

There is a two year limitation on the board 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](http://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.

## **Financial Information**

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 Director of Financial Aid is available for questions.

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.

There are certain items the student may need during the course of a program that are not included in the supplies category and which must be purchased independently by the student. The items may include but are not limited to compact discs, pens, pencils, uniforms, tools and additional art or other instructional-related supplies. The average cost of these items is dependent upon the program of enrollment and varies by quarter; the average cost is \$175 per academic year.

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.

### **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.

### **Schedule of Fees**

Tuition for the Associate of Applied Science program in Interactive Web Site Design is

\$35,510. Additional fees include: lab fees of \$938; supplies of \$938; sales tax of \$75.98; a registration fee of \$75, totaling \$37,536.98. Approximate book fees are \$1,950, and approximate kit fees are \$630.

Tuition for the Bachelor of Arts program in Media Arts is \$54,457.50. Additional fees include: lab fees of \$1,185; supplies of \$1,185; sales tax of \$95.99; a registration fee of \$75; and application fee of \$25, totaling \$57,023.49. Approximate book fees are \$3,260, and approximate kit fees are \$630.

Tuition for the Bachelor of Science in the Nursing program is \$73,445. Additional fees include: lab fees of \$2,000, supplies of \$1,800; sales tax of \$145.80; a registration fee of \$75; and application fee of \$50, totaling \$77,515.80. Approximate book fees are \$6,500, and approximate kit fees are \$650.

Additional out of pocket nursing costs include: a laptop computer approximately \$1,000; miscellaneous nursing items approximately \$875; annual insurance approximately \$125; certifications and NCLEX examination \$250; clinical preceptor fees approximately \$500; and ACLS certification \$175.

### **Texts, Tools, & Supplies**

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.

- Textbooks and art tools can be purchased at the start of each new quarter from the Platt College bookstore.
- Lab fees cover the cost of equipment provided to the student.
- Supply charges cover the cost of (major) materials provided to the student.
- Sales tax is charged on all programs for major supplies and tools.

### 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.
- **Readmission Fee**  
A fee of \$25.00 will be assessed when a student reenters the College after withdrawal.

- **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. At the time of completion of a student's program at Platt College, should there be an outstanding balance, Platt College may withhold issuance of a student's official transcript until the balance is reconciled.
- **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**  
A one hundred percent (100%) tuition credit is granted to student for classes dropped before 10% of the contact hours for that course have elapsed. The 10% amount will be verified and determined by the Registrar. Students will be charged the full tuition amount for courses withdrawn after the 10% of the contact hours for that course have elapsed.
- **Transfer Credit Fees**  
There is a \$50.00 transfer credit review submission fee and a \$75.00

transcription fee per credit hour awarded.

- **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.

## Postponement, Cancellation & Refund Policy

### Start Date Postponement

The School'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 school 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 school's refund policy and all applicable laws and rules concerning the Private Occupational Education Act of 1981.

The following refund policy is applicable to all programs. Refunds at any time 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; 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 school facility prior to enrollment will have the opportunity to withdraw without penalty within three (3) days following a tour of the school 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 registration charge of \$75.
- d. Students wishing to withdraw from a program after the start of education are required to notify the Registrar's Office 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 terminated, 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.

### 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 supplied 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.

### **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.

### **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 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 Office of Financial Aid.

## **The School of Design at Platt College**

### **Our Mission**

The mission of the School of Design is to provide outstanding facilities and a creative

environment for an exceptional and diverse community of faculty, staff, and students. We advance creativity and leadership while preparing students to be successful designers in the graphic arts industry.

### **Our Vision**

We, the faculty at the School of Design at Platt College, will teach to instill in each graphic art student intellectual curiosity to explore the creative process, embrace new challenges, and pursue intellectual and aesthetic excellence.

### **Our Core Values**

#### **Diversity**

- The School of Design embraces diversity in cultural backgrounds, personal characteristics and choices while recognizing artistic expression, freedom of speech, and differences in people, and respects the rights of students, faculty, and staff.

#### **Excellence in the Learning Process**

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

#### **Ethics and Integrity**

- The School of Design 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 programs' administration.

### **Personal Development**

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

### **Community**

- The School of Design is a dedicated campus community of students, faculty, and staff working collaboratively to foster leadership and development. We endeavor to provide a highly educated, employment-ready, diverse and creative individual to meet the needs of the graphic arts industry.

### **Our Outcomes**

Upon completion of an Associate Degree from the School of Design the student will be prepared to function in the role of:

#### **1. Designer as Communicator**

- The designer communicates visually with an emphasis on the acquisition and demonstration of the use of similarity, proximity, and alignment (hierarchy). The designer demonstrates effective verbal communication with audiences to include target markets.

#### **2. Designer as Collaborator**

- The designer works collaboratively with industry professionals and/or clients to contribute to decision making strategies, design development, and the critique of the design end product.

Upon completion of a Bachelor Degree from the School of Design the student will be prepared to function in the role of:

#### **3. Designer as Critical Thinker**

- The designer applies critical thinking concepts, skills, decision making strategies, and ethical and professional standards to the creative process and collaborative business efforts.

#### **4. Designer as Developer**

- The designer applies cumulative design skills from inception to production to fulfill design concepts and objectives with a demonstrated mastery of hierarchy, continuance, and closure.

### **Competencies**

Achievement of the Program Outcomes for The School of Design at Platt College will be measured using the following competencies based upon Gestalt Theory:

#### **Associate of Applied Science**

1. Similarity, Proximity, and Alignment
2. Visual and Verbal Communication
3. Decision Making Strategies

#### 4. Design Development as Critic

### **Bachelor of Arts**

1. Ethical and Professional Decision Making Standards
2. Creative Process
3. Collaborative Business Efforts
4. Hierarchy, Continuance, and Closure

## **Enrollment Procedures-The School of Design**

### **Admission Requirements-School of Design**

#### **Associate Level Program**

Individuals are initially interviewed by an Admissions Representative. The Admissions Representative strives to determine qualifications for acceptance in terms of education, good character, determination, motivation and attitude. If the representative is confident that an individual has the desire and motivation, the individual is scheduled for testing.

Individuals are given a tour of the school. The program, facilities, academic support and career placement assistance services are explained in detail.

Students who have previously taken credit courses at Platt College and who return to the College after being absent for one or more terms must file an application for readmission. Students who have attended other institutions of higher education since last attending Platt

College must have these institutions send official transcripts to the Registrar to have credit considered for transfer to Platt College.

All original documents become property of the College and will not be released to the student or transferred to other institutions. Students are enrolled on an academic year basis.

The minimum requirement for admission is a successful pass on an entrance exam. The individual must also be a high school graduate. The individual must submit an official high school transcript from an accredited high school and/or official GED. Acceptance is based upon the evaluation of the high school record, where appropriate, and entrance evaluation results.

Enrollment in a particular program of study may depend on minimum competency standards. Some programs have mandatory proficiency standards. An Admissions Representative can explain competency and proficiency standards applicable to each program. All applications must be submitted and approved before individuals may take part in assessment, advising and registration. Individuals may receive more information about the programs at Platt College via the web at [www.plattcolorado.edu](http://www.plattcolorado.edu), by a campus visit, or by contacting an Admissions Representative.

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#### **Bachelor Level Program**

Admission to a Platt College Bachelor of Arts Program is open to graduates of Platt College Associate Degree Programs or graduates of

Associate degree programs equivalent to Platt College programs.

All new students must meet with an Admissions Representative to complete all application, testing and transcript requests. If individuals have previous college credits to be examined for transfer credit consideration, official copies of previous college transcripts should be sent to the Registrar before the end of their second term. All new students' basic skills are measured before registration. Individuals should declare a program major on the application for admission form, which is available from an Admissions Representative. Applicants applying for a Bachelor of Arts program are required to write an essay.

Upon successful completion of all required forms and testing, the applicant completes an enrollment agreement. Students are enrolled on an academic year basis.

### **Application Procedures – The School of Design**

Step 1: Complete application and (for Bachelor's program) essay

Step 2: Schedule an interview with an admissions representative

Step 3: Complete a Self Evaluation

Step 4: Complete and interview using the Interest Evaluation with an Admissions Representative

Step 5: Review Graphics Degree Explanation Flip Chart

Step 6: Complete a tour of the facility

Step 7: Complete and pass Wonderlic: Scholastic Level Exam

Step 8: Submit non-refundable application fee

Step 9: Submit essay and official transcripts from ALL other colleges and universities attended (Bachelor's program)

Step 10: Submit official high school transcript from an accredited high school and/or official GED\*.

\*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. Applicants should go to the National Association of Credential Evaluation Services ([naces.org](http://naces.org)) and select an organization to provide this service. Any fees related to this requirement are to be paid by the potential applicant. 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. Applicants who are unable to meet the requirement of having graduated from an accredited high school within the United States must also provide a GED to satisfy this step. Applicants from foreign, non-English speaking countries must provide translated and certified official college transcripts utilizing [naces.org](http://naces.org).

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### **Enrollment Procedures – The School of Design**

Step 1: Complete Enrollment Agreement

Step 2: Complete Acceptance Interview

Step 3: Receive Acceptance Letter

Step 4: Meet with the Director of Financial Aid

## Graduation Requirements- The School of Design

Both programs are on the Accrediting Commission of Career Schools and Colleges list of approved programs which are included within the scope of institutional accreditation.

The School of Design students at Platt College must meet the following degree requirements:

- Complete a minimum of 134.0 quarter credit hours (for Associate of Applied Science program) 205.5 quarter credit hours for the Bachelor of Arts program).
- Earn a cumulative grade point average of 2.0
- Complete the program within 1.5 times the total program length in duration or credit hours
- Complete a minimum of 50% of credits at Platt College in the program area.
- Complete a *Student Exit Checklist* during the term in which the student intends to graduate, according to the deadline published by the college.

Upon successful completion of all graduation requirements and satisfaction of all financial obligations, the graduate will be awarded either the Associate of Applied Science degree in Interactive Website Design or the Bachelor of Arts Degree in Media Arts.

The Associate of Applied Science Degree in Interactive Website Design is approved and regulated by the Division of Private Occupational Schools. The Bachelor of Arts degree program at Platt College is recognized by the Colorado Department of Higher Education.


**Course Sequencing Guide**

Approved by DPOS 29 December 2009

Approved by ACCSC 3 February 2010

Effective with March 29, 2010 Enrollment

**ASSOCIATE OF APPLIED SCIENCE: INTERACTIVE WEBSITE DESIGN**
**30 Months**
**(A/Y 1)**

Course #	Course Title	QH
ART 104	Basic Drawing	6.5
GD 101	Advertising	6.0

Course #	Course Title	QH
GD 102	Studio Design	3.0
GD 103	Typography	7.0
ENG 121	Reading and Writing in College I	4.5

Course #	Course Title	QH
GD 106	Introduction to Design Principles and Color Theory	6.5
GD 107	Application of Design Principles and Color Theory	6.0

**(A/Y 2)**

Course #	Course Title	QH
EPT 210	Digital Imaging, Input, and Output	10.0
MAT 100	College Math	4.5

Course #	Course Title	QH
DTP 110	Desktop Publishing I	4.0
CG 250	Introduction to Computer Graphics	8.0

Course #	Course Title	QH
DTP 112	Desktop Publishing II	4.0
CG 310	Advanced Digital Imaging	5.0
DTP 200	Concepts in Desktop Publishing	4.0

**(A/Y 3)**

Course #	Course Title	QH
EPT 220	Printing Technologies	5.0
WB 200	Introduction to Web Technologies	8.0

Course #	Course Title	QH
WB 300	Web Design, Production and Usability	8.0
GD 200	Career Skills for Graphic Designers	3.0
PHIL 112	Critical Thinking	4.5



Course #	Course Title	QH
WB 350	Client-Side Web Programming for Designers	8.0
SOC 101	Introduction to Sociology	4.5
WB 310	Web Accessibility	1.0

**(A/Y 4)**

Course #	Course Title	QH
COM 210	Speech Communications	4.5
HUM 101	Arts and Culture: An Introduction to Humanities	4.5
WB 110	Web and Interactive Project Management	2.0
BUS 101	Business Ethics	2.0

**Program Total = 134.0 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 design coursework. The School of Design reserves the right to make changes to the Course Sequence Guide based upon the mission.

*Upon completion of an Associate Degree from the School of Design the student will be prepared to function in the role of: (1) Designer as Communicator and (2) Designer as Collaborator. The graduate will have gained technical knowledge and creative skills necessary to obtain an entry-level position in the graphic design industry.*


**Course Sequencing Guide**

 Approved by ACCSC 3 February 2010  
 Effective with March 29, 2010 Enrollment  
**BACHELOR OF ARTS: MEDIA ARTS**  
**48 Months**
**(A/Y 1)**

Course #	Course Title	QH
ART 104	Basic Drawing	6.5
GD 101	Advertising	6.0

Course #	Course Title	QH
GD 102	Studio Design	3.0
GD 103	Typography	7.0
ENG 121	Reading and Writing in College I	4.5

Course #	Course Title	QH
GD 106	Introduction to Design Principles and Color Theory	6.5
GD 107	Application of Design Principles and Color Theory	6.0

**(A/Y 2)**

Course #	Course Title	QH
EPT 210	Digital Imaging, Input, and Output	10.0
MAT 100	College Math	4.5

Course #	Course Title	QH
DTP 110	Desktop Publishing I	4.0
CG 250	Introduction to Computer Graphics	8.0

Course #	Course Title	QH
DTP 112	Desktop Publishing II	4.0
CG 310	Advanced Digital Imaging	5.0
DTP 200	Concepts in Desktop Publishing	4.0

**(A/Y 3)**

Course #	Course Title	QH
EPT 220	Printing Technologies	5.0
WB 200	Introduction to Web Technologies	8.0

Course #	Course Title	QH
WB 300	Web Design, Production and Usability	8.0
GD 200	Career Skills for Graphic Designers	3.0
PHIL 112	Critical Thinking	4.5

Course #	Course Title	QH
WB 350	Client-Side Web Programming for Designers	8.0
SOC 101	Introduction to Sociology	4.5

**(A/Y 4)**

Course #	Course Title	QH
COM 210	Speech Communications	4.5
HUM 101	Arts and Culture: An Introduction to Humanities	4.5
WB 110	Web and Interactive Project Management	2.0
BUS 101	Business Ethics	2.0

Course #	Course Title	QH
WB 400	ActionScript and Flash for Web	8.0
GD 310	Advanced Typography	4.5

Course #	Course Title	QH
WB 410	Alternative Web Medium	4.0
ART 110	Introduction to Visual Arts	4.5
ENG 122	Reading and Writing in College II	4.5

**(A/Y 5)**

Course #	Course Title	QH
WB 450	Back End Web Programming	4.0
MAT 121	College Algebra	4.5
BIOL 110	Human Biology	4.5

Course #	Course Title	QH
HS 150	U.S. History and Government	4.5
PSY 101	Introduction to Psychology	4.5
SCI 101	Integrated Natural Science	4.5

Course #	Course Title	QH
PHIL 115	Philosophy and Society	4.5
ECO 150	Consumer Economics	4.5
LIT 101	Introduction to Literature	4.5

**(A/Y 6)**

Course #	Course Title	QH
WB 425	Advanced Web Design for Teams	2.0
GD 475	Graphic Design Capstone	4.0
WB 310	Web Accessibility	1.0



**Program Total = 205.5 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 design coursework. The School of Design reserves the right to make changes to the Course Sequence Guide based upon the mission.

*Upon completion of a Bachelor Degree from the School of Design the student will be prepared to function in the role of: (1) Designer as Critical Thinker and (2) Designer as Developer. The graduate will have gained the technical knowledge and creative skills necessary to obtain an entry-level position in the graphic design industry.*

## The School of Nursing at Platt College

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).

The baccalaureate nursing program from the School of Nursing at Platt College is accredited by the National League for Nursing Accrediting Commission (NLNAC).

### NLNAC

3343 Peachtree Road NE, Suite 850

Atlanta, GA 30326

404-975-5000

[www.nlnac.org](http://www.nlnac.org)

### 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.*

### 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.

#### 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

## Enrollment Procedures- The School of Nursing

### Admissions Requirements – The School of Nursing

#### Bachelor Level

35 Months – Program length may vary due to clinical site availability and scheduled breaks. Students are enrolled on an academic year basis.

The minimum requirement for admission into the Nursing program is that applicants are high school graduates and that they pass an entrance test. The individual must submit an official high school transcript from an accredited high school and/or official GED.

The selection of nursing student applicants is the decision of the Admissions Committee. Each application is reviewed and evaluated for the purpose of selecting applicants who are academically qualified and demonstrate the potential to succeed in the Bachelor of Science in Nursing program.

All applicants will receive notification of acceptance or denial of acceptance.

All admission requirements must be met and all documentation must be present in the applicant's file in order for the student to be admitted into the nursing program. The applicant is responsible for any fees incurred related to meeting admission requirements.

## **Application Procedures – The School of Nursing**

Step 1: Attend an Information Session

Step 2: Submit application and \$50.00 non-refundable application fee

Step 3: Pass entrance test (Applicants must schedule and pass the Test of Essential Academic Skills (TEAS). Passing is determined by meeting the School of Nursing program's proficient level scores in English, math, science and reading. 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 January 1, 2011, the TEAS scores on English, math, science, and reading must be currently at a minimum of (60% for English) (63.3% for math) (45.8% for science) and (69% for reading).

Step 4: Purchase and complete background check at [www.plattcollegecx.com](http://www.plattcollegecx.com).

Step 5: Submit letter of recommendation, essay and official transcripts from ALL other colleges and universities attended

**Official Transcripts:** Please mail to:

**The School of Nursing at Platt College**

**Attn: Registrar**

**3100 South Parker Road, Suite 200**

**Aurora, CO 80014**

Step 6: Submit official high school transcript from an accredited high school and/or official GED\*.

\*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. Applicants should go to the National Association of Credential Evaluation Services ([naces.org](http://naces.org)) and select an organization to provide this service. Any fees related to this requirement are to be paid by the potential applicant. 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. Applicants who are unable to meet the requirement of having graduated from an accredited high school within the United States must also provide a GED to satisfy this step. Applicants from foreign, non-English speaking countries must provide translated and certified official college transcripts utilizing [naces.org](http://naces.org).

Step 7: Undergo interview process

Step 8: Submit a signed and verifiable Physical Form School of Nursing

Step 9: If applicant is an international student: the following admission requirements must also be met:

- A copy of a valid educational visa. International students must provide documentation to prove that sufficient funds are available to cover all tuition,



fees, supplies and living costs prior to acceptance.

- TOEFL iBT score with total score of 85 with the following minimal score range for:
  - i. Listening – score range 20 or higher
  - ii. Reading – score range 25 or higher
  - iii. Speaking – score range 20 or higher
  - iv. Writing – score range 20 or higher

### **Enrollment Procedures – The School of Nursing**

The applicant must contact the School of Nursing after receiving written 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 waiting list will be immediately contacted.

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

The following documentation must be received by the Nursing Admissions Coordinator, no later than one week prior to the first day of class. This documentation is required by clinical practice site agencies. Any cost incurred is the responsibility of the nursing student. Failure to comply with these clinical documentation

requirements can result in the nursing student being removed from clinical rotation, course failures and delayed program completion.

Step 1: Schedule appointment to complete the enrollment agreement, meet with the Nursing Admissions Coordinator or Admissions Representative and the Director of Financial Aid.

Step 2: Complete enrollment agreement

Step 3: Submit the following to the Nursing Admissions Coordinator or Admissions Representative:

- Evidence of a completed drug screen – Must request a 10 Panel Drug Screen
- 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. This is an ANNUAL shot.
- Diphtheria/Tetanus (Td) -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
- Current American Heart Association BLS/CPR for Healthcare Providers
- 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
- Provide copy of current Personal Health Insurance
- Provide healthcare certifications or licensures (copies) if applicable

Step 4: Meet with the Director of Financial Aid

## 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.

Pass all nursing and cognate courses with a minimum GPA of "C" and maintain a 2.75 GPA.

A grade of 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 prior to the last scheduled day of class.

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 National League for Nursing Accrediting Commission (NLNAC).

NLNAC

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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

Approved by ACCSC 13 July 2010

Addition of NSG 151 Approved by CBON 26 August 2010

Addition of NSG 151 Acknowledged by ACCSC 27 August 2010

Effective with June 21, 2010 Enrollment

BACHELOR OF SCIENCE NURSING 35 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	Introduction to Nursing Informatics	4.5
ENG 121 <sup>†</sup>	Reading and Writing in College I	4.5
	Study Success Seminar ‡	(0)

<sup>†</sup> 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 <sup>†</sup>	College Algebra	4.5

<sup>†</sup> 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	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	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	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	Critical Thinking	4.5

**Intersession II**

Course #	Course Title	QH
NSG 247	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	Introduction to Sociology	4.5
COM 300	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	Arts and Culture: An Introduction to Humanities	4.5

**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

**Interession III**

Course #	Course Title	QH
NSG 248	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	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.

*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 Pre-Licensure 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

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### Art

**ART 104** **6.5 Credits**

#### Basic Drawing

This course is a survey of composition, perspective, sketching and shading, and contour and figure drawing as they relate to the graphic arts industry.

**ART 110** **4.5 Credits**

#### Introduction to Visual Arts

A course designed to stimulate visual, emotional and intellectual awareness of humankind's artistic heritage. A lecture course, illustrated with slides and videos.

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### Biology

**BIOL 110** **4.5 Credits**

#### Human Biology

Studies the principles of biology and their implications. Central theme is humans and the environment, emphasizing ecology, natural resource conservation, and the interrelatedness of a growing human population.

**BIOL 112** **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. Corequisites: NSG 250/250L/250P; NSG 290.

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**Business**

**BUS 101** **2.0 Credits**

**Business Ethics**

This course will examine the basic ethical issues involved in the conduct of business. The course will promote critical thinking about business as a social, ethical, and moral activity. Students will consider commerce and the role of character in ethical decision-making and behavior. A goal of the course will be to encourage and facilitate ethical leadership through a practical study of ethics and values, as applied to business and non-profit environments to enhance the student's ability to make responsible ethical decisions.

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**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.

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**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** **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.

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## Desktop Publishing

**DTP 110** **4.0 Credits**

### Desktop Publishing I

This course offers basic pre-professional, hands-on experience in desktop publishing and computer-generated presentations. Major emphasis is on desktop publishing, including producing flyers, brochures, newsletters and other publications used by public relations practitioners and persons involved in newspaper and magazine production. Graphics, design and layout considerations are stressed. Students develop skills in proofing type, proofing and correcting page layouts, proofreader's marks and grammar, punctuation and spelling.

**DTP 112** **4.0 Credits**

### Desktop Publishing II

This course offers students additional practice in producing computer generated, printed communication products using text and graphics. Students continue to develop skills in proofing type, proofing and correcting page layouts, proofreader's marks and grammar, punctuation and spelling. Prerequisite: DTP 110.

**DTP 200** **4.0 Credits**

### Concepts in Desktop Publishing

Using the desktop computer, the student becomes familiar with concepts in page layout and design; using vector and raster imagery. Prerequisite: DTP 110. Corequisite: DTP 112.

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## Economics

**ECO 150** **4.5 Credits**

### Consumer Economics

Consumer Economics is a specialized course designed to prepare students to understand the United States economic system and how it affects individuals as consumers, producers, and citizens. Students will integrate knowledge, skills, and practices required for management of resources in a technologically expanding global economy. Consumer practices and responsibilities are investigated and skills in planning for financial security are included in the content. Core skills in decision making, problem solving, critical thinking, goal setting, management of multiple roles, and using technology are integrated into course content.

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## English

**ENG 121** **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.

**ENG 122** **4.5 Credits**

### Reading and Writing in College II

This course focuses on writing and evaluating argumentative essays, developing awareness of rhetorical techniques used in persuasive writing; applying argumentative techniques in writing. Prerequisite: ENG 121.



## Electronic Prepress Technology

**EPT 210** **10.0 Credits**

### **Digital Imaging, Input, and Output**

This course covers digital imaging and illustration using industry standard graphic software. Emphasis on digital photography, artistic composition, exposure, lighting, and indoor and outdoor subject matter. The second half of the course covers a continuation of digital imaging and illustration with an emphasis on digital input hardware options and professional digital output including color theory basics, device and image resolution, color-management terms, and application to computer-generated graphics.

**EPT 220** **5.0 Credits**

### **Printing Technologies**

This course provides an understanding of various printing methods, the limitations of their uses in relation to design and production; paper types and weights reaction to inks, in relation to design and print; the use of dies, embosses, foil, cuts and other finishing methods to enhance design; imposition procedures; bindery methods in relation to print and design; and standard proofing methods. Trapping, preparing documents for print, as well as PDF workflows and pre-flight techniques will be included. Students will learn how to create digital files for output and be equipped with the necessary tools and information to avoid the traps and pitfalls of the (digital) printing process. Prerequisite: EPT 210.

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## Graphic Design

**GD 101** **6.0 Credits**

### **Advertising**

This course provides an understanding of advertising strategies as they relate to the graphics industry. The course emphasizes newspaper and magazine graphics, advertising, campaigns, strategies and a working knowledge of the advertising design industry.

**GD 102** **3.0 Credits**

### **Studio Design**

This is a hands-on, practical course that encompasses illustration to packaging. Through a series of challenging foundation projects, the student will gain an understanding of the basic principles of graphic design. Design-related skills, portfolio requirements, and work opportunities are also discussed.

**GD 103** **7.0 Credits**

### **Typography**

This course gives students the opportunity to develop an understanding of and skill in using typography in inking and hand lettering, computing techniques, letter spacing, logo design and designing with type.

**GD 106** **6.5 Credits**

### **Introduction to Design Principles and Color Theory**

The student will learn and be able to apply fundamental design principles and color theories to a variety of printed materials, including posters, advertisements, newsletters, editorials, brochures and other promotional pieces. The student will learn and be able to

apply a basic understanding of color theory and harmony to his/her designs. The student will be able to define and use industry-standard design and color terms.

**GD 107** **6.0 Credits**  
**Application of Design Principles and Color Theory**

This course will expose the student to a combination of design problems that will serve as a foundation to more advanced and complex graphic design projects. He/she will apply design principles, color theory and typographic solutions to such projects as package design, 3 and 4-panel brochures, multipage newsletters, posters and editorials. Prerequisite: GD 106.

**GD 200** **3.0 Credits**  
**Career Skills for Graphic Designers**

This course develops the student's ability to create resumes, cover letters and a career-hunting plan. It emphasizes interviewing skills and compiling a portfolio for interview presentation.

**GD 310** **4.5 Credits**  
**Advanced Typography**

This course is designed to give students advanced skills in typography, particularly as it applies to digital and interactive media. Topics include dissecting letters, typography technology on the computer, digital typography, understanding the value of typography in design and formatting typography for video.

**GD 360** **4.0 Credits**  
**Corporate and Brand Identity**

Corporate symbol, logos, stationary, brochures and their grids, packaging, vehicle graphics, signage, advertising, etc., will be explored. Students will be required to analyze and define the chief needs and characteristics of companies through direct contact and personal research.

**GD 410** **4.0 Credits**  
**Customer Service and Studio Business**

An overview of customer-client relationships from both the consumers and employer's perspectives. It also addresses job bidding, meeting deadlines and studio business practices.

**GD 420** **4.0 Credits**  
**Advanced Multimedia Design**

This course is advanced concepts of multimedia design principles, image, sound and video acquisition that will encompass web design, print and multimedia planning.

**GD 430** **4.0 Credits**  
**Advanced Projects Multimedia Design**

This course is advanced concepts of multimedia design principles, image, sound and video acquisition that will encompass web design, print and multimedia planning and implementation.

**GD 450** **4.0 Credits**  
**Creativity and Concept Generation**

This course will examine specific tools that students can use to increase their creativity and techniques to foster a creative environment. Students will also explore examples of creativity,

the creative moment, blocks to creativity and the role of taking risks.

**GD 460** **4.0 Credits**

**History of Graphic Design**

This course will discuss the various graphic design movements for Art Nouveau to the present. The course will explore the evolving design styles and their relationship to politics, commerce, social mores, technology and pop culture.

**GD 470** **4.0 Credits**

**Computer Illustration**

This course focuses on the techniques and programs for using the computer as an illustration tool. Both fine art and graphic art techniques will be discussed, developed, and valued.

**GD 475** **4.0 Credits**

**Graphic Design Capstone**

In this course, students will address the nature and function presentation of a graphic designer's work. Creation and selection of appropriate examples to showcase the designer's talents and abilities for specific purposes will be examined. Students will address the values involved with professional design and business.

**GD 480** **4.0 Credits**

**Advanced Layout and Publication Design**

Students will use their knowledge of typography, photography and illustration to create publications including magazines, small newspapers, newsletters and other publications.

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## History

**HS 150** **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.

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## Humanities

**HUM 101** **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.

## Literature

**LIT 101** **4.5 Credits**

**Introduction to Literature**

This course surveys both English and American literature, focusing on four literary elements: character, conflict, setting and language. Students learn to understand and analyze short stories, poems and plays through reading and writing.

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## Mathematics

**MAT 100** 4.5 Credits

### College Math

This course focuses on a study of the concepts and methods of arithmetic, algebra, geometry, trigonometry, and logic.

**MAT 121** 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.

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## Nursing

**NSG 151** 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 the nursing 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. Prerequisite: Admission to the nursing program.

**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. Pre-requisite: 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** **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** **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** **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/imbalance, 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: COM 210; MAT 121; STAT 250.

## Philosophy

**PHIL 112** **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.

**PHIL 115** **4.5 Credits**  
**Philosophy and Society**  
This course introduces philosophical thought through critical analysis of our own society, its institutions, and principles.

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## Psychology

**PSY 101** **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.

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## Science

**SCI 101** **4.5 Credits**  
**Integrated Natural Science**  
This interdisciplinary course investigates the integrated nature of scientific knowledge and explores the common foundations and fundamental laws and processes of the physical science. Issues of technologic literacy will be

addressed in connection to environment and politics. This course develops operational and reasoning skills in the sciences through a student-centered, cooperative-inquiry approach to learning and instruction.

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## Sociology

**SOC 101** **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. Stratification, intergroup relations and inequalities are covered. Corequisites: NSG 388/388P.

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## 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.

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## Web

**WB 110** **2.0 Credits**  
**Web and Interactive Project Management**  
This course provides an overview of communications asset philosophies. Students will have the opportunity to develop skills using

project management processes such as but not limited to Waterfall, Agile. Students will learn task management, issue management, and change management.

**WB 200** **8.0 Credits**

**Introduction to Web Technologies**

This course provides a general understanding of the basic concepts of web design. Topics include the user interface, web page conceptualization, page structure, extensible hypertext markup language (XHTML), cascading style sheets (CSS), WYSIWYG editors, RSS, blog, social networks, and FTP uploads/downloads. Registrar, domain names and servers are also covered. Students will begin to create a web portfolio.

**WB 300** **8.0 Credits**

**Web Design, Production and Usability**

In this course, students will gain comprehension of the programming process and will understand how design facilitates dynamic applications, and design limitations, and how design helps to stimulate usability. Focus will include front-end designing and usability principles including user-centered interface design and practical applications. Prerequisite: WB 200.

**WB 310** **1.0 Credit**

**Web Accessibility**

Building on web design, production, and usability, students learn about web sites standards and legal requirements for accessibility. Topics include assistive technologies, creating accessible content, and industry standards and regulatory acts.

**WB 350**

**8.0 Credits**

**Client-Side Web Programming for Designers**

In this course the Web designer will be able to use commands and scripts to ensure interactivity of his/her design, relative to the end user. This course focuses on programming for designers in which students will gain comprehension of the programming process and will understand how design facilitates applications, including the limits of design and how design helps to sustain usability, including but not limited to Javascript, AJAX, XML, XSLT, Dreamweaver, XHTML, and CSS. Students create their own website. Prerequisites: WB 200 and WB 300.

**WB 400**

**8.0 Credits**

**ActionScript and Flash for Web**

This course focuses on digital video, including pre-production, production, and post-production, and audio integration for creating podcasts and other web video. This course also focuses on creating dynamic applications using Flash and ActionScript. Prerequisites: WB 200, WB 300, and WB 350.

**WB 410**

**4.0 Credits**

**Alternative Web Medium**

This course focuses on web graphic design techniques using video and other applications including a focus on web designing for current communication devices such as mobile device and social network applications. Prerequisites: WB 200, WB 300, WB 350, and WB 400.



**WB 425** **2.0 Credits**

**Advanced Web Design for Teams**

In this course, student work in teams to develop a web design concept for a fictitious company. Students research the company's industry, evaluated competitors' web designs and explore emerging web development tools that enhance production capabilities.

**WB 450** **4.0 Credits**

**Back End Web Programming**

This course focuses on back end web programming with a focus on open source web for rapid web development. Programs languages such as PHP, MySQL, and Ruby on Rails are addressed. Prerequisites: WB 200, WB 300, WB 350, WB 400 and WB 410.

## 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)

#### **GRABER, CANDACE**

B.S.N., Indiana University – Nursing (1972)  
M.S.N., Indiana University – Nursing (2005)  
A.O.C.N.S., Advanced Oncology Certified Clinical Nurse Specialist (2007)

#### **GRAHAM, KATHERINE**

B.A., Purdue University – Graphic Design (1972)

#### **HOWE, RONALD**

Certificate, Denver Technical College – Computer Software Development (1969)  
A.S., Mesa State College – Mathematics (1967)  
A.A.S., Platt College – Interactive Computer Graphic Design (2005)  
B.S., Shefferton University – Computer Science (1992)  
M.S., Shefferton University – Computer Information Systems (2000)

#### **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)

#### **LAMARR, CHERRI**

Certificate, Platt College – Computer Graphics (1996)  
Certificate, Platt College – Multimedia (1997)  
Certificate, Red Rocks Community College – Video Editing (1998)  
B.A., Purdue University – Visual Design and Photography (1984)

#### **LUEZAS, LORELLA**

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

#### **LUNDEEN, SUZANNE**

B.S.N., University of Texas Medical Branch, Galveston – Nursing (1990)  
Ph.D., University of Texas Medical Branch, Galveston – Nursing (2010)  
O.B and E.F.M Certified

#### **PHELPS, ELVIRA**

B.A., Sacred Heart College (1965)  
B.S., Enverga University-Education (1967)  
B.S.N., Medical Center Lucena Educational Institution-Nursing (1987)  
M.A., Enverga University-Education (1975)  
M.S.N., University of Colorado-Nursing (2002)  
Ed.D., Enverga University-Education (2008)

#### **SUTTON, JILL**

B.S.N., Grand Canyon University-Nursing (1987)  
M.S.N., Regis University-Nursing (2010)



## **Professional Staff**

*(Denotes full-time professional staff)*

### **ADAMACHE, KIM**

Director of Financial Services/MIS

### **BASLER, JULIE**

Vice President of Academic Affairs

### **CAMPANELLA, HOLLIE**

Associate Dean, School of Nursing

### **CULLERTON, LAURA**

Information Specialist

### **CUTLER, DANA**

Clinical Placement Coordinator

### **GETZ, JESSICA**

Admissions Representative

### **GIDDENS, ELIZABETH**

Registrar

### **JONES, BARB**

Nursing Admissions Coordinator

### **PRICE, NICOLE**

Administrative Assistant, School of Nursing

### **RAUP, GLENN**

Dean, School of Nursing

### **ROSE, MARGIE**

Director of Financial Aid

### **SIRBU, JERALD B.**

President/CEO

### **SIRBU, SHEILA**

Communication Liaison

### **STACEY, ELIZABETH**

Academic Support and Career Placement  
Coordinator

## **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**

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Dr. Dan Lucero, Vice Chair

Mr. James R. Sutherland, Treasurer





Mr. Thomas J. Twardowski, Secretary

Ms. Suzanne Pitrusu

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