

Platt College Catalog

2017-2018



3100 South Parker Road
Aurora, Colorado 80014
303-369-5151
303-745-1433 (fax)

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

Setting the Standard in Nursing Education!

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

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President's Welcome

Thank you for your interest in Platt College. Whether you have come to find out more information as a student, a prospective student, a graduate or a friend, we welcome you. Platt College has much to offer.

Platt College opened its doors 30 years ago. Since then, three generations of students have been given the opportunity to pursue their goals of higher education. In 1986, as is today-our top priority is meeting the needs of today's wonderfully diverse, talented 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, as noted in our College Mission.

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 nursing curriculum and instruction.

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

to meet the diverse, professional employment and educational needs of our service area.

Platt College's Catalog provides a wealth of information about College life, student services, and our Bachelor of Science in Nursing program. Treat the Catalog as your academic "guide book" namely, a book that you can always find answers to questions about courses, nursing program requirements, academic standards, financial information and more.

The Catalog serves as your guide to student success! At Platt College, we believe student success is all about you-developing and being prepared with evidence-based practice skills, critical thinking skills, and collaborative team building. And it's all about you-valuing nursing education and becoming an effective citizen and life-long learner.

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

Sincerely,

Jerald B. Sirbu

President/CEO

Accreditation & Approvals

Platt College is located at 3100 South Parker Rd.

Aurora, Colorado 80014
303-369-5151

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

ACCSC
2101 Wilson Blvd., Suite 302
Arlington, VA 22201
703-247-4212
www.accsc.org

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

ACEN
3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
404-975-5000
www.acenursing.org

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

Colorado Department of Higher Education
1560 Broadway, Suite 1600
Denver, CO 80202
303-866-2723
<http://higher.ed.colorado.gov>

The baccalaureate nursing program from the School of Nursing at Platt College is approved by the Colorado State Board of Nursing.
Colorado State Board of Nursing
1560 Broadway, Suite 1350
Denver, CO 80202
303-894-2430
<http://www.dora.state.co.us/NURSING>

Approved for:

- 1) Educating veterans and eligible persons
- 2) Federal student financial aid programs for those who qualify

Member of:

- 1) Colorado Association of Career Colleges and Schools

College Calendar

| Start Dates/Beginning of Quarter | End of Quarter |
|---|-----------------------|
| June 19, 2017 | September 10, 2017 |
| September 11, 2017 | December 3, 2017 |
| January 2, 2018 | March 25, 2018 |
| March 26, 2018 | June 17, 2018 |
| June 18, 2018 | September 9, 2018 |
| September 10, 2018 | December 2, 2018 |

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

Platt College located in Aurora, Colorado, is nestled eight miles west of Denver. Aurora is a community founded in 1891 near the Rocky Mountains. With 300 days of sunshine every year over a beautiful array of the Rocky Mountains, award-winning restaurants, art, world-class museums and a large number of major health care systems, the Platt College area blends urban sophistication with outdoor adventure.

Platt College is often described as a higher education treasure that deeply cares about its students and employees. In fact, we are a nursing College dedicated above all else to student success. Platt College's primary mission is to offer a bachelor's degree in nursing that provides students with competencies, skills, and levels of education for employment and continued success in higher education.

In 1980, the San Diego campus was founded and enrollment of students began. Six years later, the Denver extension was founded by Jerald B. Sirbu, founding President/CEO. In 1986, the Denver extension became its own separate college, without affiliation to any other Platt Colleges in the United States.

Platt College offered diploma programs from 1986-1990, began associate of applied science degree programs in 1991, and added baccalaureate degrees in 1997. In 2005, the School of Nursing at Platt College admitted their first class. In 2013, online education was added to the nursing curriculum. Today, the College offers one degree-a Bachelor of Science in Nursing in 36 months.

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 Advanced programs are introduced emphasizing Interactive Multimedia Graphics and Webpage Design

1997 Bachelor of Arts Degree Programs with specialization in the Graphic Arts and Advertising are added

2000 Information Technology Networking and Website Design are added

2005 The Bachelor of Science in Nursing (BSN) Program is developed

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



2012 Graphic Design is eliminated

2013 Online (blended) education is added at Platt College

Platt College currently offers a Bachelor of Science in Nursing Degree in 36 months.

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.

Certification

Certified as true and correct in context and policy.

Jerald B. Sirbu, President/CEO May 30, 2017.

2017-2018 Catalog: Volume 10, Number 1

Effective May 30, 2017.

General Information

Vision

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

Core Values

At Platt College, we place high value on:

Diversity

- Platt College embraces diversity in cultural backgrounds, personal characteristics and recognizes the free expression of ideas, opinions, and differences in people, and respects the rights of students, faculty, and staff.

Excellence in the Learning Process

- Platt College values the role that faculty play in individualizing instruction, encouraging critical thinking, stimulating creativity, and in establishing high academic instruction.

Ethics and Integrity

- Platt College fosters a strong work ethic and places fairness, objectivity, honesty, and accountability at the forefront of its policies and procedures in all aspects of the College.

Personal Development

- Platt College is committed to intellectual and personal growth.

Community

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

Statement of Mission

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

While fostering life-long higher learning for individuals and communities, we pledge to support and encourage intellectual growth by offering small, interactive classes taught by highly educated professionals, by providing student and alumni support and career services to assist in instruction and employment opportunities, and by offering technological and creative endeavors that enhance student-centered learning opportunities. In fulfilling its mission, Platt College pursues engagement in teaching, learning, scholarship and service for faculty, staff, and students. Platt College, a degree granting institution, provides baccalaureate degrees with an emphasis in educating individuals in the College's service area of metro Denver. The College fosters an environment conducive to learning and personal growth. Platt College supports the professional development of faculty and staff and is committed to maintaining a work environment that promotes diversity without regard to race, gender, sexual orientation,

religion, national origin, age, disability, or veteran status.

Class Schedules

Classes are scheduled between 7:30 am and 7:00 pm, Monday through Friday. Classes may also be scheduled between 8:00 am and 6:00 pm on Saturdays. Nursing clinical experiences may be scheduled at anytime Monday through Sunday, depending on the individual clinical availability. Online courses may be accessed 24/7 during the normal academic calendar dates.

Breaks and Scheduling

I. Breaks during class

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

The following conditions apply to the in-class breaks:

- In-class break times are determined by instructors.
- Instructors will adhere to the 10 minutes of break time per 50 minutes of classroom instruction.
- Flexibility with the timing of breaks is given to instructors due to testing, exams, quizzes, in-class presentations, guest speakers, in-class activities, and other activities which may require instructors' discretion for break intervals, so as not to interrupt class activities.
- In-class breaks cannot be "banked" to let students out of class early and/or to start class later than the scheduled time (i.e., not taking any breaks during a four-hour class so students may leave 40 minutes early).

II. Breaks in between classes

- Students will receive a minimum of 30 minutes of break time in between classes which are more than two hours in length.
- The 30 minutes of break time will be in addition to 30 or 60 minute breaks built into longer classes, if students are required to take a second class or lab after a longer class.
- Instructors will receive a minimum of 60 minutes of break time in between classes and/or labs greater than 2 hours, should they teach more than one class in single day.

If students are required to take a second class, SIM lab, or Nursing Lab, in one day, after a class lasting longer than 3 hours, then a 60 minute break time is required between the scheduled classes.

Students picking up classes ahead of sequence should check their schedule before adding a class to make sure they are receiving a break each class day which is appropriate to their needs.

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

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

sequence, their schedule may exceed ten (10) hours in a single day.

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

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

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

Limitations and Reservations

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

The course offerings and requirements of the College are continually under examination and revision. This catalog presents course offerings and requirements in effect at the time of publication but does not guarantee

that they will not be changed or revoked. However, adequate and reasonable notice will be given to students affected by any changes. This catalog is not intended to state contractual terms and does not constitute a contract between the student and the College.

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

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

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

offerings and requirements are available in the Admissions Office.

Misrepresentation of Academic Credentials

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

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

Nondiscrimination

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

Diversity Mission Statement

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

Civility Statement

At Platt College we cultivate an environment of civility to all faculty, staff, and students. We understand people differ by nature which encourages growth, inclusion, and learning. Civil interaction with people requires respect, integrity, and honesty. Conflict and difference of opinion exist within any community and values find expression in many different ways. We value meaningful human connections through interactions that are collaborative, respectful, and involve a free and open exchange of ideas, perspectives, and opinions. We value creative expression as a hallmark of learning and we encourage individuality.

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

The Title IX Coordinator is responsible for assuring compliance with Platt College's Policies 03:22:00 *Non Discrimination Policy for Students* and 05:16:00 *Non Discrimination Policy for Employees*.

ADA Accommodations

Platt College recognizes and supports the standards set forth in Section 504 of the Rehabilitations Act of 1973, the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008 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 designated Platt College ADA Coordinator located in the Academic Support and Career Services Department at the beginning of their program for possible assistance with accommodations. Individuals are responsible for voluntarily and confidentially disclosing a disability and providing appropriate documentation regarding the nature and extent of a disability and the individual's functional limitations. Documentation need only discuss a disability or limitation that pertains to the reasonable modification(s) being requested. Platt College cannot make reasonable modifications that are unduly burdensome or that fundamentally alter the nature of the College's programs. Medical documentation of disabilities and requested reasonable modifications must be presented in writing according to Policy 03:05:00 *ADA*.

Platt College is committed to equal access and participation for all persons, including those with disabilities, in employment, academics and other programs sponsored by Platt College. The Academic Support and Career Services Coordinator currently serves as the designated Platt College ADA Coordinator, and assists the College community create and

maintain a welcoming, accessible environment for perspective students, students and employees with disabilities.

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

- Accommodation/Modification consultations for employees, supervisors, potential students, current students, and external constituents with disabilities
- Consultation with Platt College Administration regarding adapted technology
- Training for faculty, supervisors, and staff
- Classroom presentations about the ADA or other disability related issues
- Community referrals for students and employees
- Information about legislation that impacts persons with disabilities

What is considered a disability?

The ADA defines an individual with a disability as:

- Any person who has a physical or mental impairment that substantially limits one or more of the person's major life activities (such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working).
- Any person who has a record of, a history of, or who has been classified as having a mental or physical impairment that substantially limits one or more of the person's major life activities.
- Any person regarded or perceived as having such impairment. This may encompass: (1) any person who is

regarded as having such an impairment that may not substantially limit major life activities, but that is treated by others as constituting such a limitation, or (2) any person who has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such an impairment.

Procedures for Prospective Students and Enrolled Students

To arrange reasonable accommodations for a disability, a prospective student or enrolled student must complete the following steps:

Step 1: Students, during the admissions process, must inform the Admissions Representative that there is a need to speak with the designated Platt College ADA Coordinator, Darla Dolph, for ADA reasonable modifications that is neither a fundamental alteration nor an undue burden to the college to be made during admissions and enrollment processes.

Step 2: Students should review Policy 03:05:00 *ADA* in its entirety, as well as the Procedures for Request of ADA Accommodations document. In order to qualify for accommodations, students must complete and submit the following three completed forms to the designated Platt College ADA Coordinator describing specific reasonable modifications that would assist in the application processes:

- Form 1: Accommodations Request;
- Form 2: Permission for Release of Information; and
- Form 3: Documentation of Disability-Related Need for an Accommodation

Step 3: Upon request of the designated Platt College ADA Coordinator, students may be required to submit additional comprehensive diagnostic reports documenting their disability from a qualified and licensed medical professional. A comprehensive diagnostic report should include a diagnosis, all standardized assessment scores, a narrative/interpretation of the scores, a description of the educational impact on the individual (based on diagnosis and assessment results) and recommendations. The diagnostic report must be on letterhead, typed, dated, and signed, and otherwise legible. The name, title, and professional credentials of the evaluator must be clearly stated. Professional credentials refer to an appropriately licensed professional qualified to administer and interpret diagnostic testing. Diagnoses written on prescription pads and/or parent’s notes indicating a disability are NOT considered appropriate document.

Step 4: Once the designated Platt College ADA Coordinator has received all required forms and documentation, an intake meeting is scheduled with the student to discuss appropriate accommodations.

Step 5: After the appropriate documentation has been received and approved, the designated Platt College ADA Coordinator will send confidential letters to applicable College employees outlining needed accommodations.

Documentation on file should:

- Be completed within the last 3 years
- State clearly the diagnosed disability and educational or medical documentation.
- Describe the functional limitations resulting from the disability.

- If medication is prescribed, list relevant medication and side effects that the individual may experience.
- Describe the specific accommodations requested and explanation of why each accommodation is recommended.
- For learning disabilities, provide all psychological and educational testing instruments used in the evaluation report and relevant subtest scores used to document the stated disability.
- Privacy for Students

Students have privacy and confidentiality protections. College employees, by law cannot talk with parents, guardians or other individuals about an applicant's enrollment process, unless granted written permission to do so.

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

Facilities

Classrooms are equipped with media equipment, presentation equipment, and overhead projectors. Video recording equipment is available upon request. Labs (simulation and science) include patient-centered care equipment, high and low fidelity mannequins, human simulators, health assessment technology, a simulation learning system (SLS), and science laboratory equipment. An eyewash station and first aid kits are located in the science lab. A student lounge is provided for use as a study center and a place for dining between classes. A refrigerator, two microwaves, and vending

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

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

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

Knowledge Resource Library

Mission Statement, Resources and Services

The Knowledge Resource Library staff provides outstanding resources and professional technical skills to users, collaborates with faculty and students in individual and group settings, and assists with the instruction of evidence based practice and information literacy skills. The Knowledge Resource Library is staffed with one full time professional with a master's degree in library and information science and one part time library assistant. The Information Specialist and library assistant provide research assistance from 8 am – 6:30 pm Monday through Thursday and 8 am – 5 pm on Friday. There are six computers, two printers, one copy machine, and six quiet study desks in the Knowledge Resource Library.

Library Databases

The library resources consist of print and online. The online databases enable users to access electronic resources 24 hours a day, 7 days a week. The databases are resources for the academic (liberal arts) and nursing faculty, students, staff, and administration. They cover a multitude of subjects which include nursing, business, online dictionaries & encyclopedias, drugs, general & interdisciplinary, humanities, psychology, science & technology, social sciences, and book reviews. The print books in the library use the Library of Congress classification system and consist of general education, nursing and medical. Books are available for check out which includes study books and a reference section for use in the library.

The database providers are well recognized in the library community and include EBSCO, Proquest and Gale library databases, Medcom Videos, Culturevision (culturally competent patient care resources), academic ebooks and the Micromedex drug database.

Inter Library Loan

Books and journal articles can be borrowed from other Colorado libraries. Journal articles are loaned and borrowed from other medical libraries.

Library/Database Training

Classroom training is conducted by the information specialist, and individual/reference assistance is available during library hours via phone, email and in person.

Reference/Citation Support

The library provides support of American Psychological Association citation style. The latest edition is available in print in the library.

Enrollment Services

Admission Procedure

All new applicants must meet all admissions requirements before enrolling at the College.

Veterans

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

- Record of previous education and training.
- Record of the credit allowed for previous education and training. The enrollment period may be shortened to account for credit allowed. This information will be submitted to the Department of Veterans Affairs as required.
- Each course enrolled in by term.
- Final result of each course enrolled in by term i.e. passed, failed, incomplete, withdrawal.
- Record of any enrollment in course from which there was a withdrawal.
- Record of any withdrawals including the last date of attendance.

Transfer Credit

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

A. Transfer Credit-All Students

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

Students must be accepted into the BSN program at Platt College before transfer credit is evaluated. Official transcripts are evaluated and transfer credit is reviewed by the Registrar. Unofficial transcripts may be used for advising and course selection but are not acceptable for transfer of credit. As the Registrar reviews the official transcript, the student may be asked to provide the course description(s) and/or class syllabus 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 an one-time \$50.00 transfer credit review submission fee and a \$75.00 transcription fee per credit hour awarded.

The maximum transfer credit awarded cannot exceed 50% of the quarter credit hours of the total program requirement. The Vice President of Academic Affairs has the final decision on issuance of all transfer credit. Quarter hours of credit toward graduation are awarded on the basis of these conditions, but grades or quality points are

not awarded. The College policy for the granting of credit for previous training shall not impact the refund policy.

Foundational Liberal Arts Courses (General Education)

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

Foundational Science Courses (Cognates)

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

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

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

Nursing Courses

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

Individuals receiving transfer credit for nursing (NSG) courses must successfully pass the corresponding ATI assessment(s) if applicable (see Policy 02:15:00 Pass to Progress). When applicable, the corresponding ATI must be taken prior to the

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

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

B. General Transfer Pathways from Colorado Colleges and Universities

To help eliminate the guesswork of transferring general education course credits, Colorado has developed the statewide guaranteed transfer (gt) program (gtPATHWAYS Planning Guide) and the statewide transfer policy. Further information may be found at: <http://highereducation.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 and receives a course grade of "C" or higher within the past ten years, that the course is equivalent to the curriculum at Platt, and the course has the equivalent number of credit hours.

C. Transferability of Credit to Other Institutions

Because each degree program of study at a particular college or university has specific course requirements, transferring from one institution to another is difficult. Each and every individual college or university has its own transfer credit policy. Ultimately, it is the student's responsibility to ensure he or she is taking courses that will transfer. Platt College encourages students to become well informed about transferability of credit. Platt College cannot guarantee transferability of credits to other institutions.

External Credit Policy

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

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

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

- 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.
- All external credit must be at the college level.

Quarter hours of credit toward graduation are awarded on the basis of these conditions, but grades or quality points are not awarded. Transfer of external credit from Platt College to other institutions is at the discretion of the receiving institution.

II. External Credit by Examination

Students may earn college credit for College-Level Examination Program Subject Examinations (CLEP) taken after their admissions date to Platt College. Students may earn college credit by examination for acceptable (national benchmark) scores on the CLEP Examinations. CLEP tests taken must be in a subject equivalent to the required curriculum at Platt. Official documentation must be received directly from the testing agency. Requests for credit by examination are submitted to the Registrar. Documentation of test scores must

be received within the first two quarters of enrollment at Platt College. The test results are evaluated by the Registrar and, if credit is earned, recorded on the student's record. The Platt College of Aurora, Colorado CLEP code is 4460.

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

III. External Credit for Military Service/Schools

Credit may be awarded for attendance at military schools and job classifications based upon recommendations from the American Council on Education (ACE) Military Transcript Transfer Guide. Military service credit is awarded provided that proper documentation supporting service-related educational experiences is presented to the Registrar before the end of the second quarter from the start of the program.

IV. External Credit for Tech Prep Programs

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

Students wishing to participate in receiving external credit must:

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

For information on graduation rates, median debt of graduates completing College programs and other important information, go to <http://www.plattcolorado.edu/gainful-employment-disclosure-nursing>

The Effective Citizen Model

Foundational Liberal Arts and Sciences classes include courses in English, biology, mathematics, communications, chemistry, psychology, philosophy, sociology, humanities, and history. The liberal arts and sciences courses comprise 79.5 quarter credit hours of the Bachelor of Science in Nursing program.

The foundational liberal arts and foundational sciences (commonly referred to as general education) 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 foundational liberal arts and foundational sciences 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 general education curriculum. Coherence is achieved through liberal arts and sciences goals that focus on the skills, knowledge, and values that can be applied in a broad range of situations, from community action to entrepreneurship.

Foundational Liberal Arts and Foundational Sciences at Platt College:

To support the mission of Platt College, the Foundational Liberal Arts and Foundational Sciences program has the following six competencies (student learning outcomes) with student learning outcomes statements:

1. Effective Communication in Speaking and Writing

- 1.1 Students will communicate effectively by demonstrating the ability to speak, listen, read and write with clarity, coherence, and persuasiveness.

2. Humanities

- 2.1 Students will 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.

3. Human Influence

- 3.1 Students will 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 areas of their lives.

4. Informed Citizen

- 4.1 Students will be able to participate as informed and responsible citizens in solving social, economic and political problems in a multicultural and global society.
- 4.2 Students will examine their preconceptions about the world and to interpret and analyze logically and apply ethical principles and logical problem solving skills when making ethical decisions.
- 4.3 Students will be able to think logically, critically and creatively to solve problems and make decisions while recognizing the importance of lifelong learning process in the pursuit of personal, intellectual and career development.

5. Mathematical Skills and Technology

- 5.1 Students will 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.

- 5.2 Students will be able to implement appropriate forms of existing and evolving technology for personal, educational, and professional purposes, including fundamental concepts of computing and fluency in the use of contemporary computing and information technology.

6. Scientific Method

- 6.1 Students will be able to comprehend and to apply the basic principles of science and methods of scientific inquiry.

Statement of Satisfactory Academic Progress

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

Federal regulations require that a student receiving financial assistance from a state or federal aid program must make SAP as determined by the institution from which such aid is received. Platt College's standards for determining SAP are the same for all students enrolled in the same educational program, regardless of financial aid reciprocity. Platt College students, regardless

if they are receiving financial assistance, will have their satisfactory progress measured by their cumulative grade point average and credit hours offered. Consistent application of standards exists to all students regardless of category (i.e., full time, part time, receiving financial aid, not receiving financial aid) and educational program.

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

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

from the College, the student must reapply for entry.

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

Notification: Student Progress and Progress Reports

Student progress is evaluated through daily assignments, hands-on assessments, quizzes, written examinations, and other methods as determined by the course faculty. Student progress is measured by the use of a 4.0 grade scale.

Students are entitled to a regular accounting of their academic status. Students may monitor their SAP on My Platt College. Students placed on academic warning, probation, or temporary suspension are informed in writing at the time the action is taken. Students are strongly encouraged to receive advising from the appropriate faculty member or administrator in an effort to improve their academic performance. Further, students are informed by the Financial Aid Office in writing how their financial assistance

may be affected by not meeting satisfactory academic progress.

Maximum Time Frame

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

The pace at which a student must progress through his or her education program to ensure he or she will complete the program within the maximum time frame is as follows:

Program Months to Complete = 36

Quarter Credit Hours to Complete = 184.5

Maximum Time Frame Limit for Months to Complete = 54

Maximum Time Frame Limit for Quarter Credit Hours to Complete = 267.75

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

The Office of the Registrar at Platt College calculates the pace by credit hour at which a student is progressing by dividing the cumulative number of credit hours the student has 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, and repetition of courses can affect a student's pace of completion. Credit hours from another institution (transfer credits) that are accepted toward a student's educational program count as both attempted and earned hours.

Letter grades of "D" or "F" in any nursing or cognate courses will constitute a course failure. Failure can be used to show both failure of course or unsatisfactory grade.

Leave of Absence (LOA)

A Leave of Absence (LOA) may be granted for medical reasons or personal situations. A request for a LOA must be submitted in writing to the Registrar and include a student signature and date. The LOA for students may not exceed one hundred and sixty-six (166) days (excluding holidays and breaks designated in the Academic Calendar) in any twelve (12) month period. Students taking a LOA need to be aware that not all classes are offered each quarter. Students who do not return from an approved LOA to their program of study by registering and attending classes or by submitting another request for an LOA (when applicable) will be voluntarily terminated effective at the end of the first week of the quarter in which they were scheduled to return. A student should contact the Registrar to determine eligibility for an LOA.

Military Leave of Absence

For those being placed into active military service, requests must be accompanied by a copy of military orders indicating the induction date. Requests should be submitted to the Registrar and a leave of up to one year may be granted. In case students are called for active military service, the College will

authorize withdrawals throughout the quarter. Students can register for subsequent quarters without proceeding through the normal admissions process. Under the 180-day LOA limitation (Subsection (a)(2)(B) of 484B, Higher Education Act of 1965 (20 U.S.C. 1091b) the student shall not be treated as withdrawn unless the student fails to return upon the completion of the military leave of absence.

Termination before Completion

A student who wishes to withdraw from Platt College during his/her program should meet with the Registrar. 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 in 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, probation, or temporary suspension. Students who are placed on academic

warning, probation, or temporary suspension will be notified in writing by the Registrar. After notification, the student must make an appointment with the Associate Dean, School of Nursing for advisement.

Nursing Program Progression

The maximum number of enrollments in any one course in the program is two regardless of the reason for enrollment/re-enrollment (failure, withdraw WP, WF, WA, and LOA). The maximum number of failures and/or withdraw failures across the program curriculum is four regardless of the category of failure (failure, WF). Failure and/or withdraw failure on the first course attempt of any four different courses at any point in the program will result in permanent termination from the College. This policy applies to foundational liberal arts, foundational sciences, and nursing curriculum courses. All students must pass courses according to their applicable grading scales within Policy 02:06:00 *Uniform Grading*.

Example:

- NSG 151-WF
- COM 210- F
- NSG 385- D
- STAT 250- F (student now terminated)

*The courses listed in the table are examples, there can be any single or combination of courses occurring at any point in the curriculum.

If terminated as a result of this policy, a student may not apply for re-admission unless the individual meets terms as

described in the Policy 02:23:00
Reinstatement After Withdrawal or Termination.

To initiate a review of any type of complaint regarding SAP, see Policy 02:16:00 *Informal Complaint and Grievance Policy.*

Course Repeat, Course Drop, and Course Withdrawal

Course Repeat

Students are permitted to repeat courses in which their final grades are “C” or lower. The maximum number of enrollments in any one course in the program is two regardless of the reason for enrollment/re-enrollment (failure, withdraw WP, WF, WA, and LOA). If a student is required to take a course that is a prerequisite to other courses, that course must be successfully completed before advancing to other courses. The student will be charged the full tuition rate at the time the course is repeated. The original failing grade will be calculated into the student’s cumulative GPA until the repeat has been completed. At that time, the previous failing grade will still be shown on the student’s transcript, however an indication that the course was repeated will be noted.

Furthermore, the old grade will then not be used to calculate the GPA, only the new grade will be used to calculate the GPA. Students must complete their academic program within 1.5 times the total program length in duration or credit hours.

Course Drop

A student may drop a course any time before 10% of the contact hours for that course have been completed by notifying the Registrar via Platt College email, in person, or in writing.

Once a student has notified the Registrar of his/her intent to drop a course prior to 10% of the contact hours for that course have been completed, the Registrar will send official documentation to the student that must be completed and signed by the student in order to drop the course. If a student drops a course prior to 10% of the contact hours, then the course does not appear on the student's transcript, the student is not charged for the course, and that enrollment in the course does not factor into the maximum number of enrollments being two in any one course in the program.

Course Withdrawal

After 10% of the contact hours for a class have elapsed, a student must withdraw from the course by notifying the Registrar via Platt College email, in person, or in writing. Once a student has notified the Registrar of his/her intent to withdraw from a course, the Registrar will send official documentation to the student that must be completed and signed by the student in order to withdraw from the course. A student may withdraw by email, in person, or in writing from a course at Platt College by 12 noon MST on or before Friday of the 11th week of the quarter.

If a student was making satisfactory progress at the time of the withdrawal, the student will receive a grade of “WP” (Withdrawal While Passing). If the student was failing the course at the time of the withdrawal, the student will receive a grade of “WF” (Withdrawal While Failing). Satisfactory progress at the time of the withdrawal is determined by the course faculty. The student is considered enrolled in a course until the Registrar has been notified and any paperwork required has been completed. Failure to notify the Registrar will result in the student receiving a failing grade for the course and affect the student’s GPA.

Students will be charged for a course if they withdraw after 10% of the contact hours for a class have elapsed. A grade of "WA" means administrative withdraw. This is used when a student was enrolled in a class and attended at least once but stopped attending classes without (1) dropping the class prior to the drop/add period (first 10% of the quarter) or (2) officially withdrawing from the course through the Registrar's office.

Although grades of "WP, WF, and WA," do not affect the student's GPA, they are permanently recorded on the student's transcript. A student who withdraws from a course is charged for the course regardless of withdrawal reason.

Official/Unofficial Withdrawal from the College

A. Official Withdrawal from the College

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

B. Unofficial Withdrawal from the College

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

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

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

Once a Request to Permanently Withdraw from the Degree Program has been issued for either an official or unofficial withdrawal, the Registrar finalizes the needed documentation (i.e. last date of attendance, credit hours

scheduled and completed, effective date). This information is securely provided electronically to each applicable College department.

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

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

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

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

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

The Financial Aid Department prepares all necessary federally required Exit Interview Paperwork to the student via certified return receipt through the USPS. Copies of all

paperwork are kept in the student's SFA file for documentation.

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

Reinstatement After Withdrawal or Termination

Students may voluntarily decide to leave the degree program to which they have been admitted and in which they are registered. In the event that they subsequently wish to return to registered and enrolled status, they may file a request for reinstatement. Approval to return will be contingent on a number of considerations detailed in this policy.

I. Withdrawal from a Degree Program

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

II. Termination from a Degree Program

Students may be terminated from the program by the college for a number of

reasons including, but not limited to: attendance, not returning from LOA, not returning from Temporary Suspension.

Students who were terminated from the nursing program for non-disciplinary reasons may file a request for reinstatement.

Students who did not return from an approved Leave of Absence (LOA) must apply for reinstatement.

III. Reinstatement after Withdrawal or Termination

To return to the nursing program after withdrawal or termination, the student must notify the Admissions Coordinator that he/she wants to apply for reinstatement and be cleared through the offices of the Registrar, Financial Aid, and Financial Services before consideration for readmission by the Admissions Committee. While a student's current financial standing with the College remains confidential, a student who is in active collections is not eligible for readmission until the financial holding has been removed. Former students who have been terminated from Platt College due to disciplinary action or academic policy violation are not eligible for reinstatement.

Students who are terminated from the nursing program for an academic policy violation due to exceeding the maximum allowed enrollments in a course are eligible to apply for reinstatement if they complete an LPN program at an accredited program and become licensed as an LPN.

The Admissions Coordinator will inform the student about whether or not s/he is eligible for re-instatement after gathering information from each of these departments. If it is determined that a student is eligible to apply for reinstatement, the student must

then submit a completed Application for Reinstatement to the Admissions Coordinator. The application does not require payment of the application charge. The Admissions Coordinator will then facilitate a meeting between the student and the Admissions Committee.

The decision to approve or deny reinstatement into the original degree program is made by the Admissions Committee. The committee is not obliged to approve reinstatements of students. Reinstatement decisions made by the Admissions Committee may be based on the applicant's academic status when last enrolled, activities while away from campus, the length of the absence, the perceived potential for successful completion of the program, and the ability of the department(s) to support the student academically. The Admissions Committee will provide the completed Eligibility for Reinstatement after Withdrawal or Termination form to the Nursing Admissions Coordinator within two (2) business days of the scheduled meeting date. Students will be notified of the Admission Committee's decision, in writing, by the Nursing Admission Coordinator.

IV. Approved Applications for Reinstatement

Students approved for reinstatement will need to purchase and complete a criminal background check at www.plattcollegecx.com. As stated in Policy 03:06:00 *Background Checks for Students*: Valid and cleared background checks that have been previously completed will only be accepted within six months of the student's returning quarter start date. All background checks must be completed through American DataBank and must be approved by the Dean of the Nursing Program. The student must complete and sign all documents and forms

that are required of all new students. This includes but is not limited to the following forms:

- Pass to Progress Acknowledgement Form
- Student Informed Consent for Criminal Background Checks
- Distance Education Self Evaluation
- Authorization to Send Electronic Messages
- Platt College Catalog Authentication and Acknowledgement Attestation Form

The Reinstatement Requirements listed below must be submitted to the appropriate College departments. All items listed below must be received on or before the intended start date. After this date, the application will be processed for the subsequent term.

Reinstatement Requirements:

- If the student is granted re-admission to Platt College, the Registrar must re-review transfer credit from all institutions attended. As part of the steps for admissions, students who reapply should send all official transcripts from any institution attended since their last enrollment at Platt College to the Registrar. Students may also be required to resubmit transcripts from any schools attended prior to Platt College, even if they were previously awarded transfer credit from these schools during their initial enrollment. Because the student has a new start date, all transfer credit must be submitted for review during the first two quarters of the student's new enrollment date. Transfer credit courses must still meet all

requirement of Policy 02:14:00

Transfer Credit, including transfer courses being no more than ten(10) years old from the date of course completion.

- Students must meet with a Financial Aid Officer for their Financial Planning and Enrollment Agreement Appointment. The student is responsible for contacting the financial aid department to set this up.
- Students must meet with the College Registrar after signing the enrollment agreement, but prior to beginning classes, for Satisfactory Academic Progress advisement. It is the student's responsibility to schedule the appointment with the College Registrar. Students' academic records and grades from their previous enrollment at Platt College will be maintained and will factor into their advisement including any academic warnings, probation, multiple enrollments or failures within any one course and/or multiple course failures across the curriculum.
- Students are required to submit the most current background check, vaccinations, including flu shot, a BLS/CPR for Healthcare Provider card, a 10-panel drug screen, and the School of Nursing at Platt College Performance Standards to a cloud-based document management system which will provide compliance notifications and immunization tracking. This is required for participation in clinical education and individual healthcare systems may impose additional health, immunization, and performance standards which may result in the

requirement to provide additional student documents.

- Student must attend all or part of new student orientation.

per course in order to track and define attendance. Students should refer to individual course syllabi for specific attendance requirements.

Academic Standards

Grade Notification

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

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

Online Learning Courses (eCourses)

Online Learning Courses are presented in weekly module units. The weekly attendance period begins Mondays at 12:00 am and ends on Sundays at 11:59 am Mountain Standard Time (MST). Absences must be reported and submitted at the end of every module to the Registrar.

Beginning with the first course module, faculty are required to keep complete and accurate records of student attendance for all classes taught. One module is equal to one week. Students are allowed absences totaling no more than 20% of the total contact hours for each course.

Online courses will, at minimum, have weekly requirements for student participation. Online attendance activity within the online (virtual) classroom, which usually includes but is not limited to, posting in a graded discussion forum, or submitting a written assignment. Faculty must include at least one weekly participation requirement per module

Students who do not officially withdraw after the add/drop period or who are not automatically dropped at the end of the first week of the course are responsible for full tuition of the course regardless of their participation in the course. Students who stop attending the course without appropriate notification to the College about withdrawing will receive a final grade of "WA" for administrative withdraw for the course.

Blended Learning Courses (eCombination)

Attendance is taken in every face-to-face class or weekly online module session. Faculty are required to keep complete and accurate records of student attendance for all classes taught. One blended learning (hybrid) experience or module is equal to one week. Students are allowed absences totaling no more than 20% of the total contact hours for each course. Absences must be reported and submitted at the end of every face-to-face class or weekly online module session to the Registrar. Blended courses will, at minimum, have weekly requirements for student participation. Faculty must include at least one weekly participation requirement per module per course in order to track and define attendance within the different learning environments. Students should refer to individual course syllabi for specific attendance and tardiness requirements.

Web-Enhanced Courses (eCompanion)

Attendance, defined as the student being physically present in the classroom, is taken

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

Attendance Discipline for eCourse, eCombination, and eCompanion Classes

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

Step One: The student is placed on attendance warning the subsequent quarter after a student fails to meet the attendance requirements; time period is one quarter.
Step Two: The student is placed on attendance probation the subsequent quarter after a student fails to meet the attendance requirements and is already on attendance warning; time period is one quarter.
Step Three: The student is placed on temporary suspension the subsequent quarter after a student fails to meet the attendance requirements and is already placed on attendance warning for one quarter and attendance probation for one quarter; time period is one quarter. After the student has been temporarily suspended for one

quarter, he/she is eligible to return to Platt College. If a student continues to not meet the attendance requirements upon return, he/she will return to step one.

Step Four: Termination is issued when a student is placed on temporary suspension and fails to return to the College after the temporary suspension time period elapses. After a student is terminated from the College, the student must reapply for entry.

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

The Registrar will notify the financial aid and the appropriate administrator. The student will be contacted by the Registrar. An absence of two weeks' worth of all courses during a single quarter will cause the student to be terminated from his/her enrollment at Platt College. After a student is terminated from the College, the student must reapply for entry. Students placed on attendance warning, probation, temporary suspension, or termination will be notified by the Registrar via the approved method for official communications according to Policy 07:11:00 *College Communication*.

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

Definitions/Explanations of Clinical and Simulated Clinical Experiences Absence Policy

Attendance for all scheduled clinical rotations is mandatory. In the event of illness or an unusual circumstance, students are required to notify the clinical faculty member of an absence or tardy at least 30 minutes prior to the start of the clinical day. Failure to notify the clinical instructor will result in a failing grade for the day and a charge of \$50 per hour will be assessed to make up the missed

clinical experience or simulated clinical experience. The contact information for clinical/simulated clinical faculty members/clinical scholars/clinical preceptors is provided to the student(s) when he/she is scheduled for a clinical learning or simulated clinical learning experience by the Clinical Placement Coordinator via email. Dismissal from the clinical or simulated clinical learning site may result if a student is more than 10 minutes late from the time designated by the clinical instructor. The student will receive a failing grade for that clinical day or simulated clinical day and will be charged to make up the missed clinical or simulated clinical experience.

Clinical/Simulated Clinical Experience Absence

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

Excused Clinical/Simulated Clinical Experience Absence

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

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

In the case of acute, unexpected illness, the student **MUST** notify the clinical/simulated clinical faculty member and clinical agency (if applicable) on the day of the absence.

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

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

Unexcused Clinical/Simulated Clinical Absence

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

Clinical/Simulated Clinical Make-up

Make-up hours are scheduled and assigned by the CPC. Make-up hours are assigned when the earliest appropriate placement slot is available. This may mean that these hours extend into successive quarters of the program. The student will receive an Incomplete on their transcript until the required clinical hours are successfully completed. Please be advised that missing (excused or unexcused) clinicals could mean that graduation dates will be delayed until the required make-up clinical learning experience is successfully completed.

Returning to Clinical/Simulated Clinical After Illness or Injury

- A physician or mid-level provider's medical clearance may be required before a student returns to the clinical/simulated clinical area following illness or injury. Major illness, injury, surgery, communicable diseases, and pregnancy require a physician or mid-level provider's documented medical clearance.
- In order to attend clinical, the student must be able to perform all competencies and performance standards for nursing students that are essential for safe nursing practice. In addition to the medical clearance, the provider must complete a Physical Form for The School of Nursing and attest with their signature that the student can perform ALL of the physical requirements of nursing WITHOUT limitation. ANY limitation will result in the student being placed on an LOA until the physical competencies can be performed. (See Physical Form School of Nursing)
- A pregnant student must present a physician or mid-level provider's

statement to continue in clinical experiences.

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

Clinical/simulated experiences are an important component of the nursing program. Every effort is made to provide clinical experiences that enhance the integration of theory content to nursing practice and prepare students for the professional nursing role. Students receive safety education during new student orientation and again in NRS 232L, Basic Principles of Patient-Centered Care on how to minimize environmental risks to themselves and others. Students are expected to follow these procedures throughout the nursing program. Any behaviors that place a student, patient/client, or others at risk for injury because of failure to follow safety regulations, or that jeopardize the present and continued

use of a clinical facility may result in dismissal from the program.

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

Pre-Clinical/Simulated Clinical Assignments

When reporting to a clinical/simulated site for pre-clinical assignments/preparation, you must arrive appropriately attired. Unless directed otherwise, business casual professional dress with a white lab coat, the School of Nursing patch on the left upper sleeve, and a visible Platt College photo identification name tag clearly displayed is required. Denim clothing is not acceptable attire. Clinical preparation includes, but is not limited to, having a plan of care for the patient/client, being able to discuss the disease process and pharmacologic treatments, and review of potential nursing care skills to be performed.

Definition of a Unit of Credit

Platt College measures student progress in quarter credit hours. Credit hours are comprised of contact hours. Each contact hour is 50 minutes of instruction in a 60 minute period of time. A credit hour is defined as an amount of work represented in intended learning outcomes and verified by

evidence of student achievement for academic activities as comprised of the following units: didactic learning environment; supervised laboratory setting of instruction; externship; and/or out-of-class work/preparation. The following are the measures of these units for establishing credit hour awards:

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

- one clock hour in a didactic learning environment = 2 units
- one clock hour in a supervised laboratory setting of instruction = 1.5 units
- one hour of externship = 1 unit
- one hour of out-of-class and/or preparation for the didactic learning environment or supervised laboratory setting of instruction that are designed to measure the student's achieved competency relative to the required subject matter objectives =0.5 unit

Glossary of Credit Hour Terms

- A didactic learning environment is one which is led by a qualified faculty member for the intention of teaching and learning and can be in a classroom or laboratory setting of instruction.
- A supervised laboratory setting of instruction is one where students engage in discussion and/or the practical application of information presented in the didactic portion of the program or discovered through the out-of-class work/preparation under the supervision of a qualified faculty member.

- Out-of-class work/preparation is that which students engage in as a means to prepare for the didactic learning environment or supervised laboratory setting of instruction and must be articulated through a course syllabus.
- An externship is a component of a program that is offered in a bona fide occupational setting for which education is provided, the externship component may occur throughout the course of a program or as a capstone requirement.
- The student shows consistent mastery of the course content and objectives and is usually able to apply learning to new situations and integrate with other knowledge.
- Work is consistently submitted on time and in the expected form and format.
- The student consistently displays above average skills, ability, and performance in his/her development of required hand and/or motor skills.
- The student complies with school attendance requirements.

Grading System

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

Grade A – Superior Work

- The student masters the objectives of the course, is able to apply the learning, and is able to integrate learning with other knowledge.
- The student consistently distinguishes himself/herself in assignments, examinations, laboratory and participation. The student demonstrates independent thinking in class assignments and discussions.
- Work is consistently submitted on time and in the expected form and format.
- The student consistently displays superior skills, ability, and performance in his/her development of required hand and/or motor skills.
- The student complies with school attendance requirements.

Grade B – Above Average Work

Grade C – Average Work Allowing Progress

- The student shows reasonable comprehension of the course material and has an average mastery of the content which would indicate the student is capable of progressing to other coursework.
- The student consistently earns average scores in tests, homework, projects, and class participation.
- Work is consistently submitted on time and adequately meets expectations of form and format.
- The student consistently displays average skills, ability, and performance in his/her development of required hand and/or motor skills.
- The student complies with school attendance requirements.

Grade D – Less than Acceptable

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

- Work is of inconsistent quality, often fails to meet expected form and format and is frequently late.
- The student consistently displays below average skills, ability, and performance in his/her development of required hand and/or motor skills.
- The student complies with school attendance requirements.

Grade F – Failing Grade

- The student demonstrates an unacceptable low or no mastery of the course objectives or content.
- The student earns failing scores on tests, homework, projects, and class participation.
- Work is of inconsistent quality, often fails to meet expected form and format and is frequently late or not submitted.
- The student fails to display minimally acceptable skills, ability, and performance in his/her development of required hand and/or motor skills.
- The student fails to comply with the school attendance requirements.

Academic Assistance

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

Summary of Letter Grade System

Explanation of grading system used at Platt College:

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

| | | | | | | | | | | | |
|----|--------------------------------|-----|---|---|--|--|--|--|---|---|---|
| TC | Transfer Credit | N/A | ✓ | ✓ | | | | | ✓ | ✓ | ✓ |
| EC | External Credit | N/A | ✓ | ✓ | | | | | ✓ | ✓ | ✓ |
| ES | Transfer Credit Held in Escrow | N/A | ✓ | ✓ | | | | | ✓ | ✓ | ✓ |
| AU | Audit | N/A | | | | | | | ✓ | ✓ | ✓ |

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

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

Grading System

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

The following grading system is used at Platt College:

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

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

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

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

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

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

Clinical Practicum Experiences

| | |
|---|------|
| P | Pass |
| F | Fail |

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

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

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

Make-up Work

Students may be allowed to make-up missed class and lab work because of an illness or an emergency depending upon the course syllabus. Proof of these circumstances may be required. If students know ahead of time they will have to miss a class, then it is extremely important they notify faculty in

order to receive assignments in advance so as not to waste valuable learning opportunities.

Disability Accommodation for Exams

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

Exam Rescheduling

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

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

Students are reminded that the Honor Code is in effect for the entire exam period as stated in Policy 02:17:00 *Academic Integrity*. The Code prohibits asking for, or giving, any

information between students about administered exams, including seemingly innocuous statements like the exam was "easy" or "hard."

Audit

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

Confidentiality of Student Records

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

I. Students or former students are protected for confidentiality. All employees of Platt College are responsible for maintaining compliance with this policy and will be subject to disciplinary action if found to be in violation. Educational records (including medical records) cannot be released without

written permission or a Parental Affidavit of Dependency certified by a parent or guardian (See Student Consent for Release of Records).

Medical records are not necessarily protected by FERPA. If such records are not protected by FERPA, they may be protected by HIPAA.

II. Exceptions to Confidentiality of Student Records

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

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

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

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

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

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

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

H. Disclosure to accrediting/regulatory agencies

I. Disclosure to officials for audit or evaluation purposes

J. Disclosure to parties in connection with financial aid

K. Disclosure in connection with a disciplinary proceeding

III. Student Access to Records and Right to Amend

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

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

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

Procedures:

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

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

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

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

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

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

V. Records of Requests and Disclosures

Copies of requests for disclosures and a record of the information disclosed will be retained with a student's records for all disclosures made, except those for directory

information and disclosures to other college officials and accrediting/regulatory agencies. The record of disclosure may be inspected by the student, the officials responsible for the records, and by persons responsible for auditing the records.

VI. Student Access to Records and Right to Amend

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

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

VII. Academic Grades

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

VIII. Financial Aid Records

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

- Records relating to eligibility and disbursement of Federal student aid funds
- Student account
- Financial aid applications
- ISIRs

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

Violations 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).

Professional Behavior

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

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

- Academic dishonesty such as cheating, plagiarism or knowingly furnishing false information to the school.
- Forgery, alteration, misuse or mutilation of college documents,

records, identifications, education materials or property.

- Sexual or racial discrimination or harassment of any kind.
- Obstruction or disruptions of teaching, administration, disciplinary procedures, and other College activities including its public service functions or of any other authorized activities on premises.
- Physical abuse of any person that is related to college affairs or conduct which threatens or endangers the health or safety of any such person.
- Theft of, or damage to, property of the school, or using or attempting to use college property in a manner inconsistent with its designed purpose.
- Intentional or unauthorized interference with a right of access to college facilities or freedom of movement or speech of any person on the premises.
- Use or possession of firearms, ammunition or other dangerous weapons, substances, materials, bombs, explosives, or incendiary devices prohibited by law.
- Disorderly conduct or lewd, indecent, obscene conduct or expression.
- Violation of a federal, state, or local ordinance, including but not limited to those covering alcoholic beverages, narcotics, dangerous drugs, gambling,

sex offenses or arson, if such violation occurs on college property.

- Failure to comply with the verbal or written directions of any college official acting in the performance of his/her duties and in the scope of his/her employment, or resisting a security officer who is acting in the performance of his/her duties.
- Aiding, abetting or inciting others in committing or inciting others to commit any act of misconduct set forth above.
- Conviction for a crime which is of a serious nature. Upon the filing of charges in civil or criminal courts involving an offense which is of a serious nature, if it is administratively determined that the continued presence of the student would constitute a threat or danger to the college community, such student may be temporarily suspended pending the trial outcome.

Discipline

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

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

Conditions for Readmission After Termination

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

Student Services

Student Identification

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

ADA (American with Disabilities Act)

The Academic Support and Career Services Coordinator is the point of contact for arranging ADA accommodations. For more information regarding ADA, visit Disability Services.

Housing/Transportation/Daycare/ Counseling Referrals/Voter Registration

The Academic Support and Career Services Coordinator is the point of contact for various information in the area of housing, transportation, daycare, counseling referrals, and voter registration. Platt College

maintains a list of housing facilities within commuting distance of the college. This list is available on the College's website. Platt College does not supervise any student housing unit.

Student Activities

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

Tutoring Services

Online student tutoring is available for all Platt College subjects via the Smarthinking service. Students may visit the Smarthinking website for sample tutorials that demonstrate how the online tutoring platform works, and how students and tutors interact in the process of addressing writing techniques and questions about content. The Academic and Career Services Coordinator orients students about Smarthinking services during study success. Students must utilize Smarthinking before requesting a face-to-face tutor (if applicable). Students will use Smarthinking during the period a face-to-face tutor is located. Finding a face-to-face tutor can take upwards of 2 weeks to secure.

Life Coaching Services

The Academic Support and Career Services Coordinator is the point of contact for Life Coaching services. Life Coaching addresses specific personal needs and transitions in a person's life, relationships or profession by

examining what is going on right now, discovering what the obstacles or challenges might be, and choosing a course of action through goal setting, creating outcomes and managing personal change.

Career Coaching Services

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

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

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

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

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

Employment While Attending College

Platt College's Academic Support and Career Services Coordinator also offers Platt students assistance locating employment while attending college. These jobs are typically evaluated for their ability to assist the student with living expenses and are not

always related to the student's program of enrollment.

Graduate Services

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

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. Policy 02:16:00 *Informal Complaint and Grievance Policy* provides detailed information about eligibility, definitions, informal complaints and formal grievance procedures as well as the application process using the College Grievance Form. Informal complaint and formal grievance procedures are used internally at Platt College.

Informal Complaint Steps:

Students who wish to initiate a review of an informal complaint shall use the following process before initiating the College's grievance procedure:

Step One: The student should determine the type of issue, concern, or complaint he/she wishes to have reviewed. Types of issues include, but are not limited to: (a) concerns about grades or other learning activities, (b) concerns about behaviors perceived by the student from other students, faculty or staff, and (c) any other concerns directly relating to the academic or

operational processes that are under the purview of the College.

Step Two: Attempts to resolve complaints must first begin with an informal process. Informal complaints must be made within 15 business days of the decision, determination or incident that gives rise to the complaint. The student should expect a response using College e-mail (or other College approved preferred contact method) as appropriate within 5 business days.

Steps in the informal process include:

Discussing the matter with the staff or faculty member in which the issue originated. A complaint should initially be addressed to the faculty member, student peer or member of staff who is most directly concerned with the issue. In order to ensure that the complaint is raised at a mutually convenient time, the student should try to arrange an appointment with this person.

If the issue is not resolved after the discussion, the next contact is the Associate Dean of Nursing. The Associate Dean will informally investigate the issue and allegations. During the meeting with the Associate Dean of Nursing, students will need to present in writing (either electronically or written) (a) a clear, concise factual account of the incident, (b) any correspondence related to the incident, and (c) any additional material the student deems necessary for resolution of the informal complaint.

If the issue is resolved informally, no more steps are needed.

If the issue being raised in the complaint has been reviewed by the Associate Dean of Nursing and the student believes a satisfactory resolution has still not been

reached, the student may elect to progress to the last course of action, initiation of a formal grievance.

Grievance Steps:

Step Three: In order to file a formal grievance, the grievant must submit a College Grievance Form and the signed copy of the Student Action Report (SAR) from the Associate Dean of Nursing, outlining the attempts to resolve the matter informally through the complaint procedures.

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

All grievances must be filed in writing and signed by the Grievant, and must include:

a concise statement of the allegations that form the basis for the student's complaint, including a careful statement of the facts, the rule, regulation, policy or practice that was violated, a summary of the informal attempts at resolution, and a suggested remedy.

No formal grievance will be considered to be filed until the written grievance is actually received by the Vice President of Academic Affairs or his/her designee.

Any administrator, faculty member, staff member or student serving in any review capacity at any stage in a grievance process will consider all available relevant facts relating to the grievance.

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

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Arlington, VA 22201

703-247-4212

If a committee is needed for resolution of a grievance, the Grievance Committee will be composed of two (2) students, two (2) Platt College employees (staff member(s)/discipline related faculty member(s), and one (1) discipline related Platt College Administrator as determined by Platt College who are not directly involved in the incident or disciplinary action. In the event that a tie-breaking vote is needed the College Administrator who is not directly involved in the incident or disciplinary action serves as the tie breaking vote.

www.accsc.org

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.

If the Grievant chooses to be represented by an attorney, the Grievant or the Grievant's attorney must so notify the appropriate Platt College Administrator at least 24 hours prior to the date of any meeting where the Grievant's attorney will be present. If a Grievant chooses to involve legal counsel, the Grievant will be responsible for all of his/her own incurred legal fees.

Contact information:

Colorado Department of Higher Education
1560 Broadway, Suite 1600
Denver, CO 80202
(303)-866-2723

All references in these procedures to time periods are to business days.

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

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

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

Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
404-975-5000
www.acenursing.org

Contact Information:

The Accrediting Commission of Career Schools and Colleges (ACCSC)

Colorado State Board of Nursing
1560 Broadway, Suite 1350

Denver, CO 80202
 303-894-2430
<http://www.dora.state.co.us/NURSING>

Financial Information

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

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

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

Schedule of Fees and Costs

Tuition for the Bachelor of Science in Nursing program is \$68,265. The current tuition breakdown for Platt College is \$370.00 per quarter credit hour.

Additional fees include:

Lab Fees \$1,780.00 program total
(Use and maintenance of lab and equipment)
 Supplies \$1,680.00 program total
(Supplies within the Lab Rooms-consumable inventory)
 Information Technology Fee \$3,620 program total
(My Platt College, network and email server, library services database, Copyright Clearance, On-ground NCLEX Review, Turnitin, Simulation Electronic Health Record and Learning Sets, Smarthinking)
 Clinical Placement Fees \$1,800 program total
 Total \$77,145.00 (before additional out of pocket costs)

Additional Out of Pocket Costs Include:

Non refundable costs if purchased from the College

- Application Charge \$75.00 (*one-time fee*)
- Books \$5,450.00 (approximate for total program)
- Cognate Costs and Nursing Kits (approximately) \$543.00
(A & P I Specimens Cost \$75.00, A & P II Specimens Cost \$75.00, Chemistry Lab Cost \$95.00, Microbiology Lab Cost \$115.00, Nursing Kits \$183.00-prices are subject to change)
- Review, Certification, Subscription, Assessment Program, and Insurance Costs \$1,285.00
(ACLS Certification is a one-time cost of \$185.00, ATI RN Comprehensive Assessment Program Online is \$600.00 total (paid over four academic years), Annual Workman's Comp and Professional Liability Insurance is \$500.00 total (paid per calendar year-based on student's start date into the program-prices subject to change)
- Transfer Credit Review is a one-time cost of \$50.00 (*only if applicable*)
- Transfer Credit Fee is \$75.00 per credit hour accepted (*only if applicable*)
 Course Retake is calculated at the current full tuition rate for any and all courses (including didactic, laboratory, and clinical) that are repeated (*only if applicable*)
- TEAS Examination at \$55.00 paid directly to vendor
- Background Check and Drug Screen starts at \$90.00 paid directly to vendor
- Platt College cranberry scrubs with insignia approximately \$175.00 paid directly to vendor
- My Clinical Exchange Subscription one time payment of \$36.50 paid directly to vendor

- Comply one time payment of \$58.00 paid directly to vendor
- Laptop Computer either PC or MAC that meets program requirements approximately at \$1,000 paid directly to vendor of choice.

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

Transfer Credit Guide Estimator

Already have a head start on college credit? Good for you! Maybe you've taken courses at another college. Platt College has a favorable, fair transfer credit policy, and transfer tools that are easy to use to help you estimate what transfer credit may be accepted.

Platt College's Transfer Credit Guide is a helpful online tool that allows you to search for course equivalencies. Use the Transfer Credit Guide to find out how applicable undergraduate credits you completed at another college or university will possibly transfer to Platt College. If you have questions, you can find answers in the Transfer Credit Guide FAQ.

If a college or university is not listed in the Transfer Credit Guide Estimator Chart, you cannot find a specific undergraduate course or the course is not listed for the term you completed it, it does not mean the course will not transfer to Platt College. The course may not have been evaluated yet, and you may request a transfer course evaluation.

Net Price Calculator-Cost Estimator

The intention of Platt College's Net Price Calculator is to provide families with estimates on the total cost of attendance for Platt College. The Net Price Calculator simulates the complex financial aid process by asking a limited number of questions. This tool is designed to give students an early indication of the amounts and types of financial aid for which they might qualify. The figures generated here will estimate the net price for a full-time, first-year student attending Platt College in future quarters in the next year. This calculator is not an application for or a guarantee of a particular financial aid package. Instead, it is intended to assist families in making informed decisions concerning college choices. Students and parents completing the calculator are asked to answer some basic questions about family finances, so it will be helpful to have recent tax forms or pay stubs on hand before beginning.

In order to complete this estimator, you will need the following:

1. Most recent income tax return and W2 statement(s) for the student and parent(s)
2. 20 minutes of your time to begin the Net Price Calculator

Special Fees

Fees are charged for special services as follows:

- **Repeat of Course Fee**
This fee will be assessed for repeating any education. The student will be charged full tuition for any and all courses that are repeated.
- **Replacement of Diploma Fee**
Students will be charged a \$25.00 fee to replace a diploma.
- **Replacement of Student ID**
Students will be charged a \$5.00 fee to replace an ID card.
- **Course Drop Fee**
Students will be charged the full tuition amount for the course drop fee, after the 10% of contact hours for that course has elapsed.
- **Miscellaneous Fees**
Students will be charged for repair or replacement of any equipment lost or damaged through negligence or willful misconduct. This includes damage to any part of the building or its immediate surroundings.
- **Academic Transcript Fee**
Official transcripts are free of charge to currently enrolled students. Alumni must pay \$5.00 per official transcript. The official transcript request form must be completely filled out and signed. Upon receipt, transcript requests take 5-7 business days to complete. Should there be an outstanding balance at the time of completion of a student's program at

Platt College, the College will withhold issuance of a student's official transcript until the balance is reconciled.

Financial Aid

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

Postponement, Cancellation & Refund Policy

Postponement of Start Date

Postponement of a start date at the request of the College requires a written agreement signed by the student and the College. The agreement must set forth:

- That the postponement is for the convenience of the College, and:
- A deadline for the new start date, beyond which the start date will not be postponed.

The maximum period for a possible delay cannot exceed one year from the scheduled start date. Reasons for a possible delay of a scheduled start may include but are not limited to (1) damage to the facility, (2) inadequate number of applicants, and (3) acts of nature unforeseeable. A list of alternatives includes but are not limited to temporarily operating from a different location. If any

refundable tuition and fees have been paid, a refund will be made within 30 days of the signed agreement.

If the course is not commenced, or the student fails to attend the new start date set forth in the agreement, the student will be entitled to an appropriate refund of prepaid tuition and fees within 30 days of the deadline of the new start date set forth in the agreement, determined in accordance with the College's refund policy.

Refund Policy

The refund policy applies to all terminations for any reason, by either party, including student decision, expulsion, course or program cancellation, or College closure.

- a. All monies paid by the applicant will be refunded within thirty (30) days; (i) if an applicant cancels in writing within three (3) business days of receipt of the application by a Platt College Admissions Representative; (ii) if the applicant is not accepted by the College; (iii) 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; (iv) applicants who have not visited the College facility prior to enrollment will have the opportunity to withdraw without penalty within three (3) days following a tour of the College facilities.
- b. Cancellation of Classes: The College reserves the right to cancel a scheduled start date if the number of students enrolling is deemed

insufficient. Such cancellation will be considered a rejection by the College and the student will be entitled to receive a complete refund of any amount paid.

- c. An applicant requests cancellation in writing after the three business day period but prior to commencement of education is entitled to a refund of all monies paid less the application charge of \$75.
- d. A student terminating within the first two days of education shall be entitled to a refund of one hundred percent of tuition/fees paid.
- e. If a student requests cancellation, or is expelled (in which event the date of termination shall be the date of expulsion) after entering the College and starting education, the student shall be entitled to tuition refund in accordance with the following schedule.
- f. If the student cancels enrollment or is dismissed prior to completion of the program, the student will not be entitled to a refund of tuition paid for any term(s) completed. However, the student will be entitled to a refund of tuition for the time not completed during the term in which withdrawal took place based upon the refund policy outlined in this agreement.

Additional Catalog Information Regarding 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, plus a withdrawal processing charge of \$150.00.

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.

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 using VA benefits fails to enter the course or withdraws, or is discontinued there from at 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 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

This policy only applies to students receiving Federal Title IV funds or other Federal Financial Aid who withdraw officially, unofficially, or fail to return from a leave of absence or dismissed from enrollment at the College. The refund calculation of institutional charges is determined as stated in the section entitled Cancellation and Refund Policy. The calculated amount of the Return of Title IV (R2T4) funds that are required for the students affected by this policy are determined according to the amount of time a student spent in academic attendance, and the total aid received. Title IV funds are awarded to the student under the assumption that s/he will attend the College for the entire period for which the aid is awarded. When a student withdraws, s/he may no longer be eligible for the full amount of Title IV funds that were originally scheduled to be received. Therefore, the amount of Federal funds earned must be determined by a specific formula based on a pro-rata basis. If the amount disbursed is greater than the amount earned by the College, unearned funds must be returned.

Platt College will return unearned aid in the following order:

- Unsubsidized Federal Stafford Loans
- Subsidized Federal Stafford Loans
- Federal Perkins Loan
- Federal Plus Loans
- Federal Pell Grant
- Federal SEOG Grant

The College has 45 days from the date that it determines the student withdrew to return all unearned funds for which it is responsible. The College is required to notify the student if s/he owes a repayment via written and/or electronic notice. All Federal Aid Disbursements will be applied to the student’s financial aid ledger until all school tuition and fees are paid in full. Credit balances notes on a student’s ledger will be reconciled within 14 days of occurring; reconciliation of a credit balance will be in accordance with 34 CFR Return of Title IV Funds.

Books, Tools and Supplies

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

Scholarship Opportunities

Platt College has partnered with the Colorado Nurses Foundation (CNF) who will facilitate the applications and awarding of the Joe Lee Memorial scholarship. The scholarship is awarded annually to one Platt College nursing student.

In order to be eligible for the scholarship, applicants must:

- Be accepted into the School of Nursing at Platt College
- Be a Colorado resident committed to practicing nursing in Colorado
- Be a minimum of one quarter of study remaining prior to completing their degree
- Have a 3.25 minimum grade point average
- Be classified as a junior or senior level BSN student
- Have a documented financial need
- Upon award of scholarship, provide written attestation of continued enrollment in the January quarter by the Platt College Registrar

Additional Requirements

Applicants must:

- Submit a current transcript
- Submit a personal essay explaining the details of the financial hardship
- Written attestation from Platt College Financial Aid office verifying financial need
- Two letters of reference: one from employer/supervisor (if not employed, then from another individual)

Time Period:

Applications open September 1 each year and close around the 3rd to 4th week of October.

Award is made January 1 of each year

Recipient Selection

An application review committee has been established by CNF to make the scholarship selection. Eligible students may apply for this scholarship by going to the Colorado Nurses

Foundation (CNF) website at <http://www.coloradonursesfoundation.com/>

Online Learning

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

- **Online Learning Course Using Internet (eCourse)** is a fully distance education course that is offered over the Internet using asynchronous and/or synchronous pedagogies. In this type of class, there is no face-to-face meeting between instructor and students.
- **Blended Course (eCombination)** is a course in which some traditional face-to-face "seat time" has been replaced by online learning activities. A blended (hybrid) course is designed to integrate face-to-face and online activities so that they reinforce, complement, and elaborate one another.
- **Web-Enhanced Course (eCompanion)** is a Web-enhanced (traditional (face-to-face) class that uses a course management platform to accompany the class. The eCompanion can function in a variety of ways, depending on the goals of the course and the desire of the faculty member to enrich his or her course. Assigned activities will vary, depending on the faculty member and the discipline.

The time spent using the eCompanion does not replace any of the face-to-face teaching-learning process, but serves to augment it.

- **Evaluation (eComment)** is an electronic version of Platt College's student evaluation of faculty and of classes, clinical experiences, and/or lab classes. Additionally eComment includes a section that measures students' comfort and experience with technology, and a section that measures the mechanics of course delivery (i.e., was the system frequently down, was the system easy to use, etc.)

Online Learning Statement of Mission:

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

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

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

Goals of Online Learning at Platt College

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

Delivery Media

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

participate in class discussions and real-time course chat rooms.

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

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

Platt College SMS is the student management system that facilitates all daily functions of the College operations. Platt College LMS is the learning management system that serves as the Internet based course management system for delivery of eCombination and eCompanion classes.

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

Computer Software/Hardware Requirements

Platt College requires students to have laptop computers upon enrolling into the BSN program. Platt College has established

minimum standards for student laptops. We recognize that many students begin their academic programs with very serviceable laptops and/or desk computers. If students wish to purchase a laptop prior to coming to Platt College, or use their existing laptop computer, it should at least meet the following requirements that are outlined on the following web pages:

For a PC:

<http://www.plattcolorado.edu/computer-hardware-software-requirements-for-a-personal-computer-pc>

For a MAC:

<http://www.plattcolorado.edu/computer-hardware-software-requirements-for-a-mac>

The following courses are implemented into the curriculum as eCombination courses.

Blended Course (eCombination) is a course, accessible through the My Platt College course management platform, in which some traditional face-to-face "seat time" has been replaced by online learning activities. A blended (hybrid) course is designed to integrate face-to-face (60%) and online activities (40%) so that they reinforce, complement, and elaborate one another.

- NSG 151 Introduction to Nursing Informatics
- ENG 121 Reading and Writing in College I
- BIOL 112 Nutrition in Health and Illness
- PSY 101 Introduction to Psychology
- PHIL 112 Critical Thinking
- SOC 101 Introduction to Sociology
- HUM 101 Arts and Culture: An Introduction to Humanities
- HS 150 U.S. History and Government

The following courses are implemented into the curriculum as eCourse courses.

Online Learning Course Using Internet (eCourse) is a fully distance education course that is offered over the Internet using asynchronous and/or synchronous pedagogies. In this type of class, there is no face-to-face meeting between instructor and students.

- NSG 233 Nursing Care of the Aging Adult
- NSG 249 Legal and Ethical Concerns Impacting Nursing Practice
- NSG 348 Critical Thinking and the Nursing Process

The School of Nursing

The Bachelor of Science in Nursing Program-Description

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

ACEN
3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
404-975-5000
www.acenursing.org

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

Our Mission

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

Our Vision

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

Our 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.

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

Consumer indices are also tracked as outcomes for the BSN program and include:

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

Nursing Curriculum

Platt College offers a Bachelor of Science in Nursing (BSN) Degree—a degree where no prerequisites are required and where students can earn a BSN degree in 36 months.

Simulation

Mission Statement for Simulation

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

Vision Statement for Simulation

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

The Simulation Lab at Platt College provides life-like learning environments for students to practice safety while delivering patient care, develop hands-on nursing skills, to increase their levels of confidence and to develop critical thinking. A family of high fidelity patient simulators awaits the delivery of safe care by the nursing students of Platt College. Nursing students who experience simulated clinical education using high fidelity simulation had significantly increased scores in patient safety, communication, self-confidence, and critical thinking.

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

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

The patient care simulators “come to life” through a simulation learning system programmed into each computerized simulator. The simulation learning system provides decision-making algorithms and their resultant physiological alterations within the patient simulator. Student’s providing care to a simulated patient will cause the simulator to alter its physiology as the students make decisions. Students practice their nursing skills, including medication administration, IV therapy, and wound care. The simulation lab provides the

environment to deliver care in an emergency room, birthing suite, intensive care, pediatric unit, acute and long term care. Following a simulated clinical experience, students participate in a debriefing and self reflection session with their faculty.

Clinical Experiences

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

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

- Patient Centered Care
- Health Assessment and Health Promotion
- Nursing Care of Adults and Older Adults
- Nursing Care of Pediatric Patients
- Nursing Care of Persons with Mental Health Impairments
- Nursing Care of the Childbearing Family
- Community and Population-Based Nursing
- High Acuity Nursing Care
- Nursing Leadership
- Capstone: Transition to Professional Nursing

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

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

Admissions Requirements

The Admissions Process at Platt College is simple and can be completed in 5 simple steps. We are here to guide you along every step of the way.

Step 1

Attend a mandatory Information Session by [scheduling a campus visit](#).

Step 2

Complete [online application](#) and pay \$75.00 application charge online before taking a scheduled entrance test or submitting official SAT or ACT scores.

Step 3

Submit official SAT or ACT scores or schedule and complete ATI TEAS entrance test. All fees related to this step are paid for by the applicant

(To be deemed official, ACT and SAT test scores are to be submitted to Platt College directly from the testing agency and the official scores expire after three years from the test date. The TEAS is paid online directly to ATI testing services via credit/debit card only. Scores are expire after one year from the testing date.)

SAT: The Platt College SAT Code is 3012.

ACT: The Platt College ACT Code is 7037.

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

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

therefore may be eligible for admission.

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

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

Platt College's TOEFL code is 8791.

Acceptable English Proficiency Scores/TOEFL (minimum score):

80 internet-based (iBT)

550 paper-based (PBT)

213 computer-based

Step 4

Undergo admissions interview process with an Admissions Representative.

Step 5

All potential applicants must also submit the following additional application items:

- **Admissions Essay.** (Essay guidelines are written by the Admissions Committee and provided to applicant upon the completion of an entrance exam.)

- Official high school transcript from an accredited high school, official GED, and/or Home Study certificate or transcript*. Applicants who are unable to meet the requirement of having graduated from an accredited high school within the United States must provide a GED to satisfy this step. Potential applicants from foreign, non-English speaking countries must provide a translated and certified document that is the equivalent of a U.S. high school diploma in order to satisfy this step (Please see Step 3).
- Submit official transcripts from all other colleges and universities attended, if applicable**.

International high school transcripts must be evaluated and reviewed for eligibility as part of the admission process. The evaluation is not a guarantee of admission. Applicants must have high school transcripts evaluated and certified by The National Association of Credential Evaluation Services (NACES) member organization, which will assess for a fee. The certifying organization's report must be sent directly to Platt College at 3100 S. Parker Road, Suite 200, Aurora, CO 80014 or emailed directly to the College. For applicants who are unable or unwilling to provide this translated and certified documentation, only an official copy of a GED will be used to satisfy the requirement for an official high school transcript. Any fees related to this requirement are to be paid by the applicant.

*Possess a Home Study certificate or transcript from a Home Study program that is equivalent to high school level and recognized by your home state, and be beyond the age of compulsory attendance in that state

**According to Policy 02:14:00 Transfer Credit, students must be accepted into the BSN program at Platt College before transfer credit is evaluated. Official transcripts are evaluated and transfer credit is reviewed by the Registrar. Unofficial transcripts may be used for advising and course selection but are not acceptable for transfer of credit. As the Registrar reviews the official transcript, the student may be asked to provide the course description(s) from the catalog under which he/she was enrolled.

After the student has completed all college and program admission requirements, the student's application file will be reviewed by the Admissions Committee for the Bachelor of Science in Nursing program. Acceptance is not automatic and continuation after admission is not guaranteed. Acceptance into the BSN program is contingent upon the completion and approval of a complete 7 year criminal background check (Please use Policy 03:06:00 Background Checks for Students for reference). Student progress is continually evaluated.

Enrollment Procedures

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

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

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

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

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

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

Step 3: Students are required to submit the most current background check, vaccinations, including flu shot, a BLS/CPR for Healthcare Provider card, a 10-panel drug screen, and the School of Nursing at Platt College Performance Standards to a cloud-based document management system which will provide compliance notifications and immunization tracking. This is required for participation in clinical education and individual healthcare systems may impose additional health, immunization, and performance standards which may result in

the requirement to provide additional student documents.

Drug Screen

- Amphetamine
- Barbiturates
- Benzodiazepines
- Cocaine
- Ecstasy
- Methadone
- Opiates
- Oxycodone
- Phencyclidine (PCP)
- Cannabinoid (also known as THC)

Health Immunizations

- Measles, Mumps, & Rubella – completed MMR series (2 doses) or positive antibody titers
- Tuberculin Skin Test – negative PPD /or/ negative Chest X-Ray in compliance with affiliation agreement /or/ negative Quantiferon blood test (when PPD is not available.) PPDs are required annually; however, if a student has a chest X-ray or Quantiferon blood screen initially, the student will fill out a questionnaire annually about their respiratory health. The Clinical Placement Coordinator or Dean will then determine from the questionnaire if the student needs a repeat screening.
- Tetanus/Diphtheria/Pertussis (Tdap) -Required every 10 years
- Hepatitis B Completed Series (Series of 3) or Positive Immune Titer (HbsAB)
- Varicella (Chicken Pox) positive history of chickenpox - proof of

varicella by immunization via titer or 2 vaccinations or note from doctor stating history of disease with doctor’s signature and date

- Flu shot – This is an ANNUAL shot you must get every fall

Additional Items

- Submit a signed and verifiable Physical Form School of Nursing-Student will use Platt’s Physical Form
- Current American Heart Association Basic Life Support/CPR for Healthcare Providers – A number of our clinical sites only accept the “American Heart Association” direct CPR/BLS certification vs companies that are “Approved by the American Heart Association,” students must go directly to the “American Heart Association” to get their CPR/BLS for Health Care Provider.
- Provide Copy of current Personal Health Insurance
- Provide healthcare certifications or licensures (copies) if applicable
- Proof of Liability and Malpractice Insurance per the affiliation agreement – Will purchase through the School of Nursing at Platt College
- Evidence of Worker’s Compensation coverage per Colorado Law – Will purchase through the School of Nursing at Platt College

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

Graduation Requirements

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

- Complete a minimum of 184.5 quarter credit hours of approved course work for the Bachelor of Science in Nursing Degree. Applicable transfer credit will be included in the calculation.
- Pass all nursing and cognate courses with a minimum GPA of “C” and maintain a 2.75 GPA.

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

- Complete an Exit Interview with all designated administrators and staff prior to the last scheduled day of class (i.e. Student Exit Checklist).
- Be enrolled in Platt College courses during the term in which he/she intends to graduate.
- Complete a minimum of 50% of the credits required for the program of enrollment at Platt College.
- Complete the nursing program within 1.5 times the total program length in duration or credit hours.
- Students must complete a Student Exit Checklist and submit to the Registrar after all signatures have been completed during the final quarter.

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.

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

**Course Sequencing Guide: Bachelor of Science in Nursing
36 Months**

FRESHMAN YEAR

Quarter One

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

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

Quarter Two

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

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

Quarter Three

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

Quarter Four

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

SOPHOMORE YEAR
Quarter Five

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

Quarter Six

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

Quarter Seven

| Course # | Course Title | QH |
|----------------------------------|---|-----|
| NSG 345 | Nursing Care of Families and Cultures | 2 |
| NSG 387 | Nursing Care of the Pediatric Patient/Client | 3.5 |
| NSG 387P | Practicum, Nursing Care of the Pediatric Patient/Client | 2 |
| PHIL 112 (<i>eCombination</i>) | Critical Thinking | 4.5 |
| HS 150 (<i>eCombination</i>) | U.S. History and Government | 4.5 |

JUNIOR YEAR
Quarter Eight

| Course # | Course Title | QH |
|---------------------------------|---|-----|
| NSG 388 | Nursing Care of Persons with Mental Health Impairments | 3.5 |
| NSG 388P | Practicum, Nursing Care of Persons with Mental Health Impairments | 2 |
| SOC 101 (<i>eCombination</i>) | Introduction to Sociology | 4.5 |
| STAT 250 | Introduction to Applied Statistics | 4.5 |

Quarter Nine

| Course # | Course Title | QH |
|---------------------------------|---|-----|
| NSG 312 | Nursing Care of the Childbearing Family | 3.5 |
| NSG 312L | Laboratory, Nursing Care of the Childbearing Family | 1 |
| NSG 312P | Practicum, Nursing Care of the Childbearing Family | 2 |
| HUM 101 (<i>eCombination</i>) | Arts and Culture: An Introduction to Humanities | 4.5 |

Quarter Ten

| Course # | Course Title | QH |
|----------|--|----|
| NSG 380 | Community and Population-Based Nursing | 4 |

| | | |
|----------|--|-----|
| NSG 380P | Practicum, Community and Population-Based Nursing | 3 |
| NSG 410 | High Acuity Principles of Patient Centered Care | 4 |
| NSG 460 | Research Methods for Evidence-Based Nursing Practice | 4.5 |

SENIOR YEAR

Quarter Eleven

| Course # | Course Title | QH |
|----------|-------------------------------------|----|
| NSG 420 | High Acuity Nursing Care | 4 |
| NSG 420P | Practicum, High Acuity Nursing Care | 2 |
| NSG 451 | Nurses As Leaders | 3 |
| NSG 451P | Practicum, Nurses As Leaders | 2 |

Quarter Twelve

| Course # | Course Title | QH |
|----------|---|----|
| NSG 452 | Capstone: Transition to Professional Nursing | 3 |
| NSG 452P | Practicum, Capstone: Transition to Professional Nursing | 6 |

Courses*

| Course # | Course Title | QH |
|----------|---|----|
| NSG 233 | Nursing Care of the Aging Adult | 1 |
| NSG 249 | Legal and Ethical Concerns Impacting Nursing Practice | 2 |
| NSG 348 | Critical Thinking and the Nursing Process | 2 |

*Courses (Online courses that are required, but worked into a student's schedule as allowed)

Program Total = 184.5 Quarter Credit Hours

Requirements

The Bachelor of Science in Nursing program is 184.5 quarter credit hours, which equals 121.77 semester hours from start to finish. Any applicable transfer credit received, according to Policy 02:14:00 Transfer Credit, will be included in the calculation.

Program Total = 184.5 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.

Classes marked as eCombination are courses in which some traditional face-to-face "seat time" has been replaced by online learning activities. A blended (hybrid) course is designed to integrate face-



to-face and online activities so that they reinforce, complement, and elaborate one another. Platt College currently uses a 60/40 split, meaning that 60% of the course is taught face-to-face, and 40% of the course is taught online.

For more consumer information, including accreditation, tuition and fees, and the BSN program, visit our College Consumer Page. Visit our Gainful Employment Page in compliance with the Federal Gainful Employment Regulations for more information on graduate rates, median debt of graduates completing this program and other important information.

Course Descriptions

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

Biology

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

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

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

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

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

Study of human anatomy and physiology designed for students who require a thorough understanding of the structural and functional aspects of the human body across the lifespan. The student will study cellular, tissue, organ, and organ systems that comprise the human being. The content has

been divided into BIOL 223 and BIOL 224. Students apply learned concepts and principles in a laboratory environment.

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

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

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

This course will provide the student with conceptual and theoretical information applicable to pathological conditions resultant in alterations across the lifespan. Mechanisms of production of signs and symptoms of different disease syndromes will be discussed. A body systems approach will allow the student to understand the mechanisms underlying the disease and the clinical manifestations exhibited. Students apply learned concepts and principles within a laboratory environment with an emphasis on the use of critical thinking skills. Prerequisites: BIOL 206; BIOL 223; BIOL 224, NSG 282/282L/282P. Corequisites: NSG 250/250L/250P; NSG 290.

Chemistry

CHEM 121 6.0 Credits **General Chemistry (with lab)**

This course will provide the student with a general overview of chemistry concepts and

theories. The student will study matter, atoms, elements, compounds, and reactions. Students apply learned concepts and principles within a laboratory environment. Prerequisites: BIOL 223; BIOL 224.

Communications

COM 210 **4.5 Credits**

Speech Communications

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

English

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

Reading and Writing in College I

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

History

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

U.S. History and Government

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

Humanities

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

Arts and Culture: An Introduction to Humanities

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

Mathematics

MAT 121 **4.5 Credits**

College Algebra

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

Nursing

NSG 151* (*eCombination*) **3.0 credits**

Introduction to Nursing Informatics

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

NSG 231 **3.0 Credits**
Nursing Process and Contemporary Nursing Practice

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

NSG 232 **4.0 Credits**
Basic Principles of Patient Centered Care

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

NSG 232L **2.0 Credits**
Laboratory, Basic Principles of Patient Centered Care

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

NSG 232P **1.0 Credit**
Practicum, Basic Principles of Patient Centered Care

This fundamental nursing skills practicum allows the student to apply the NSG 232 & NSG 232L concepts, principles and skills

learned in the classroom and laboratory to a real patient care situation in a long term care or skilled nursing unit. Prerequisite: NSG 231. Corequisites: NSG 232/232L.

NSG 233* (*eCourse*) **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 249* (*eCourse*) **2.0 Credit**
Legal and Ethical Issues Impacting Nursing Practice

This course is designed to prepare the student for legal and ethical 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. 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 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 **3.5 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 **2.0 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* (*eCourse*) **2.0 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 380 **4.0 Credits**
Community and Population-Based Nursing

In this course the student will learn to use knowledge from social science, public health science, and nursing science to promote and protect the health of diverse populations. In this course, students will learn how to apply the nursing process to address the health risks and needs of populations, groups, families, and individuals in selected communities, with an emphasis on caring for vulnerable and underserved clients in a just and ethical manner. Students will also learn how to use previously gained nursing knowledge and newly acquired social, public health, and nursing information to collaborate with populations and communities in order to help them thrive.
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 380P.

NSG 380P **3.0 Credits**
Practicum, Nursing Care of the Community

This practicum allows the student to apply NSG 380 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 380.

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 **3.5 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 **2.0 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 **3.5 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 380/380P; 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 380/380P; 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 380/380P; 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 380/380P; 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* (eCombination) **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 380/380P; 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 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 380/380P; 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 **4.5 Credits**
Research Methods for Evidence-Based Nursing Practice

Focuses on the role of the professional nurse as an informed consumer of evidence-based research. Explores quantitative and qualitative approaches to the study of health and illness, as well as the relationship of theory to practice. Topics include literature reviews, research designs, methods of data collection, and analytical procedures. Explores the ethics for research with human subjects. The student will prepare a research proposal. Prerequisites: NSG 231; NSG 232/232L/232P; NSG 250/250L/250P; NSG 282/282L/282P; NSG 290; NSG 385/385P; NSG 386/386P; NSG 387/387P; COM 210; MAT 121; STAT 250
Corequisites: NSG 380/380P

Philosophy

PHIL 112* (eCombination) 4.5 Credits
Critical Thinking

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

Psychology

PSY 101* (eCombination) 4.5 Credits
Introduction to Psychology

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

PSY 151 4.5 Credits
Human Growth and Development

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

Sociology

SOC 101* (eCombination) 4.5 Credits
Introduction to Sociology

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

Statistics

STAT 250 4.5 Credits
Introduction to Applied Statistics

This course focuses on an introduction to applied statistics, including such topics as univariate and multivariate analyses, histograms, linear correlations, analysis of variance, and hypothesis testing. Stratification, intergroup relations and inequalities are covered. Corequisites: NSG 388/388P.

Employee Directory

Faculty

(Denotes full-time faculty members)

BINFORD, RIVES

B.S., University of Colorado Denver-Psychology (2012)
M.S.M.H.A., University of Colorado Anschutz Medical Campus (2015)

CANNON, ANNETTE

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

GOERS, JAMA

B.S.N., Platt College – Nursing (2009)
Ph.D., Medical University of South Carolina-Nursing (2016)

KEISER, STEVE

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

KNEUSEL, MARIA

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

LEISTIKOW, RACHEL

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

RICKER, FRAN

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

RILEY, KAREN

B.S.N., Briar Cliff University-Nursing (2010)
M.S.N., Gonzaga University-Nursing (2014)

THOMAS, SETH

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

Professional Staff

(Denotes full-time professional staff)

BASLER, JULIE

Vice President of Academic Affairs

CALDWELL, HOLLIE

Dean, School of Nursing

CALDERON, ALLEN

Simulation Laboratory Technician

CRAVER, ROBERT

Director of Financial Services

CULLERTON, LAURA

Information Specialist- Librarian

CUTLER, DANA

Clinical Placement Coordinator

DAHL, KATIE

Registrar

DOLPH, DARLA

Academic Support and Career Services Coordinator

FINKEN, MARK

Coordinator of IT Services

IZIENICKI, KYLIE

Admissions Representative

JONES, BARB

Executive Administrative Assistant

KELLOGG, LAURA

Assistant Director of Financial Aid/Title IX
Coordinator

MIYASATO, JEANETTE

Clinical Quality Coordinator

PORTER, SHIRLEY

Communication Liaison

ROSE, MARGIE

Director of Financial Aid

SIRBU, JERALD B.

President/CEO

SIRBU, SHEILA

Communication Liaison

TUGUME, SHARON

Simulation Laboratory Technician

WALKER, JEAN

Clinical Placement Coordinator

YARBER, ANGELA

Admissions Representative

YRUEGAS, KATHLEEN

Financial Aid Officer

Values

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

Board of Directors

Dr. Dan Lucero, Vice Chair (*chair*)
 Mr. James R. Sutherland, Treasurer
 Mr. Thomas J. Twardowski, Secretary
 Ms. Suzanne Pitrusu
 Mr. Scott Orcutt
 Mr. Jerald B. Sirbu, *ex-officio*

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.