Academic Bulletin
for Undergraduate and Graduate Studies
2018-19

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www.kc.edu
Please note: Any changes made to policies in this Academic Bulletin during the academic year will come into effect upon their approval. These new policies will be communicated to all students, faculty, and staff and will replace what is in this document.
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A Message from the President

Welcome to the learning adventure at Kettering College!

Your decision to pursue a professional degree in this learning community says a couple of important things.

First, you are awake. That is, you are alert to the presence of human suffering in this world. And you’d like to do something about it. To choose a career in healthcare is to choose a vocation of compassion. And so in your studies you will learn — even more deeply — how to see and to hear.

Second, your enrollment here indicates a desire to learn how to touch. With skill. Our classrooms and laboratories are spaces where you will learn how to diagnose and treat, how to relieve pain, how to prompt healing. Your mind and your hands will gain knowledge: biological science, medical technology, and the human body itself will become subjects of discovery and expertise.

The faculty and staff of Kettering College are committed to preparing you to become a compassionate and talented healthcare professional. It is our desire that you might join us in following the way of Jesus, who tenderly and effectively loved and cared for sick and broken people — bringing them gifts of healing and wholeness.

I’m praying that you will enjoy a meaningful and successful school year.

Sincerely,

Nate Brandstater, PhD
President
Academic Calendar

WINTER SEMESTER 2018

Friday, Jan. 5 .............................................. Orientation for new students
Monday, Jan. 8 ........................................... Classes begin
Friday, Jan. 12 ........................................... Convocation
Friday, Jan. 12 ........................................... Last day to add a class*
Monday, Jan. 15 ........................................ Martin Luther King Jr. Day; no classes
Monday, Jan. 22 ........................................ Last day to drop with 100 percent refund
 and a grade of W*
Friday, Feb. 23 ......................................... Semester midpoint
Monday, March 5–Friday, March 9 .............. Spring break
Monday, March 12 ....................................... Classes resume
Friday, March 23 ....................................... Last day to drop with WP/WF*
Friday, March 30 ....................................... Good Friday; no classes
Thursday, April 26 .................................... Last day of the semester
Date to be determined .............................. Graduation
Sunday, April 29–Sunday, May 6 ................. Break
SUMMER SEMESTER 2018

Friday, May 4 .........................................................Orientation for new students
Monday, May 7 .....................................................Classes begin
Friday, May 11 .......................................................Last day to add a class*
Friday, May 18 .......................................................Last day to drop a class for 100 percent refund and a grade of W*
Monday, May 28 .....................................................Memorial Day; no classes
Wednesday, June 20 ..............................................Last day to drop with WP/WF*
Wednesday, July 4 ..............................................Independence Day; no classes
Friday, July 13 .......................................................Last day of the semester
Saturday, July 14–Sunday, Aug. 19 ....................Break

FALL SEMESTER 2018

Monday, Aug. 20–Wednesday, Aug. 22 ..........Faculty and staff pre-week
Thursday, Aug. 23 ...................................................New-student orientation
Friday, Aug. 24 .......................................................Returning-student and new-student orientation
Monday, Aug. 27 .....................................................Classes begin
Friday, Aug. 31 .......................................................Convocation
...........................................................................Last day to add a class*
Monday, Sept. 3 .....................................................Labor Day; no classes
Monday, Sept. 10 .....................................................Last day to drop with 100 percent refund and a grade of W*
Thursday, Oct. 11–Friday, Oct. 12 .................Fall break
Monday, Oct. 15 .....................................................Classes resume
Friday, Oct. 19 .......................................................Semester midpoint
Monday, Nov. 19 .....................................................Last day to drop with WP/WF*
Wednesday, Nov. 21–Friday, Nov. 23 .............Thanksgiving break; no classes
Monday, Nov. 26 .....................................................Classes resume
Friday, Dec. 14 .......................................................Last day of the semester
Saturday, Dec. 15–Sunday Jan. 6 .....................Winter break
WINTER SEMESTER 2019

Friday, Jan. 4 ........................................ Orientation for new students
Monday, Jan. 7 ........................................ Classes begin
Friday, Jan. 11 ........................................ Convocation
Friday, Jan. 11 ........................................ Last day to add a class*
Monday, Jan. 21 ..................................... Martin Luther King Jr. Day; no classes
Tuesday, Jan. 22 ..................................... Last day to drop with 100 percent refund
   and a grade of W*
Friday, Feb. 22 ..................................... Semester midpoint
Monday, March 4–Friday, March 8 ............. Spring break
Monday, March 11 .................................. Classes resume
Friday, March 22 ..................................... Last day to drop with WP/WF*
Friday, April 19 ..................................... Good Friday; no classes
Thursday, April 25 .................................. Last day of the semester
Sunday, April 28 .................................... Graduation
Monday, April 29–Sunday, May 5 .......... Break

SUMMER SEMESTER 2019

Friday, May 3 ........................................ Orientation for new students
Monday, May 6 ........................................ Classes begin
Friday, May 10 ....................................... Last day to add a class*
Friday, May 17 ....................................... Last day to drop a class for 100 percent refund
   and a grade of W*
Monday, May 27 .................................... Memorial Day; no classes
Wednesday, June 19 ............................... Last day to drop with WP/WF*
Thursday, July 4 .................................... Independence Day; no classes
Friday, July 12 ....................................... Last day of the semester
Saturday, July 13–Sunday, Aug. 18 .......... Break

* For non-traditional courses (five weeks), drop/add days may vary.
Kettering College, occupying a suburban campus near Dayton in southwest Ohio, is owned by the Kettering Medical Center and chartered by the Seventh-day Adventist Church. When the College first opened its doors in 1967, more than 100 freshmen were enrolled, many of whom became the first graduates in 1969. The state charter granted in 1968 empowered the College, as the educational component of Kettering Medical Center, to conduct instruction in the arts, sciences, and health professions.

“It must be an educational center as well as a medical service center, involved in preparing young people for satisfying lives of service here and in other institutions of the world.” These were some of the words with which Eugene W. Kettering set aside 35 acres of the family estate as the campus for a proposed medical center to commemorate the name and ideas of his father, Charles F. Kettering, soon after the great inventor’s death in 1958.

The historic pattern of education in medical institutions has been one of apprenticeship, in-service training, and service-oriented lectures. Over the years, however, the strength of academic methods, organization, and presentation of instruction in health professions and nursing curricula has been effectively demonstrated. Thus it was determined by the founders that the educational purpose of the medical center should be served by the establishment of an academic institution offering curricula in a variety of health careers, as well as arts and sciences.

Physical facilities for the College were constructed on the campus adjacent to the Charles F. Kettering Memorial Hospital, the clinical component of the Kettering Medical Center, which was opened to patients in 1964. As qualified leaders were acquired for administrative and faculty positions in the College, the counsel of many authorities in education and in the professions was retained to ensure that its concept and programs would, from the outset, be both academically sound and in keeping with the Kettering tradition of innovation. In 2015, Kettering College expanded to include a second facility in Greene County, Ohio, for the Occupational Therapy Doctorate program.
COLLEGE MISSION

Kettering College, born out of Adventist faith, offers graduate and undergraduate degrees in health science. Upholding Christ, the College educates students to make service a life calling and to view health as harmony with God in body, mind, and spirit.

COLLEGE VISION


KETTERING COLLEGE VALUES

As educators, we especially value trustworthiness, innovation, caring, competence, and collaboration.

TRUSTWORTHINESS

• We value personal and professional integrity and accountability in all relationships.

INNOVATION

• We value an approach to health sciences education that promotes advances in the effective practice and delivery of healthcare.
• We value creative, future-oriented preparation of healthcare professionals to meet the challenges of providing comprehensive and compassionate healthcare.

CARING

• We value spiritual wholeness and nurture personal spiritual growth.
• We value and respect the dignity of all people as being made in the image of God.
• We value being called to Christian service through the ministry of healthcare as a reflection of Christ’s unconditional love.

COMPETENCE

• We value excellence in teaching and clinical competence evidenced in personal and professional growth.
• We value promptness and effectiveness in responding to the needs of others.
• We value lifelong learning as an integral part of our professional calling and personal growth.

COLLABORATION

• We value social responsibility and service to others.
• We value partnerships that foster enhanced service to our community.
DIVERSITY STATEMENT

As an institution of Christian higher education, Kettering College actively seeks and values individuals from diverse backgrounds and beliefs. Diversity among students, faculty, and staff greatly enriches the educational experience and produces graduates who are able to provide high quality, whole-person care to the communities they serve.

DEGREES/CERTIFICATES OFFERED

Courses of study offered at the College lead to six different degrees: the Associate of Science; the Bachelor of Science; the Bachelor of Science in Health Sciences; the Bachelor of Science in Nursing; the Master of Physician Assistant Studies; and the Doctorate in Occupational Therapy. In addition, some departments offer courses leading to certificates of completion. Refer to specific departments for details.

DIVISIONS OF INSTRUCTION

The curricula are classified into the following divisions of instruction:

Undergraduate Study

Division of Arts and Sciences
Division of Nursing
Division of Health Professions
• Health Sciences
• Diagnostic Medical Sonography
• Radiologic Sciences and Imaging
• Respiratory Care

Graduate Study

Division of Health Professions
• Physician Assistant Studies
• Occupational Therapy

GOOD CITIZENSHIP

Kettering College will knowingly admit and retain only those students who are in accord with its objectives and standards as summarized in the Student Handbook, available online at www.kc.edu. All students are expected to know, understand, and abide by these standards. Kettering College respects and values student individuality; however, as a private, church-affiliated institution, the College seeks to attract those students whose personal standards are in agreement with those outlined in the policies
and regulations. Thus, when students apply for admission, they choose to accept the standards of this Christian College and agree to abide by them.

**CAMPUS**

The campus in Kettering, Ohio, a suburb of Dayton, Ohio, is shared by Kettering College, and the Charles F. Kettering Memorial Hospital. The campus is accessible from Interstate 75 and the Dayton International Airport. Shopping centers and other services are close to the College.

Campus buildings house classrooms, laboratories, libraries, the Residence Hall, lounges, gymnasium, auditoriums, cafeteria, laundry, computer facilities, and other offices and services.

**ACCREDITATION**

Kettering College is accredited by the Higher Learning Commission for programs through the doctoral level. Its offerings are approved by the Accrediting Association of Seventh-day Adventist Colleges, Schools, and Universities (AAA). Its degrees are authorized by the Ohio Department of Higher Education, and its academic credits are acceptable for transfer to other colleges and universities. Details and information on accreditation and approval of the professional programs by their respective professional organizations appear in this Bulletin in the respective programs’ sections and in the section on administration.

**EQUAL OPPORTUNITY COMMITMENT**

Kettering College maintains a policy of equal educational opportunity for all applicants without regard to gender, race, color, age, disability or national and/or ethnic origin. Administration of its educational and admissions policies, financial affairs, employment programs, student life and services, and other College-administered programs is conducted accordingly.

**CLINICAL FACILITIES/RESOURCES**

Clinical facilities/resources used by the College are approved by appropriate agencies as applicable.

**LEARNING SUPPORT SERVICES**

Kettering College provides library services; computer support services; and learning support services, which include the Academic Support Center and the Writing Center.

**Library services:** The College Library (395-8053) provides library resources, instruction, and services to support all academic programs offered by the College. The collection of books, periodicals, and audiovisual materials in both the health sciences and liberal arts is complemented by a wide array of electronic resources. Internet access is available on all public terminals. Kettering College participates in the OhioLINK system, a computer network of college and university...
libraries throughout the state of Ohio. OhioLINK enables students to enhance their research through access to many different library collections and databases beyond the walls of Kettering College. Students may also take advantage of a small collection of recreational reading (books and magazines) and videos.

**Academic Support Center:** Academic support personnel are available to assist students in developing effective strategies for learning. Tutoring, learning assessment, academic coaching, testing, and disability services are among the variety of services available.

**Writing Center:** The Writing Center offers students the opportunity to work on various projects in one-on-one conferences with trained peer tutors, both in the Center and online. In addition, the Writing Center hosts workshops throughout the academic year for faculty and students.

**Computer support services:** Kettering College provides access to an open computer lab and a wireless network. Computer services include student email accounts and Canvas, the College’s Web-enhanced course management system.

**ALUMNI ASSOCIATION**

The Alumni Association of Kettering College was organized by the first graduates of the College in 1969. Active members are those who have completed a course of study and hold degrees or certificates from the College. Associate membership is extended to the College faculty, and affiliate membership is extended to former students who have successfully completed one or more terms of study. Honorary membership is conferred, on a limited basis, upon persons recognized for special service to the College.

In the association, alumni demonstrate their concern for the advancement of the College. Through the association, conversely, the College demonstrates its interest in the continuing educational and professional development of its alumni, whom it regards as the ultimate and true expression of its mission. The principal purposes of the association are to maintain friendships and communication among alumni, solicit support from alumni, develop programs for alumni participation, promote alumni participation in student recruitment and graduate placement, and foster a spirit of loyalty to the College. Such activities will promote the College and aid faculty, students, and alumni in attaining the highest ethical and scientific standards in the practice of their professions.

Important activities and interests of the association include maintaining communication among alumni; sponsoring social and professional activities; and developing resources that support the teaching and environments of the College.

The director of alumni relations provides direction for all alumni programs and services.
OFFICES

Kettering College’s main telephone number is 937-395-8601. To use Kettering Medical Center and Kettering College’s automatic access by extension line, call 937-298-3399. Below are the offices within the College.

**Academic Affairs**
- Ruth Abbott, Dean for Nursing and Graduate Academic Affairs
- Josefer Montes, Dean for Undergraduate Academic Affairs

**Academic Support Center**
- Beverly Ervin, Director

**Academic Information Systems**
- Jim Nesbit, Senior Information Officer
- Eric Gayheart, College Workstation Administrator
- George Shterev, Instructional Technologist

**Admissions**
- Katrina Hill, Director of Admissions
- Heather Mays, Admissions Counselor

**Advancement**
- Susan Barcus, President

**Alumni Relations**
- Teresa Simmons, Director

**Business**
- Nicholas Henson, Director of Finance and Administration

**Campus Corner**
- Jessica Hill, Manager

**College Library**
- Director

**College Relations**
- Jessica Beans, Director of Public Relations and Marketing

**Diagnostic Medical Sonography**
- Susan Price, Chair

**Enrollment Management and Recruitment**
- Victor Brown, Dean for Enrollment and Student Life
- Adam Brown, Associate Dean for Enrollment Management
- Breana Soliday Haughton, Communication Specialist and Recruiter
- Lauren Brooks, Communication Specialist Intern
- Ryan Haas, Recruiter

**Financial Aid**
- See “Student Finance.”

**Health Sciences**
- Paula Reams, Chair

**Human Biology**
- Melonnie Furgason, Coordinator

**Humanities and Social Sciences**
- Anne Collier-Freed, Chair
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<tr>
<th><strong>Nursing</strong></th>
<th><strong>Respiratory Care</strong></th>
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<tbody>
<tr>
<td>Deleise S. Wilson, Director, Division of Nursing</td>
<td>Nancy Colletti, Chair</td>
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<tr>
<td>Joan Ulloth, Associate Director, Division of Nursing</td>
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<tr>
<td>Karen Vietz, Chair, Graduate Nursing Program</td>
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<tr>
<td>Lisa Huber, Chair, Undergraduate Nursing Program</td>
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<tr>
<td><strong>Occupational Therapy</strong></td>
<td><strong>Sciences and Mathematics</strong></td>
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<tr>
<td>Terrance Anderson, Chair</td>
<td>Paul DeLange, Chair</td>
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<td><strong>Physician Assistant Studies</strong></td>
<td><strong>Spiritual Life</strong></td>
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<tr>
<td>Fran Angerer, Chair</td>
<td>Steve Carlson, Chaplain</td>
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<td><strong>President</strong></td>
<td><strong>Student Finance</strong></td>
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<td>Nate Brandstater, President</td>
<td>Kim Snell, Director</td>
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<tr>
<td><strong>Radiologic Sciences and Imaging</strong></td>
<td>Shannon Hammons,</td>
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<tr>
<td>Frank Brewster, Chair</td>
<td>Associate Director of Financial Aid</td>
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<td><strong>Records Office (Registrar’s Office)</strong></td>
<td>Melissa Franklin, Student Financial Aid</td>
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<tr>
<td>Robin Vanderbilt, Director of Records and Academic Advising</td>
<td>Counselor and Veterans’</td>
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<tr>
<td>Robert Reeder, Associate Registrar</td>
<td>Representative</td>
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<td>Josie Burns, Associate Registrar</td>
<td>Sarah Shultz, Student Account</td>
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<td>Barb Satterfield, Administrative</td>
<td>Representative</td>
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<td>Coordinator</td>
<td><strong>Writing Center</strong></td>
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<td><strong>Residence Hall</strong></td>
<td>Laura Edwards, Director</td>
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<td>Sarah Bayer, Director of Residence Hall</td>
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<td>Kris Harter, Director of Student Life</td>
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Admissions

Kettering College does not discriminate on the basis of age, gender, race, color, national or ethnic origin, or disability.

ADMISSION OPTIONS

- Regular admission
- Probationary admission
- Permission to take classes (PTC)

REGULAR ADMISSION

Applicants granted regular admission status are classified as degree-seeking and may be eligible for financial aid. Applicants must meet the following requirements to be considered for admission. Refer to the program of interest for additional specific admission criteria.

1. Minimum cumulative high school GPA of 2.3 or GED score of 170 or above.
2. Minimum cumulative college GPA of 2.3 if applicable.
3. ACT composite score of 19 or above or SAT combined score of 995. (The written portion of the ACT is not required.)

Exceptions to the above ACT/SAT requirement include applicants who have:
- Graduated from high school or earned a GED more than five years ago.
- Earned at least 24 semester college credits.
- Applied from outside the United States.

4. Student personal statement form, found online at www.kc.edu/personalstatement and submitted to the admissions office; essays are graded for content and used to assess writing abilities.

Please refer to the program of interest for specific application deadlines.
PROBATIONARY ADMISSION

Applicants who do not meet the minimum criteria for regular admission may be offered probationary admission status at the discretion of the admissions committee. Probationary students are considered non-degree-seeking students until they have earned regular admission status. Students are not eligible to use financial aid while under this status.

Students granted this status may register for a maximum of 12 credits their first semester of enrollment. Individuals granted this status must meet regular admission requirements before completing more than 18 credits. A student qualifies for regular admission after achieving a minimum grade of C in a math and a science course while maintaining a cumulative Kettering College grade point average of 2.00 or above.

PERMISSION TO TAKE CLASSES (PTC)

Permission to take classes is a temporary enrollment status. Applicants granted PTC status are classified as non-degree-seeking students and are not eligible to use financial aid funds. PTC status may include but is not limited to the following:

- Guest students who are registered at another college or university but wish to take courses at Kettering College without intending to matriculate.
- Persons who need certain courses to qualify for certification.
- Persons who desire to take a course for enrichment purposes.
- Persons desiring entry into Kettering College but have insufficient records. (The PTC option provides an opportunity to prove ability where past academic history is not clear or is unavailable for review.)
- Students registered at another college or university who wish to take courses at Kettering College through existing articulation agreements.

PTC status is granted on a space-available basis. A maximum of 18 credits may be taken while a student has PTC classification. Admission materials needed are:

1. Completed application.
2. Application fee (unless a previous Kettering College student).
3. Transcripts from the highest level of educational experience (may use unofficial copies).

Written permission from the chair of the professional program (where applicable) is required before the student may register for requested course(s).
CONDITIONAL ADMISSION

Conditional admission may be available for Kettering College associate degree students who wish to pursue a bachelor’s completion degree. Students admitted to conditional status may enroll in specific bachelor’s-level courses.

NOTE: Financial aid for those enrolled in associate degree programs is only available at the associate degree level. When a student is transitioned to regular admission to the bachelor’s degree upon successful completion of the associate degree, bachelor's-level aid may then be available.

COMPUTER REQUIREMENTS

Students are assumed to have computer skills. Students will be expected to use the Internet for coursework. Computers with Internet access and software are available in the computer lab and in the College Library. A help desk also is accessible during normal business hours to assist with computer questions. Many students find it helpful to have their own personal computers.

SPECIAL ADMISSION REQUIREMENTS

Advanced placement: Admission with advanced placement is possible in some programs at Kettering College. Requests for advanced standing should be accompanied by written evidence of training or knowledge and submitted to the admissions office. Refer to the sections of the Academic Bulletin on divisions of instruction for specific requirements.

Associate degree students continuing into bachelor’s completion programs: Students wishing to continue in one of the bachelor's completion programs upon graduation from an Associate of Science degree program must file an application for admission to baccalaureate completion programs within one semester of graduation. This form can be obtained in the admissions office.

Online programs: Upon application to the College, a current copy of a government-issued photo ID can be required.

Background check: Students must request and pay to have a criminal background check performed by a College-approved service no more than six months prior to beginning the clinical experience. Please contact the admissions office for approved service contact information. Commencement of the clinical portion of the program is contingent upon successful clearance of the background check. Certain offenses revealed on background checks constitute automatic bars to acceptance into programs at Kettering College. These offenses involve conviction of or pleading guilty to crimes based upon the Ohio Revised Code 2151.86, reflecting Senate Bill 38 Disqualifiers. Refer to the specific program of study for further details.
Healthcare experience documentation: Evidence of prior healthcare experience is recommended for individuals applying to certain programs. Refer to the sections of the Academic Bulletin on divisions of instruction for specific requirements.

Interviews: The applicant may be requested to come to the College campus for an interview before final action is taken by the College admissions committee.

Technical standards (physical and mental abilities) for professional programs: Completion of the degree programs offered by Kettering College signifies that the graduate is prepared for practice in the respective profession. Therefore, the graduate must have both the knowledge and skills to function in a broad variety of situations and to render a wide spectrum of health-related services.

In addition, certain skills and abilities are needed to assure safe participation in Kettering College’s professional programs. The skills and abilities listed in the Student Handbook are not used by the College in admissions decisions. The College is committed to providing reasonable accommodation to individuals with disabling conditions, according to ADA regulations. Students with disabilities who are requesting accommodations should give the College at least two weeks advance notice to ensure accommodations.

Professional curricula: Preference may be given to equally qualified applicants completing a minimum of 12 credits of arts and sciences prerequisites at Kettering College or who transfer from other institutions with established articulation agreements with Kettering College.

Admission to the professional curricula is based on:

- Departmental admission requirements
- Previous academic performance, particularly in the areas of math and science
- Competition with other applicants
- Space availability
- Recommendations of clinical performance (where applicable)

APPLICANT FILE

A potential student’s file must be complete before an application can be considered for admission. The following must be included in a complete applicant file.

1. Completed online application.
2. **ACT or SAT scores**: Test scores are required of all applicants except those who have:
   - Graduated from high school or earned a GED more than five years ago.
   - Earned at least 24 semester college credits.
   - Applied from outside the United States.

3. **Official high school transcript or GED certificate**: The high school transcript or GED certificate must be mailed directly to the Kettering College admissions office from the educational institution, testing site, or state agency. The high school transcript may also be submitted through SCRIP-SAFE International Transcript on Demand. Please refer to [https://iwantmytranscript.com](https://iwantmytranscript.com) for a list of participating institutions. Those in the senior year of high school may submit transcripts showing successful completion of a minimum of 7 semesters. Upon graduation, a final, official transcript must be submitted. No hand-delivered transcripts will be accepted. An applicant graduating from a home-based high school program must provide an official transcript from an accredited institution. A transcript issued by an applicant’s parents cannot be accepted as an official transcript.

4. **Official college and/or university transcripts**: Official transcripts are required from all colleges attended. These transcripts must be mailed directly to the admissions office from each college or university attended. The college transcript may also be submitted through SCRIP-SAFE International Transcript on Demand. Please refer to [https://iwantmytranscript.com](https://iwantmytranscript.com) for a list of participating institutions.

5. **Student personal statement form**: This form must be completed and submitted with the application; essays are reviewed for content.

6. **Math placement**: Applicants to some programs must take the math placement test or present transfer credit that meets the math core requirement before the file can be reviewed by the department and the College admission committee. To make reservations to take the math placement test, see [http://kc.edu/admissions/admission-essentials/math-placement-test/](http://kc.edu/admissions/admission-essentials/math-placement-test/).

7. **Homeschooled students**: A student who presents a transcript issued by their parent(s) and/or an unaccredited source may be admitted upon presentation of an acceptable ACT and/or SAT score.

   **Note**: An applicant who withholds information or gives false information in any part of the application may be ineligible for admission or may be later subject to dismissal.
ADMISSIONS PROCEDURE

Once an applicant’s file is complete, the following steps occur:

1. **College admission or PTC:** The applicant file is reviewed by a subcommittee of the admissions committee on a regular basis through the year. Applicants will be notified of committee action within approximately two weeks of the file being completed.

2. **Program admission:** Applicants desiring admission to a professional program will have the request evaluated by the program admissions committee. All program admission decisions are communicated through the College admissions office.

3. **Letter mailed to applicant:** The applicant will be notified by mail of any admissions action taken by the College.

APPLICANT RESPONSE TO ACCEPTANCE

Applicants accepted to Kettering College must notify the admissions office of their intent to attend or not to attend. Within 10 business days of receipt of the acceptance notice, the applicant must:

1. Return the completed **acceptance reply letter** that is included with the acceptance notice.

2. Remit the **acceptance deposit.** This helps to assure the College that the applicant will attend and guarantees the applicant that a place is reserved in the curriculum to which acceptance was granted. (If the deposit is not received by Kettering College, the applicant's reservation in that particular curriculum may be jeopardized.) Refer to the financial information section of the *Academic Bulletin* for specific details.

At the time of acceptance to the College, applicants will also receive information about how to provide health and immunization information necessary for enrollment at Kettering College.

REGISTRATION FOR CLASSES

Registration deadlines are published on the College website, [www.kc.edu](http://www.kc.edu). If applicants to professional clinical programs do not register by the required date, the space reserved may be given to another applicant.

All new students must become familiar with the Kettering College *Student Handbook* online and will need to have the following records on file:

1. Credit account agreement and disclosure statement

2. College and health insurance compliance forms
INTERNATIONAL STUDENTS

Kettering College is authorized under federal law to enroll non-immigrant students and, as such, endeavors to make the process of enrolling as easy as possible. Because of the numerous steps involved in the issuance of the I-20, please refer to the following guidelines to expedite the application process.

1. The following should be submitted to the admissions office three to six months prior to the semester the applicant chooses to enroll in classes:
   • Completed online application.
   • Student personal statement, written in English, must be submitted online; it will be reviewed for content.
   • If applying from a U.S. high school, ACT and/or SAT scores are required.
   • Official secondary school transcripts and college transcripts from each school the applicant has attended. Transcripts must be evaluated for United States equivalency (course-by-course level) and must show a calculated cumulative GPA of 3.0 or higher. Two agencies that provide this type of evaluation include:
     Josef Silny and Associates Inc. International Education Consultants
     7101 SW 102 Ave., Miami, FL 33173
     Website: www.jsilny.com / email: info@jsilny.com / telephone: 305-273-1616
     World Education Services
     Bowling Green Station, P.O. Box 5087, New York, NY 10274-5087
     Website: www.wes.org / email: info@wes.org / telephone: 212-966-6311
     Note: Other services may be used only with the written preapproval of the admissions office.
   • TOEFL exam scores: A minimum total score of 90 is required for all Internet-based tests; a minimum total score of 577 is required for all written tests. The TOEFL exam must be taken within the past two years, and the official test scores must be mailed directly from the testing site to the admissions office.
   • International student financial certification form: This must be returned to the admissions office before the I-20 will be issued. Legal documentation of financial support for tuition, fees, books, and living expenses must accompany this deposit in the amount estimated by the foreign student advisor. A student receiving financial assistance through a sponsoring agency or individual must provide legal documentation in support of the sponsorship.
• Any additional items required for admission by the program from which the applicant plans to graduate. See your chosen program’s section on admission requirements.

2. Once the applicant has received a letter of acceptance:
  • Submit a deposit of $1,500 in U.S. currency to the admissions office. This is required before an I-20 can be issued to the applicant.
  • After receiving the $1,500 deposit, acceptance deposit, room deposit, and financial paperwork, the advisor will complete the I-20 and send it to the student.
  • The student then brings the I-20 and acceptance letter to enter the country. The student will retain the I-20 for personal records.
  • All students on F-1 student visa status must maintain a minimum course load of at least 12 credits for each term of enrollment unless a reduced course load can be certified by the designated school official.

All steps mentioned above should be completed no less than one month prior to the start of the first semester the student plans to attend classes.

READMISSION

Refer to the programs of study for any specific readmission criteria. Applicants readmitted to the College will be readmitted under the policies and curricula of the current Academic Bulletin. No additional application fee is needed; however, the program acceptance deposit will still be required.

Individuals in good standing who have voluntarily interrupted their programs of study from the College for a period of at least one semester and have not completed the Kettering College continuation/readmission notification form may seek readmission by contacting the admissions office in writing to request that their files be reactivated. The admissions office will notify the applicants of what is needed, if anything, to complete their files.

The application of an individual dismissed from the College shall not be considered for readmission until the period of dismissal (at least one semester or term) has elapsed. Students academically dismissed from the College must complete a minimum of 12 credits at a regionally accredited institution before being considered for readmission. Refer to the section of the Academic Bulletin under the appropriate division of instruction for specific guidelines concerning progression and readmission. Dismissed or suspended students seeking readmission must reactivate their files by contacting the admissions office. Each must submit an updated application form, student personal statement form (unless submitted within 5 years), and transcripts for any college work completed since leaving Kettering College. A letter stating the student’s intent and commitment to better use the
opportunities offered by Kettering College may be required. The College admissions committee will evaluate this information.

ADMISSIONS/PROGRESSION EXAMINATION

As part of the admissions or registration process, an applicant may achieve credit by one of the following alternative methods:

• **Advanced placement:** Students may request transfer of credit through advanced placement credit for commensurate college credit for courses completed in secondary schools.

• **College-Level Examination Program (CLEP):** Students may request transfer of credit through this program, which administers proficiency exams in certain subjects.

• **Placement by examination:** The purpose of a placement examination is to determine whether a student’s skills are adequate for success in a given class. Currently Kettering College offers a math placement examination that aids in placing the student in a mathematics class that is most suited to his or her level of skills or education. Please refer to the individual prerequisites listed under the course descriptions to determine the placement requirements for each mathematics class.

• **Transfer credit:** Academic credit accepted by Kettering College from another regionally accredited academic institution.

• **Validation by examination:** Validation of coursework taken more than 10 years ago for natural sciences and mathematics.

  For more information, refer to the appropriate academic policies section.

COLLEGE RESERVATIONS ON ADMISSION

The admissions committee reserves the right to place an entering student on probation or to refuse admittance to an applicant who is unlikely to conform to the standards and ideals the College seeks to maintain. This denial of acceptance may be based in part upon previous academic performance and/or on the content of the student personal statement.

Individuals who have not first received formal notification of acceptance should not come to the College expecting to begin classes.
Academic Policies

THE COLLEGE PROGRAM

The academic year consists of one fall and one winter semester; however, most programs require an accelerated summer semester. A semester is generally 16 weeks in length.

In a semester system, one academic credit typically means the course meets for one 50-minute period of instruction per week. This is considered to be one hour of instruction with ten minutes of that hour used for passing time between classes. Therefore, a traditional three-credit course with no laboratory or clinical component will meet for three 50-minute periods or its equivalent. It is generally expected that for every credit a student takes, an additional two to three hours of work may be expected outside the regularly scheduled class time. Courses involving laboratory studies or clinical experiences have slightly modified credit values. A laboratory credit within the Division of Arts and Sciences may range from two to four hours of contact time. For example, a four-credit science course will typically meet for three 50-minute lectures and two to four hours of laboratory time each week throughout the semester. Clinical credits within the professional programs usually exceed this ratio.

The information presented in the Academic Bulletin is not regarded as an irrevocable contract between the student and the College. Through this document, the College attempts to share the most accurate and up-to-date information available at the time of publication. This is updated at the beginning of each semester. If changes occur in admission or graduation requirements, general policies, or other areas affecting students, these will be publicized through normal College communication channels and included in the next edition of the Bulletin.

REGISTRATION

Registration takes place prior to the beginning of each semester. Please see Kettering College’s website (www.kc.edu) for specific dates. To enhance and streamline the registration experience for students, the College has established these policies and processes:
• Prior to designated registration dates, a student must meet with his or her academic advisor for approval of the term schedule. The student’s academic advisor is responsible for updating the online registration status for current students.
• Students may not register for courses that are in direct conflict with other courses or clinical assignments.
• A student and his or her advisor can access an individual computerized degree audit to assist them in tracking the student’s graduation requirements. Students are expected to take their courses in the sequence outlined in the program of study shown in the Academic Bulletin for the academic year they were admitted to the program. Taking courses later than the sequence outlined may result in program completion delays.
• The records office reserves the right to remove a student who has registered online for a course for which he or she is not eligible.
• Students may audit courses with the permission of the department chairperson. Students are expected to attend courses regularly and meet the conditions for audit as stipulated by the instructor. Tuition is discounted from the regular rate. See the Kettering College Financial Information for Students for the correct amounts. No academic credit is awarded for audited courses.
• Business office clearance: Current students must have a student account balance below $100 in order to receive financial/business office clearance for registration. Payments can be made online. Allow two business days for processing online payments. New students, along with those students who have not attended Kettering College within the past two semesters, may register without receiving financial clearance; however, financial clearance must be received by the registration clearance deadline to prevent being removed from courses. To receive financial clearance, a student must either make a down payment of $800 and have a signed payment plan agreement on file or have adequate financial assistance in place at the time of registration to cover 100 percent of the tuition and fees for the semester. Students who fail to obtain financial clearance by the registration deadline will be automatically withdrawn from their courses. Students who are withdrawn from courses may re-register during late registration; however, there is no guarantee of space in the original courses.
TRANSFER CREDIT

Kettering College will accept transfer credit, which is defined as academic credit accepted by Kettering College from another regionally accredited academic institution, under the following policies:

• To be acceptable, transfer credit must be from an institution within one of the six regional accrediting associations such as the Higher Learning Commission.

• The transfer evaluation committee will evaluate and award transfer credit for basic or general education courses at the undergraduate level as defined in the transfer credit policies.

• Courses designated as didactic or part of a program of study may be evaluated by department chairs to determine content and credit equivalency. Department chairs will submit a written recommendation for transfer credit to the records office. To meet residency requirements, limits on transfer credit remain the same.

• Credit by examination, such as CLEP and AP, will be considered for transfer credit. (Official transcripts must be submitted from the appropriate testing agency.)

• All courses with grades of C (2.0) or higher required for a specified program of study will be considered for transfer credit.

• For transfer credit to fulfill a specific Kettering College course requirement, the candidate course must be closely equivalent in content and approximately equivalent in credits to the required course. If content equivalency is not met, the student may be required to take additional coursework to achieve close content equivalency.

• Courses for which credit was earned while in the military services must be listed on official military documents, e.g., DD 214, DD 295, or Joint Services Transcripts (JST). Courses eligible for evaluation will be awarded college transfer credit consistent with the American Council on Education’s “Guide to the Evaluation of Educational Experiences in the Armed Services.”

• To be considered for transfer credit toward Kettering College’s religion core requirement, religion courses must be from an accredited faith-based institution.

• Transfer credit approval is valid for admission to a program for a period of one year from the approval date. If entry into a program is delayed for more than a year, transfer credit will be re-evaluated for applicability.

• Certain courses have time limits to be suitable for transfer credit. In most cases, math and science courses taken more than 10 years from the admission date are not eligible for transfer credit. Students admitted to the Bachelor of Science in Health Sciences or Bachelor of Science
in Nursing completion programs are exempt from the time limits. Students may elect to take Kettering College’s math placement examination to validate MATH 105 when the equivalent course was completed prior to the 10-year time limit.

• Foreign transcripts must be accompanied by official translations and course-by-course evaluations done by a reputable international evaluation service. See the section on international students for information about reputable agencies.

• Kettering College reviews all official transcripts received for individuals admitted to the College and notifies the student about all approved transfer credit. Individuals may appeal to the transfer evaluation committee to have the transcript re-evaluated. To do this, they must complete a course evaluation request form for transfer credit, available online.

• The transfer evaluation committee has final authority over determining all transfer credit.

• For each degree, there is a limit on how many credits a student may transfer.
  ○ Associate degree: 30 transfer credits.
  ○ Bachelor of Science completion: 30 transfer credits.
  ○ Bachelor of Science: 60 transfer credits.
  ○ Bachelor of Science in Nursing: 60 transfer credits.

• Students may submit written requests to remove courses from their transfer credit if they plan to repeat the courses at Kettering College.

• All students must meet Kettering College’s residency requirement, regardless of the number of transferable credits awarded.

• In order to meet residency requirements, students who have more transferable credits than the maximum allowed will need to work with the records office to determine preference on transfer credit.

  Note: Students who transfer in many of their credits may experience difficulty in maintaining full-time status once enrolled at Kettering College.

NON-TRANSFERABLE CREDIT

A course is not transferable if:

• It is considered developmental or non-college-level at the transferring institution.

• It is completed with a C- (1.70) or lower.

• A full sequence is required to meet content and credit equivalency, but the sequence is not completed, or part of the sequence grade earned is below a C (2.0).
- College credit for the course has been expunged at a transferring institution due to policies such as fresh start, academic forgiveness, etc.
- Its credit from a transferring institution is based on institutional examinations and does not receive a final grade or quality points.
- It was taken for audit at the transferring institution.

**Note:** Courses may not be transferable if they are taken after a student enrolls at Kettering College and were not preapproved through the records office.

**ALTERNATIVE CREDIT**

**CLEP:** Credit for specific arts and sciences courses may be granted to students who complete proficiency examinations administered by the College Level Examination Program (CLEP). Students seeking to gain credit by examination should discuss their intent and the procedure with the records office. It is the student’s responsibility to contact a College Entrance Examination Board (CEEB) Testing Center and request the CLEP subject examination that corresponds to the course being challenged. The test scores and a request for credit by examination must be presented to the records office prior to the semester in which the student is scheduled to complete the course. The transfer credit review committee will assign the grade to be given by using the letter grade equivalents suggested by CLEP.

**Advanced Placement:** Students who present Advanced Placement credit from courses completed in secondary schools may receive commensurate college credit if the courses have been validated by the CEEB with scores of 3, 4, or 5. These credits will apply to the Kettering College degree but may not be accepted by professional schools.

**SIMULTANEOUS ENROLLMENT**

It is expected that students will take courses as outlined in the program of study. For occasions when extenuating circumstances make it difficult for a student to follow the program of study, the option for simultaneous enrollment at another college does exist.

Two options for simultaneous enrollment are available at Kettering College.

- Cross-registration through SOCHE
- Dual enrollment

**Cross-registration through SOCHE:** The Southwestern Ohio Council for Higher Education, of which Kettering College is a member, permits students at any member college to register for and take courses at another SOCHE college on a space-available basis. Students must register through Kettering College when taking a course through a SOCHE member college. The cross-registration program allows
students who are degree-seeking or participating in certification programs to access academic opportunities not available at their own institutions. Students attending colleges and universities within SOCHE may register at other SOCHE institutions for courses that are applicable to their degrees or certification programs.

This option is only available for students in good standing who are enrolled in a degree-seeking major. The courses taken through this program should be courses that are not offered at Kettering College. If Kettering College offers the course, then it is expected that the student will take the course at Kettering College. Once a course is closed or canceled, then cross-registration may be an option. Students wanting to take a course for personal enrichment or qualification for financial aid may also use cross-registration, provided the course is not offered at Kettering College during the semester of the desired cross-registration.

Approval is needed from the student’s advisor, from the Kettering College records office, and from the SOCHE member college at which the student plans to enroll. A student should obtain a written statement of equivalency from the records office before registering if the course is to be used to fulfill specific Kettering College or program requirements.

Students are not permitted to take more course credits per semester through a SOCHE institution than through the home institution. Kettering College requires students to use the SOCHE program whenever enrolling at SOCHE institutions. See the website www.soche.org for a listing of SOCHE institutions and additional information.

Course credit is posted on the student’s home school (Kettering College) transcript. Credits for courses taken at schools using quarters rather than semesters are adjusted to reflect semester-credit conversion. Tuition is paid by the student to the SOCHE home school (Kettering College) according to the home school policy, rather than to the SOCHE member host school, except for lab fees, which are the responsibility of the student to pay the host school. Several schools have special requirements for eligibility to take courses at that host school. Specific conditions of enrollment through SOCHE can be obtained through the records office.

**Dual enrollment:** If a student is enrolled at Kettering College, simultaneous registration at another college (for the purpose of transferring credit to Kettering College) is not permitted without prior approval of dual enrollment from the registrar. If a course is scheduled to be offered at Kettering College, permission normally is not granted to take that course at another college or by correspondence. Credits earned at another college while enrolled at Kettering College (without prior
approval of dual enrollment from the registrar) may not be recorded or applied toward graduation requirements.

**VERIFICATION OF IDENTITY**

The College uses the following methods to verify the identity of students enrolled in online courses:

- Admission requirement: Upon application to the College, a current copy of a government-issued photo ID can be required.
- Software-enforced verification

Teacher identification methods may include:

- Unscheduled live conference calls with students.
- Asking specific questions during a live call that can validate personal information.
- Synchronous video discussion within an online course.

Faculty have the right to ask for a verification of student identity at any time during the course.

**CLASS ATTENDANCE**

The academic, laboratory, and clinical demands of the professional programs make class attendance — whether in traditional, online, or hybrid courses — essential for a student’s success. Therefore, specific attendance requirements are established by each department or instructor for every course. When a student is absent from class, for whatever reason, that student has lost the learning experience that class period would have provided. In such cases, it is the student’s responsibility to make sure the expected learning still occurs.

In addition, because a student’s absence may affect others in the learning group, individual faculty members or departments may add penalties or establish further attendance policies for classroom or clinical appointments. Students should carefully refer to the course or departmental policies.

For hybrid courses, each date a submission is due is considered a date when the course meets. Students are required to attend at least one class meeting or make at least one submission within the first 10 business days of the regular semester, or they will be subject to administrative withdrawal from the course. Drop and add dates may vary for courses scheduled to meet in nontraditional term lengths (five weeks). A student will be considered absent from the course any date he or she fails to attend a scheduled meeting time or any time he or she fails to make a scheduled submission.
CLASS STANDING

Class standing is determined by the number of credits earned toward the declared certificate or degree:

- Freshman: 0-31 credits earned
- Sophomore: 32-64 credits earned
- Junior: 65-96 credits earned
- Senior: more than 96 credits earned

COURSE LOAD

Students are classified as full time if they carry at least 12 credits per semester. Anything less than 12 credits per semester is classified as part time. Unless required by a department or program of study, a student may not carry more than 18 credits in a fall or winter semester or 13 credits in an accelerated summer semester. The academic load of students on probation may be limited. A student who wants to accelerate a program of study with overload credits must submit a petition to the academic appeals committee prior to the semester of enrollment. In some cases, the committee may require the student to meet with the appropriate program chair to develop a balanced curriculum plan; this plan would be part of the appeal submission.

DISABILITY SERVICES

Kettering College is committed to providing students with disabilities equal access to all programs, services, activities, and facilities in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (ADAAA) of 2008. To receive accommodations, the student must contact the director of academic support services. Each student who applies for accommodations is evaluated on an individual basis, and all disability-related information is kept confidential with the Academic Support Center. For additional information, visit disability services at http://kc.edu/about/accreditation/hea-student-consumer-information/disability-assistance-policy/

INDEPENDENT STUDY

Registration for independent study may be appropriate when a student wishes either to learn about a subject not in the Academic Bulletin or to expand practical clinical experience. Department chairs must submit written documentation to the records office prior to the term of enrollment for approval of course content and numbering to ensure course availability for online registration. This written documentation may be a learning contract, signed by the student, the supervising instructor, and the
department chair, with specific course information (credits, course title, course description, and term of enrollment).

**POLICY FOR DROPPING/ADDING COURSES**

With the approval of the academic advisor, a student may elect to add or drop courses in accordance with the time frames established by the College, as listed below. Any variance from the standard time frames is handled in the appeals process.

<table>
<thead>
<tr>
<th>Course length</th>
<th>Last day to add a course</th>
<th>Last day to withdraw from course and receive a 100 percent refund</th>
<th>Last day to drop a course and receive a grade of WP or WF</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 weeks</td>
<td>5th business day of semester</td>
<td>10th business day of a course</td>
<td>End of 8th week of semester</td>
</tr>
<tr>
<td>15 weeks</td>
<td>5th business day of semester</td>
<td>10th business day of a course</td>
<td>End of 12th week of semester</td>
</tr>
</tbody>
</table>

- Disbursement of financial aid funds will occur each semester after the 10th business day. Students should be aware that dropping a course they have not attended may result in a reduction or removal of financial aid for that particular semester. For this reason, students are required to consult with the financial aid office before submitting the drop/add form to determine the impact to financial aid.
- A course grade of WV (waived) may be awarded when a program course is waived by a department chair or by approval from the academic appeals committee due to extenuating circumstances. Students will be required to meet all other graduation requirements: College core, residency, upper-division credits, and overall credits required for specific major.
- A course grade of Z is given if a student never attends the College and does not withdraw after registration has become official (after the 10th business day of the 15-week semester).
- A course grade of W may be awarded if the student officially withdraws from a course that begins after the 10th business day.
- Any student who has registered but has not attended any course(s) by the eighth business day of the semester will be administratively withdrawn.
- After the 10th business day and before the last day to drop a course, an administrative withdrawal with a grade of WP or WF may occur if a student is absent for a period of two consecutive weeks and does not contact the instructor or complete the appropriate paperwork.
• Upon dismissal from a program, a student will be administratively withdrawn from all program courses. Subsequent failure to attend non-program courses will result in withdrawal from those as well.

• Program students who are dismissed by the program and are not eligible to reapply to the same program will be administratively withdrawn from all College courses. Students who wish to return must reapply to Kettering College for another program.

• It is the student’s responsibility to arrange with the records office to drop or add courses. The procedure for dropping or adding a course is as follows:
  1. Secure a change-in-registration form from the records office or from www.kc.edu.
  2. Secure signatures from the financial aid counselor, the designated academic advisor, and the instructor for the course.
  3. Ensure that each course listed on the change in registration form has:
     a. A grade of WP for WF (if dropped after the withdrawal period) based on day the drop procedure is properly completed.
     b. The last day of course attendance or participation (if dropping the course).
  4. Secure other required signatures based on student’s status (international students).
  5. Submit the change-in-registration form to the records office for final processing.

Financial aid refunds are based on the last day the student attends or participates in the course. See the section of the Bulletin on financial information for the tuition refund policy.

Grades are based on the day the drop procedure is properly completed. The grade of WP is used to indicate that the student is passing, and the grade of WF is used to indicate that the student is failing when a course is dropped following the second week of a term. Students may not enroll in a course more than twice. Grades of WP and WF both count as enrolled in a course.

Students are advised that dropping a program course, prerequisite course, or corequisite course may put them out of sequence with the curriculum outlined in the Bulletin and delay their completion of the desired degree. Dropping a course also may jeopardize financial aid eligibility.

It is the student’s responsibility to obtain all required signatures and to submit the completed form to the records office for processing by the withdrawal deadline. The change-in-registration form may not be processed if the form is partially completed.

LIABILITY INSURANCE

Students enrolled in clinical training programs offered by Kettering College are covered under Kettering Health Network Risk Management. This coverage is specifically limited to legal liability
arising from the performance of, or failure to perform, duties relating to the training program in which
students are enrolled. Any injuries or damages caused by unauthorized activities or activities outside
the scope of the clinical training program are not covered by the above. Students must be officially
registered at Kettering College for this liability insurance to be in effect.

GRADES AND QUALITY POINTS

The grading system described below records the progress and achievement of students. The
authority to determine grades is given to the instructor. Final grades are recorded officially at the close
of each semester. When a course is repeated, all previous grades remain on the transcript; however,
only the last grade received will be used in computing the grade point average (GPA).

CALCULATING GRADE POINT AVERAGE

The following is an example of how a grade point average is calculated:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>3</td>
<td>B</td>
<td>9.00</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
<td>C+</td>
<td>6.90</td>
</tr>
<tr>
<td>Math</td>
<td>3</td>
<td>D</td>
<td>3.00</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
<td>C</td>
<td>8.00</td>
</tr>
<tr>
<td>Religion</td>
<td>2</td>
<td>B-</td>
<td>5.40</td>
</tr>
<tr>
<td>Physical education</td>
<td>1</td>
<td>B+</td>
<td>3.30</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>16</strong></td>
<td></td>
<td><strong>35.60</strong></td>
</tr>
</tbody>
</table>

To calculate quality points for each course, multiply the number of credits in the course by the
number of quality points listed for the course grade in the table on the next page. To calculate the term
grade point average, add up the number of credits; also, add up the number of quality points. Then
divide the total number of quality points (35.60) by the total number of credits (16). In the above
example, the grade point average is 2.23. Grade point averages are rounded to two decimal places. Only
credits taken at Kettering College are used in the calculation of the cumulative GPA.
<table>
<thead>
<tr>
<th>Grades</th>
<th>Quality Points</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>Superior</td>
</tr>
<tr>
<td>A-</td>
<td>3.70</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.30</td>
<td>Above average</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>Above average</td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
<td>Average</td>
</tr>
<tr>
<td>C+</td>
<td>2.30</td>
<td>Average</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>Average</td>
</tr>
<tr>
<td>C-</td>
<td>1.70</td>
<td>Below average</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>Below average</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>Failure</td>
</tr>
<tr>
<td>SA</td>
<td>0.00</td>
<td>Satisfactory audit</td>
</tr>
<tr>
<td>UA</td>
<td>0.00</td>
<td>Unsatisfactory audit</td>
</tr>
<tr>
<td>P</td>
<td>0.00</td>
<td>Passing (does not affect GPA)</td>
</tr>
<tr>
<td>NP</td>
<td>0.00</td>
<td>Not passing (does not affect GPA)</td>
</tr>
<tr>
<td>I</td>
<td>0.00</td>
<td>Incomplete work</td>
</tr>
<tr>
<td>IP</td>
<td>0.00</td>
<td>Course in progress</td>
</tr>
<tr>
<td>W</td>
<td>0.00</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>WP</td>
<td>0.00</td>
<td>Withdrawal, passing</td>
</tr>
<tr>
<td>WF</td>
<td>0.00</td>
<td>Withdrawal, failing</td>
</tr>
<tr>
<td>X</td>
<td>0.00</td>
<td>Competency exam - no credit</td>
</tr>
<tr>
<td>Y</td>
<td>0.00</td>
<td>Competency exam - credit</td>
</tr>
<tr>
<td>Z</td>
<td>0.00</td>
<td>Enrolled but did not attend; did not officially withdraw</td>
</tr>
<tr>
<td>R</td>
<td>0.00</td>
<td>Indicates the course was repeated</td>
</tr>
<tr>
<td>NG</td>
<td>0.00</td>
<td>No grade submitted</td>
</tr>
<tr>
<td>NC</td>
<td>0.00</td>
<td>Non-credit</td>
</tr>
<tr>
<td>WV*</td>
<td>0.00</td>
<td>Waived</td>
</tr>
</tbody>
</table>

* A grade of WV (waived) will be awarded on individual basis for required program courses waived by academic department chairs or by approval from the academic appeals committee. Students will be required to meet all other graduation requirements: College core, residency, upper-division credits, and overall credits required for specific major.
ACADEMIC RECOGNITION

Following the fall and winter semesters, the Deans for Academic Affairs recognize students who have shown outstanding academic achievement. A student who completes a minimum of 12 credits during a semester at a grade point average (GPA) of 3.50 or greater with no grade below a B- will be named to the Dean’s List for that semester. After completing 12 credits at Kettering College, a student will receive a letter of commendation for each subsequent semester in which 6 to 11 credits are completed with a GPA of 3.50 or greater with no grade less than a B-.

INCOMPLETE

To be considered for a grade of incomplete (I), the student must be passing the course and have completed two-thirds of the term. An incomplete should not be given merely because a student fails to complete all the course requirements on time, but only if the work was not completed because of extenuating circumstances that the instructor considers to be unavoidable.

The student submits to the instructor a petition to receive an incomplete grade, stating the reason for the request. If approved, the instructor reports the incomplete grade as well as the grade the student will receive if the deficiency is not removed within the time limit. The instructor has the discretion to determine when the incomplete must be removed, but it must be removed at least by the end of the following semester. Under extenuating circumstances and with the approval of the department chairperson, the instructor may extend the period another semester by notifying the records office. It is the responsibility of the student to meet prearranged deadlines for timely completion of any incomplete grades. If a grade of I is not removed within one year, it automatically converts to a grade of F unless special permission has been granted due to military deployment.

COURSE SUBSTITUTION

The Deans for Academic Affairs may allow substitutions for a course required in a program or curriculum if the department chair verifies that the requested substitution is a comparable academic experience that meets the educational needs of the curriculum. The student’s academic advisor must recommend the substitution, and it must be approved and documented in writing by the chairperson of the department in which the student is enrolled or anticipates enrollment before the request goes to the appropriate Dean for Academic Affairs for final approval.

COURSE WAIVER

The Dean for Undergraduate Studies may allow a course waiver under extenuating circumstances for a course required in a major, provided that the department chair verifies that the student may
progress and meet all other requirements for the major. The waiver must be approved in writing by the chairperson of the department in which the student is enrolled or anticipates enrollment before the request is submitted, with appropriate documentation, to the Dean for Undergraduate Studies. Students will be required to meet all other graduation requirements: College core, residency, upper-division credits, and overall credits required for specific major.

**HONOR CODE**

An atmosphere of academic integrity can be successfully preserved only when students and faculty unite in mutually supportive acts of trust and assistance. They share equally the obligation to create and promote ethical standards. It is the faculty’s duty to uphold academic standards in both the classroom and the clinical settings and to ensure that students receive credit only for their own work; instructors will take any reasonable precautions necessary to achieve these goals.

Students are expected to join faculty members in maintaining an honorable academic environment. They are expected to refrain from unethical and dishonest activities such as lying, plagiarism, cheating, and stealing and are expected to report others who engage in such activities. Failure to report the occurrence of academic dishonesty is also classified as dishonest behavior. Allegations that cannot be resolved by faculty members and students on an informal basis will be handled under disciplinary procedures.

**REPORTING VIOLATIONS OF INTEGRITY**

Violations of academic integrity should be reported using the academic incident report available through the College registrar’s office or through the shared drive (stored under faculty and staff public registrar’s forms). This form may be used to document any suspected violation of academic integrity as well as other reportable issues of inappropriate classroom behavior. Once the form is completed by the faculty member, he/she should review the occurrence and its possible consequences with the student. This should be done as soon as possible after the incident and should be reported as clearly and objectively as possible.

Under no circumstance should the form be submitted without the student’s express notification. The offending student should be given the opportunity to review and sign the report before it is filed through the College registrar. Student disagreement may be filed through the institution’s normal grievance channels. Once filed by the registrar’s office, the report will be placed in the offending student’s formal educational record. If no other integrity issues arise, the report will be expunged upon the student’s graduation from the College.
The use of documentation for issues of academic and/or behavioral integrity ensures that a reasonable history of misconduct on the part of the student is available should the student be found delinquent in the future. Faculty must be accountable for reporting occurrences of inappropriate academic behavior as well as for informing the offending student of the infraction, its potential consequences, and why the offense is considered academically inappropriate.

**TITLE IX**

Title IX protects those at Kettering College from being discriminated against on the basis of sex. Sex discrimination is a serious offense and includes discrimination on the basis of pregnancy, gender identity, and failure to conform to stereotypical notions of femininity and masculinity. Sexual harassment, as defined below, is a form of sex discrimination. The board of directors and the administration of the College are determined to provide an educational experience free from sex discrimination, including sexual harassment. Sex discrimination and sexual harassment are reprehensible and unacceptable and will not be tolerated on the College campus or at clinical sites. Such conduct would undermine the ideals and principles of the College.

**ACADEMIC PRIVACY**

The Family Educational Rights and Privacy Act of 1974, as amended, is a federal law that provides that colleges and universities will maintain the confidentiality of student records. The law basically says that no one outside the institution shall have access to students’ records, nor will the institution disclose any information from those records without the written consent of students.

An education record is defined as any record maintained by the College that is directly related to a student. It includes records, files, and documents — handwritten, printed, or stored and/or displayed electronically. Kettering College can disclose information from a student’s education record only with the student’s written consent. There are exceptions so that certain personnel within the institution may see the records, including persons in an emergency, in order to protect the health and safety of students or other persons. According to this act, the following information can be disclosed without the student’s written consent:

- Directory or public information, consisting of the student’s name, address, telephone number, date of birth, major, minor, year in college, dates of attendance, date of graduation, and degrees and awards received.
- Information to faculty, administrators, and employees of the College with a legitimate educational need to know.
- Information to other universities, colleges, or schools in which the student seeks to enroll.
• Information required in an emergency to protect the student’s health and safety or that of others.

A student has the right to refuse the disclosure of directory information except for information about his/her degree status. To exercise this right, the student must provide written notification to the registrar while he/she is enrolled.

All personally identifiable information not included as directory information is confidential and can only be disclosed with the student’s written consent or if the information is needed to help resolve an emergency. That confidential information includes, but is not limited to, the following:

• Names of the student’s parents or other family members
• Address of the student’s family
• A personal identifier, such as a Social Security number or student number
• A list of personal characteristics
• Academic evaluations and grades
• Counseling and advising records
• Disciplinary records
• Financial aid records
• Letters of recommendation
• Medical and psychological records
• Police records
• Transcripts and other academic records
• Scores on tests required for admission
• Billing and fee payment records
• Student’s class schedule

The public posting of grades by the student’s name, student identification number, or Social Security number, without the student’s written permission, is prohibited. The returning of papers via an open distribution system (student mailboxes) is a violation of the student’s privacy unless the student submits a signed waiver to the instructor for such purpose.

**DISCLOSURE OF STUDENT INFORMATION TO FAMILY MEMBERS**

In educating students to become healthcare professionals, Kettering College believes that the varied experiences of the academic environment (e.g. registration, financial arrangements, scheduling and advising, clinical and classroom learning) provide opportunity for students to develop skills in professionally solving problems in new and unfamiliar situations. It is for this reason that we strongly
encourage students to be responsible for their academic affairs. On occasions when a student desires the involvement of a family member (i.e. parent, spouse) to resolve a concern, the student must provide specific and written consent to the College in order for College personnel, at their discretion, to disclose knowledge of the student’s academic experience and/or record to the individual(s). The College expects the student to be the primary communicator and advocate for his/her affairs, with the family member serving in an assistive role when requested by the student. Even with the student’s permission, the College may but is not obligated to involve a third party.

**Specific disclosure to parents:** When a student turns 18 years old or enters a post-secondary institution at any age, all rights afforded to parents under FERPA transfer to the student. In certain circumstances, FERPA allows schools to share information with parents without student consent. For example:

1. Schools may disclose education records to parents if a student is dependent for income tax purposes. Parents must produce a copy of the most recent federal income tax form showing that the student was claimed as a dependent.
2. Schools may disclose education records to parents if a health or safety emergency involved their son or daughter.
3. Schools may inform parents if the student who is younger than 21 has violated any law or school policy concerning the use or possession of alcohol or a controlled substance.
4. A school official may share with parents information or a concern that is based on the official’s personal knowledge or observation of a student but not on information contained in an education record.

For further information regarding FERPA, see [www.ed.gov](http://www.ed.gov).

**ACADEMIC PROGRESS**

At the end of each semester, the registrar reviews grades and determines the academic standing of each student for the next semester in which he or she is enrolled. Students are notified of probationary status through the College’s student email system. A student who is dismissed is sent a certified letter to his or her home address. Probation notifications or letters of dismissal are retained in the student’s file.

These policies pertain to a student’s academic standing in the College. Specific programs may have higher standards regarding academic progress. In addition, students receiving federal financial aid are subject to satisfactory academic progress (SAP) requirements. Please refer to the financial information section of this *Bulletin* for additional information.
REGULAR ACADEMIC STANDING

A student who earns a grade point average (GPA) equal to or greater than 2.0 for a given semester is in regular academic standing in the subsequent semester in which he or she is enrolled.

ACADEMIC PROBATION

A student who, during a semester in which he or she is in regular academic standing, earns a grade point average (GPA) less than 2.0 for that semester is placed on academic probation for the subsequent semester in which he or she enrolls.

ACADEMIC DISMISSAL

A student who, during a semester in which he or she is on academic probation, earns a grade point average (GPA) less than 2.0 for that semester is academically dismissed from the College. A student who is academically dismissed from the College will be administratively withdrawn from all College courses.

A student has the right to submit an academic appeal for any academic policy concerning regular academic standing, academic probation, or academic dismissal to the registrar prior to the last day to add a course in the subsequent term of enrollment. Only one student appeal is permitted per dismissal due to unsatisfactory academic progress. Appeals are viewed on a case-by-case basis; the decision of the academic appeals committee is final. A decision regarding the appeal will be issued within one week of its receipt when school is in session. Records of any student appeal and documentation, student advising contracts, etc. will be maintained in the student’s record.

ACADEMIC APPEALS AND GRIEVANCES

If a student feels that a judgment, policy, or process is mistaken or unfair, the student has several ways to request that the College modify its decision.

The simplest way is to approach the professor or official most directly involved with making the decision. Often, issues can be resolved on that level. If the nature of the issue gives a student reason to be afraid to approach that person, the student may go to that person’s program chair or director, and so on all the way up to the dean or the president. Kettering College is committed to supporting students’ learning experiences and growth, and even when the person the student approaches is obliged to send him or her to someone else, the student should find that the faculty, staff, and administration all want to be supportive and to help students with their issues. Students may contact the College diversity office in situations involving perceived discrimination.
For some issues, however, more formal channels are useful. The appeals process can be used to request adjustments to or exceptions from school policies and their applications. The grievance process can be used to request relief from what a student considers an unjust or inappropriate action. For a complete description of the appeals and grievance processes, please refer to the College website at www.kc.edu.

GRADUATION REQUIREMENTS

1. Meet degree credit and residency credit requirements as outlined in the program of study in the Academic Bulletin for the academic year in which the student was admitted into the program.
2. A minimum cumulative grade point average of 2.00 (C).
3. Satisfactory completion of the core requirements as outlined in the degree requirements section of the Bulletin.
4. A minimum cumulative grade point average of 2.00 in professional courses with no grade below a C in any course: professional, cognate, or arts and sciences.
5. Refer to the degree requirements section of this Bulletin for any additional graduation requirements for the course of study from which graduation is planned.

RESIDENCY REQUIREMENT

Transfer credits are limited by degree. Students must meet residency requirements, regardless of the number of transferable credits awarded. See information on credits and residency requirements in the core requirements section of the Academic Bulletin.

GRADUATION WITH HONORS

Upon recommendation of the faculty, the following honors are granted to undergraduate students whose academic performance merits special recognition:

- Summa cum laude 3.90 - 4.00
- Magna cum laude 3.75 - 3.89
- Cum laude 3.50 - 3.74

In determining graduation with honors, all Kettering College credit will be used in the computation. Transfer credit will not be included.

GRADUATION WITH VAUGHAN-BEAVEN SERVICE LEARNING LEADERSHIP HONORS

Upon the recommendation of the faculty, graduates whose collegiate performance merits special recognition in areas central to Kettering College’s mission will be honored as Vaughan-Beaven Leadership Scholars. Vaughan-Beaven Leadership Scholars are students who complete the honors...
service learning program (see index for page numbers) with a minimum GPA of 3.50 in honors program credits and a minimum overall GPA of 3.00.

For the purpose of computing grade point averages for graduation as Vaughan-Beaven Leadership Scholars, only Kettering College credits taken while pursuing the degree being awarded are used. Credit transferred from other institutions or credits previously applied to a different Kettering College degree are not included.

TRANSCRIPTS

The student may obtain an official transcript by submitting an electronic request or a written request to the records office. Student accounts must have no “holds” for loan exit counseling and be at a zero balance, and graduates must complete all graduation requirements for transcript release clearance.

1. **Electronic request:** Students may complete the process for electronic transfer of Kettering College transcripts by using https://iwantmytranscript.com; transcripts will be sent to participating institutions of higher learning. Regular transcript fees are waived.

2. **Written request:** Federal regulations require a written release from the student. This release may be in the form of a letter or a completed transcript request form, which can be downloaded from www.kc.edu under the link “Registrar Forms.” All requests must have a signature. The regular transcript fee is $5 for each transcript processed and $7 for same-day service. Transcript requests received without payment or signature cannot be honored.

   Telephone, email, or fax requests from students or written requests from other members of a student’s family cannot be honored. Transcripts provided are subject to transcript fees according to method of request and delivery.

BANKRUPTCY, DEFAULT, AND TRANSCRIPTS

In cases where a student has filed for bankruptcy, requests for transcripts will be addressed on a case-by-case basis. It is, however, the policy of the College that insofar as student loan defaults are involved, the College will pursue collection of such loans to the full extent to which it is legally entitled.
Financial Information

APPLICATION FEE

A $15 fee must accompany each online application for admission. The fee is nonrefundable.

ACCEPTANCE DEPOSIT

When the applicant receives notice of acceptance, he or she has 10 days in which to send in the nonrefundable acceptance deposit. This is a guarantee to the College that the applicant will attend. In turn, it also guarantees the applicant a place in the curriculum to which acceptance was granted, provided the applicant registers for classes by the required date. Applicants who do not enroll in the semester for which they have been accepted will forfeit their acceptance deposit. The acceptance deposit for a matriculated student will appear as a credit on the first month’s financial statement.

DEPOSIT FOR INTERNATIONAL STUDENTS

In addition to program and Residence Hall deposits, a deposit of $1,500 (U.S. dollars) is required from an international student before an I-20 will be issued. This deposit will be held until the student completes an academic program, withdraws from the program, graduates, or transfers to another college. The $1,500 will be credited to the student’s account at that time.

ROOM DEPOSITS AND CHARGES

Residence Hall space may be requested by remitting a $200 deposit, along with the Residence Hall information card, as directed by the letter from the admissions office. Early remittance of the deposit and the information card will help ensure Residence Hall lodging. Students who reserve Residence Hall space and then elect not to move into the Residence Hall must submit written notification to the admissions office by the date specified in the letter of acceptance to be eligible for a deposit refund.

Lease agreements must be signed in order for students to reside in the Residence Hall. At the beginning of each semester, a room charge is applied to the student account. Room rate information is available from the Residence Hall dean.
UNDERGRADUATE TUITION

Tuition is charged per credit. Please refer to the tuition and fee schedule on the Kettering College website (www.kc.edu) for details. Tuition is payable by the deadline shown in the online academic calendar. See the Kettering College website. Courses taken for audit are charged at a reduced rate. Students taking only courses for audit must remit payment for the entire semester at the time of registration.

TUITION REFUND

Tuition and fees will be refunded based on the length of each individual course in which the student is enrolled. See the chart below to determine the length of the refund periods. After the time frames listed below, the only refund given will be based on the federal refund calculation for Title IV recipients (see the financial aid office for details).

<table>
<thead>
<tr>
<th>Course length</th>
<th>Last day to withdraw from course and receive 100 percent refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 weeks</td>
<td>10th business day of semester</td>
</tr>
<tr>
<td>15 weeks</td>
<td>10th business day of semester</td>
</tr>
</tbody>
</table>

A student who does not officially complete withdrawal procedures through the records office will be responsible for the full amount of the applicable tuition and fees. Non-attendance at classes, notification to the instructor, or notification to the academic department does not constitute official withdrawal.

PAYMENT OPTIONS

Kettering College offers students two payment options.

- Students may elect to pay their entire tuition, fee, and Residence Hall (if applicable) bill before the semester begins.
- The College also offers a payment plan option that allows students to make four (three during the summer semester) monthly payments on the bill for tuition, fees, and Residence Hall. A signed payment plan agreement and a down payment of $800 are due from all new students, as well as from those students who have not attended Kettering College within the past two semesters, in order to register for classes. Students may make payments on the remaining balance throughout the semester. Students whose financial aid in place at the time of
registration is equal to or more than the tuition and fees for the semester do not have to make the $800 down payment. A student’s account balance must be below $100 prior to registering for subsequent semesters.

Currently, Kettering College does not charge a fee or interest to those utilizing the payment plan option, although late fees may be applied to a student’s account if payments are not received by the due date. The College reserves the right to decline a student’s payment plan request based on the account history of the individual. Should a student choose to withdraw from classes after the 100 percent refund period (see tuition refund section), he or she is still responsible for remitting all payments as scheduled.

METHODS OF PAYMENT

Kettering College accepts cash, money orders, checks made payable to Kettering College, or credit cards (Visa, MasterCard, Discover, and American Express). Credit card payments must be made online through the CAMS student portal at https://camsweb.kc.edu/student/login.asp. Please allow two business days for payments made online to be applied to a student’s account. If paying by check, please indicate the student’s name and student ID number on the check to ensure that the proper account is credited.

Checks coming from outside the United States must have indicated on the check that the amount is in U.S. dollars.

BUSINESS OFFICE CLEARANCE

Each semester of attendance, a student must receive business office clearance before registering online or submitting the registration form to the records office. Business office clearance consists of:

- For returning students, having the current semester’s balance less than $100 and a signed payment plan agreement for the upcoming semester on file with the student finance office.
- For new students and those who have not attended Kettering College within the past two semesters, remitting a down payment of at least $800 along with a signed payment plan agreement or having adequate financial assistance in place at the time of registration to cover 100 percent of the tuition and fees for the semester. Students unable to make an initial down payment or not having adequate financial aid in place must have an approved student finance appeal on file in the student finance office (see the director of student finance for more details) before receiving financial approval.
UNDERGRADUATE SATISFACTORY ACADEMIC PROGRESS POLICY FOR FINANCIAL AID

Kettering College’s satisfactory academic progress (SAP) policy for financial aid applies to all students who want to establish or maintain financial aid eligibility.

Students must meet at least the minimum standards outlined here; they apply to a student’s entire academic transcript, including terms in which financial aid was not received. Specific financial aid programs or Kettering College’s academic programs standards may be different from those in this section.

The satisfactory academic progress policy for financial aid is different from the academic probation/dismissal policy. A student may be suspended from receiving financial aid but not be dismissed from Kettering College. Different procedures must be followed if a student is placed on academic probation (refer to the academic policies section). Check with the financial aid office and the registrar’s office if there are questions about the different policies.

The Higher Education Act of 1965, as amended, requires undergraduate students to maintain satisfactory progress toward the degree in order to receive financial aid. Satisfactory academic progress (SAP) for financial aid is a three-part federal regulation with minimum standards. Minimum standards must be attained in all three areas:

• **Standard 1:** Maintain a cumulative grade point average (GPA) of at least 2.0 at all times (undergraduate).

• **Standard 2:** Successfully complete at least two-thirds (67 percent) of the credits in which the student is enrolled each semester (based on the credits a student is registered for at the end of the 100 percent refund period). Successfully completed credits include grades of A, A-, B+, B, B-, C+, C, P, and Y. Receiving a grade of C-, D+, D, D-, F, NG, WP, WF, I, IP, or Z is not considered successful completion of a course and may affect a student’s satisfactory academic progress for financial aid status. If an incomplete grade (I) or an in-progress grade (IP) has brought about a probation/suspension status, the student may submit the final grade to the director of student finance for review.

• **Standard 3:** Complete a degree within 150 percent of the published length of the program, measured in credits attempted.

**Example:** If the program of study consists of 120 credits, a student may only attempt 180 credits (120 x 150 percent = 180) while receiving financial aid.

**Repeating courses for a better grade:** Federal regulations permit a student to repeat a class with a passing grade (C or above) one time and receive financial aid for it.
FAILURE TO MEET REQUIREMENT

Satisfactory academic progress is reviewed at the end of each semester after grades have been submitted. Students not meeting one or more of the SAP standards will receive written notification detailing which standard(s) hasn’t been met and the implication for future financial aid.

**Satisfactory academic progress (SAP) warning:** Students who do not meet one or more of the SAP standards will be placed on financial aid warning at the end of the semester in which they do not meet the standard(s). Students under this status will be eligible to receive financial aid for the next semester they are enrolled at Kettering College. Students under this status are not required to appeal for reinstatement of their financial aid eligibility.

Students placed on financial aid warning will be sent written notification advising them of their status, the standard(s) not being met, the impact of future financial aid eligibility, and the importance of seeking assistance/guidance from the appropriate staff.

Students who fail to meet any of the minimum SAP standards after the financial aid warning semester will be denied eligibility for financial aid for future semesters and be placed on financial aid suspension status until the minimum SAP standards are met or a satisfactory academic progress appeal is approved.

**Satisfactory academic progress (SAP) probation:** Students who do not meet the satisfactory academic progress standards after being placed on financial aid warning will be placed on satisfactory academic progress suspension status for future financial aid until the minimum SAP standards are met or they have a satisfactory academic progress appeal submitted and approved.

A satisfactory academic progress appeal may be submitted for consideration if an extenuating circumstance (i.e. personal illness, accident, serious illness, death in the immediate family, or other circumstance beyond a student’s reasonable control) has prevented the student from meeting the minimum standard(s). If a student’s appeal is approved, he/she will be placed on satisfactory academic progress probation status as long as he/she is complying with the prescribed requirements of the academic plan that must be submitted as part of the SAP appeal process.

THE SATISFACTORY ACADEMIC PROGRESS (SAP) APPEAL PROCESS

For financial aid reinstatement, a student must complete the following steps:


2. Meet with the director of academic support services to complete an academic plan for each applicable standard.
3. Submit the form, documentation, and academic to the director of student finance by the date indicated on the financial aid suspension notification.

The appeals committee will respond within 10 business days.

**Students changing majors or seeking a second degree:** A student who changes majors and/or returns for a second degree at Kettering College may not receive financial aid for credits beyond the 150 percent maximum credits attempted limit of the new major. All of the credits a student attempted in his/her prior major at Kettering College, as well as any credits transferred from other institutions, will be taken in to account when calculating the maximum credits for which a student may receive financial aid. Before changing majors or seeking a second degree, a student should meet with his/her academic advisor for an evaluation of courses needed to complete the new major.

The 150 percent credit limit for Kettering College associate degree graduates who wish to enroll in a Bachelor of Science completion degree program will be calculated by adding the credits needed to obtain the completion degree to the credits earned in the associate degree program.

**Re-establishing eligibility after suspension:**

1. Any student with extenuating circumstances who has been placed on financial aid suspension status may submit an appeal for reinstatement.

2. An undergraduate student who had financial aid suspended for not meeting the minimum 2.0 cumulative grade point average may have financial aid reinstated the semester after reaching a 2.0 or higher, provided all other standards are being met.

3. A student who has had financial aid suspended for failing to complete 67 percent of the attempted credits but has brought the completion percentage to a minimum of 67 percent may have financial aid reinstated the semester after he/she meets the standard, provided all other standards to receive financial aid are being met.

**FINANCIAL AID INFORMATION**

Applicants and current students must complete a financial aid packet consisting of the Free Application for Federal Student Aid (FAFSA) and a Kettering College financial aid application. A new financial aid packet must be completed each year. The following checklist will guide individuals through the financial aid application process:

1. Complete the FAFSA or the Renewal Application to the Federal Student Aid Programs online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

2. Complete and submit the Kettering College financial aid application to the Kettering College student finance office. The application is available online at [www.kc.edu](http://www.kc.edu).
3. Submit any additional paperwork as instructed by the Kettering College student finance office.

A student must be enrolled at least half time (six credits) in order to receive most types of financial aid. Financial aid resources are first applied to charges on the student’s account. Any remaining credit balance may then be issued to the student for living expenses.

**TYPES OF FINANCIAL AID**

To apply for any type of federal or state financial aid, a student must complete a Free Application for Federal Student Aid (FAFSA). Notification of federal and state eligibility will be directly forwarded to the Kettering College student finance office. Contact the associate director of financial aid for additional information regarding the following:

**Federal Pell Grant:** A federally sponsored grant program. Undergraduate students who are citizens of the United States are eligible to apply for Federal Pell Grants. The amount of the Federal Pell Grant is determined by financial need, the cost of attending Kettering College, and the number of credits for which the student is registered. Students registered less than full time will have their grants reduced accordingly. Students may apply for the Federal Pell Grant online ([www.fafsa.ed.gov](http://www.fafsa.ed.gov)) beginning in January for the following academic year.

**Nursing Student Loan (NSL):** For undergraduate nursing students only. The NSL program enables eligible students to borrow funds and repay them following graduation or semesters of less than half-time enrollment. The interest rate is 5 percent with a nine-month grace period. Eligibility is based on exceptional need. Priority is given to nursing students who meet published priority deadlines.

**Federal Work Study (FWS):** This program provides jobs for students who demonstrate financial need. FWS gives students the opportunity to earn money to help pay their educational expenses. The student should indicate interest in the FWS program on the Kettering College financial aid application.

**William D. Ford Federal Direct Loan program:** Includes the Federal Direct Stafford Loan (Direct Subsidized Loan), Federal Direct Unsubsidized Stafford Loan (Direct Unsubsidized Loan), and Federal Direct PLUS Loan programs. For current interest rate information on loans through the William D. Ford Loan program, see [www.studentaid.ed.gov/sa/types/loans/interest-rates](http://www.studentaid.ed.gov/sa/types/loans/interest-rates).

1. **Federal Direct Subsidized Loans** are made available through the U.S. Department of Education, through the school, to the student. Eligibility for the Direct Subsidized Loan is based on the institution’s cost of attendance minus financial aid and expected family contribution (as determined by the federal government). The federal government pays all
of the interest on subsidized loans while the student is in school at least half time. Repayment begins six months after the student leaves school, graduates, or drops below half-time enrollment. Students with prior bachelor’s degrees are eligible to borrow under the Federal Direct Subsidized Loan program provided they have not borrowed in excess of the limits listed (see chart for annual and aggregate loan limits).

2. **Federal Direct Unsubsidized Loans** have the same guidelines as the Federal Subsidized Loan program with the exception that the federal government does not pay the interest on the loan while the student is in school. The student can either pay the interest each month or allow the interest to accrue until repayment begins.

3. **Direct Subsidized and Unsubsidized Combined Annual and Aggregate Loan Limits**: See chart.

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<thead>
<tr>
<th>Dependent undergraduates</th>
<th>Student year</th>
<th>Annual limit</th>
<th>Aggregate limit</th>
</tr>
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<tbody>
<tr>
<td>First year</td>
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<td></td>
</tr>
<tr>
<td>Second year</td>
<td>$6,500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third, fourth, and fifth years</td>
<td>$7,500</td>
<td>$31,000 ¹</td>
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</tbody>
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<td>Second year</td>
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<tr>
<td>Third, fourth, and fifth years</td>
<td>$12,500 ⁴</td>
<td>$57,500 ⁵</td>
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¹ No more than $23,000 of this may be in subsidized loans.
² No more than $3,500 of this may be in subsidized loans.
³ No more than $4,500 of this may be in subsidized loans.
⁴ No more than $5,500 of this may be in subsidized loans.
⁵ No more than $23,000 of this may be in subsidized loans.
4. **Direct PLUS Loans** do not have annual or aggregate limits. Direct PLUS Loans are for the parents of dependent students. A parent may borrow up to the institution’s cost of attendance minus any other estimated financial assistance for that student. Repayment begins 60 days after the final loan disbursement.

**Ohio College Opportunity Grant (OCOG):** Undergraduate Ohio residents with an expected family contribution (EFC) of 2190 or less with a maximum household income of $96,000 may be eligible. Grant is available to full- and part-time students and is adjusted based on credits and is restricted to tuition. The FAFSA must be completed by the Oct. 1 deadline. (EFC and household income limits are based on the 2017-18 OCOG table.)

**Ohio War Orphans Scholarship:** Scholarship awarded to children of disabled or deceased war veterans. Eligible students may receive $6,398 annually (based on 2017-18 annual award amount). For additional information, contact the Ohio War Orphans Board at the Ohio Department of Higher Education.

**Kettering College institutional scholarships and loans:** Funds from individuals and local and national organizations. Loans and scholarships are available to students who meet specific criteria. Contact the financial aid office for more information.

**Veterans’ benefits:** Benefits for veterans of the armed forces. Monthly allowances vary according to marital status and dependents. Information can be obtained through the Kettering College student finance office for those qualifying for educational benefits.

**Nurse Education Assistance Loan Program (NEALP):** Loans to Ohio residents enrolled in nursing who plan to practice nursing in Ohio following graduation. Students may borrow up to $1,500 per academic year. Following graduation, a borrower may be eligible for debt cancellation if employed full time as a registered nurse or a nurse serving as an instructor in the state of Ohio for a minimum of five years. A separate application must be filed with the Ohio Department of Higher Education between Jan. 1 and July 15 of each year. A new application is not required for loan renewal.

**Student employment:** Employment opportunities exist throughout Kettering Health Network. Students with financial resources that are insufficient to meet total expenses may apply for open positions at [www.ketteringhealth.org/human_resources/](http://www.ketteringhealth.org/human_resources/). Enrollment in the College does not imply assurance of employment, nor is the College responsible for procuring employment for the student. Full-time students are strongly advised to limit work to three (3) shifts or 20 hours per week.
PART-TIME STUDENTS

A part-time student is one enrolled for less than 12 credits of study. The part-time student is subject to all fees charged to full-time students.

CLASS ATTENDANCE

The College must pay special attention to the attendance records of certain students. Students receiving assistance from federal agencies are required by those agencies to attend class regularly. If a student’s attendance is required by a government agency, it is that student’s responsibility to notify the instructor that he or she will need verification of attendance. Instructors cannot certify attendance if the student has not followed the attendance requirements set up in the course syllabus. Attendance verification will require the student to:

1. Obtain the attendance form from the registrar’s office.
2. Have the form signed by all involved faculty on a weekly basis.
3. Return the completed form to the registrar’s office.
Student Life

ORIENTATION

Prior to each semester, orientation sessions are required to familiarize students with the College and to assist them in their transition to student life. Special residence hall orientation is provided each fall, as well as orientation to the academic expectations within individual programs of study.

STUDENT CONDUCT

The act of registration is an agreement on the part of the student to abide by the College’s regulations. Students are expected to conduct themselves as responsible citizens of a Christian college. The College seeks to foster voluntary patterns of conduct that reduce the number of necessary regulations and expects students to observe carefully those rules deemed essential to the College mission.

Irresponsible activities and/or behavior are not in harmony with the ideals of the College. Students are expected to maintain honesty in all coursework (no cheating of any kind). They are expected to abstain from the use of alcoholic beverages, drugs, tobacco, vulgar or profane language, and participation in gambling while on clinicals or on the Kettering Medical Center property, including the Kettering College campus. The Student Handbook, available on the College website, outlines standards of professional conduct and integrity with levels of violation and sanction. A student whose conduct exhibits disrespect for the aims and ideals of the College, including actions off campus that threaten or harm larger community welfare or that discredit the College, may be subject to disciplinary probation or dismissal.

ADVISING

Advising about career objectives, educational concerns, and personal adjustment is an important component of the College experience and helps students with their academic progress and preparation for life. Faculty members and administrative officers are assigned to provide assistance and guidance. Each student must go to his or her assigned academic advisor for schedule approval. Professional counseling is also available by referral for those seeking guidance with personal problems.
SPIRITUAL LIFE

The College offers varied Christian fellowship opportunities for students living on and off campus. The Kettering College spiritual life team seeks to meet the spiritual, emotional, and social needs of students through religious assemblies, retreats, recreational activities, social mixers, community outreach and family activities, individual and family counseling, and individual spiritual guidance. The College's setting itself provides an opportunity for students of many faiths to interact together in a manner that strengthens individual spiritual development. Opportunities for local and international short-term mission trips are also an integral part of spiritual formation and community service outreach for Kettering College students.

TITLE IX

Title IX protects those at Kettering College from being discriminated against on the basis of sex. Sex discrimination is a serious offense and includes discrimination on the basis of pregnancy, gender identity, and failure to conform to stereotypical notions of femininity and masculinity. Sexual harassment, as defined below, is a form of sex discrimination. The board of directors and the administration of the College are determined to provide an educational experience free from sex discrimination, including sexual harassment. Sex discrimination and sexual harassment are reprehensible and unacceptable and will not be tolerated on the College campus or at clinical sites. Such conduct would undermine the ideals and principles of the College.

COUNSELING SERVICES

Through a contract arrangement with Kettering Medical Center’s counseling care center, Kettering College provides short-term, confidential counseling for students who would benefit from talking with a licensed counselor. There is no charge to the student. More information is available from the literature racks outside the records office.

STUDENT GOVERNANCE

Student governance opportunities are available within each program, where student officers are elected to serve as leaders in their various programs. Once a semester, these student leaders will meet in an all-College student forum that will provide an opportunity for students to channel their concerns and viewpoints to College administration; to provide departmental student leadership; to provide a forum whereby the administration of the College can introduce proposed changes which affect students for the purposes of informing or establishing a dialogue; and to develop and sustain a caring community for students at the departmental and College level.
RESIDENCE HALL

Student housing is available for single students. Unmarried students under 21 years old and not living with parents or close relatives are encouraged to live on campus. New residents must be under the age of 30 at time of move-in.

The Residence Hall staff promotes opportunities for students to experience a satisfying and rewarding college life through social and spiritual opportunities.

Dormitory students sign a housing lease for the academic year. The lease agreement can be terminated by the College for the following reasons:
1. The student withdraws from the College.
2. The student is enrolled for fewer than seven (7) credits at the College.
3. Unresolved disciplinary problems persist.

For additional information about the campus life, including housing options, contact the director of student life and the Residence Hall.

FOOD SERVICE

The hospital cafeteria offers a selection of vegetarian and meat items. The Atrium Grille also provides service to students. Snack machines are located in the hospital and the College. Registered students are eligible to obtain a discount in the cafeteria and the Atrium Grille when using a valid student ID card.

STUDENT HEALTH

The healthcare profession, by its very definition, assists and aids those whose health is compromised by disease, trauma, and/or other physical and psychosocial illnesses and conditions. Although every effort is made to instruct students in appropriate procedures and standard precautions, there remains an inherent risk of exposure to infectious diseases and/or pathogens that could cause illness or injury to the student.

Kettering College requires immunizations, vaccines, and a tuberculosis skin test as preventive strategies and to meet the requirements of the clinical agencies where the students’ clinical experiences occur. (Refer to health requirements both for enrollment at Kettering College and in specific programs. Information can also be obtained by contacting the admissions office.)

Even with preventive measures, such as immunizations, vaccines, and the use of universal/standard precautions, there is no guarantee that students will not acquire an infection or illness resulting from exposure in the care of clients. Healthcare risks inherent in healthcare professions are the responsibility of the student.
All students enrolled at Kettering College must have personal health insurance coverage and must maintain coverage during the time they are enrolled students. Students who do not have health insurance coverage through their own, a spouse’s, or a parent’s policy may purchase coverage through the insurance plan selected by Kettering College. Brochures describing this plan are available in the student services office. Failure to obtain and/or maintain personal health insurance coverage may result in dismissal from the College.

**Healthcare resources:** Kettering Workers’ Care, with three locations, is equipped to provide necessary health immunizations and primary health consultation for Kettering College students. Students are responsible for the cost of any immunization, consultation, or treatment at Kettering Workers’ Care. Should emergency medical care be required, students may use 24-hour medical services available in the Kettering Medical Center emergency department. Payment for treatment in the emergency department is the student’s responsibility.

**Tobacco, alcohol, and drugs on campus:** Kettering College is committed to the health and well-being of its students. All College and Kettering Medical Center facilities and premises and the adjacent neighborhood areas are designated a smoke-free environment. The use or possession of alcoholic beverages and illicit drugs or the abuse of harmful substances is prohibited everywhere on the College or Kettering Medical Center campus. Violators will be prosecuted in accordance with applicable laws and ordinances and also will be subject to disciplinary action by the College. Because drugs or alcohol can adversely affect a student’s health and clinical performance, Kettering College reserves the right to test students suspected of using or being under the influence of alcohol or drugs. (Refer to the substance abuse policy in the *Student Handbook.*) Information on “Promoting Health, Not Drugs” can be obtained from the student services office.

**Restrictive health conditions:** The College desires to safeguard the health and well-being of Kettering College students in clinical and residence hall settings as well as the health of those patients with whom they have contact. For this reason, the student is responsible for reporting to the instructor and/or Residence Hall dean (if a Residence Hall student) any restrictive health condition* as soon as the condition is known.

Restrictive health conditions are any health condition lasting longer than one week which may temporarily limit full participation in required educational experiences or which may threaten a student’s life.

Restrictive health conditions of physical origin may include but are not limited to back injuries, fractures, pregnancy, immunocompromised status, surgery, etc. Restrictive health conditions
involving mental and emotional states are of particular concern because of their life-threatening potential. These conditions include, but are not limited to, suicide attempts, severe depression, chemical dependency, anorexia nervosa, bulimia nervosa, and psychotic behavior. If a staff or faculty member becomes aware of a life-threatening situation involving a student, the confidentiality privileges are suspended in order to obtain necessary assistance for the student. Life-threatening situations involving students under the age of 18 are cause for immediate notification of the students’ parents/guardians by the College.

Once a restrictive health condition is reported, a written recommendation from a licensed healthcare provider may be requested. Continued participation in the clinical/laboratory experience or in Residence Hall life will be decided on a case-by-case basis.

Failure to report a restrictive health condition to the instructor (or to the Residence Hall dean if appropriate) and/or failure to comply with the restrictive health procedure may result in immediate suspension from course activities or dismissal from the Residence Hall.

*For the purpose of definition, individuals with restrictive health conditions are not necessarily considered to be “disabled,” in that the impairments are not considered to cause substantial limitations in major life activities.

**TUTORING SERVICES**

Tutoring is available to all students as a service of the Academic Support Center at Kettering College. Tutors are available for a variety of subjects. Peer tutors are trained students who can help with specific courses. A tutoring schedule is posted each semester, and students can drop in or make an appointment during tutoring hours. All tutoring is free.

Online tutoring with the Smarthinking service is available 24 hours a day, seven days a week. Information is available in Canvas or in the Academic Support Center.

Academic support personnel also provide individual academic coaching in areas such as study skills, time management, and test taking strategies.

**SECURITY**

The Kettering Medical Center Protective Services Department provides security for students, faculty, staff, and visitors. Protective services personnel are on duty 24 hours a day, seven days a week to assist in student concerns. All students and employees can assist in continuing to make the College a safe place by reporting any suspicious activity.
AUTOMOBILE REGULATIONS

All students driving vehicles must register them with the College and secure a Kettering College parking sticker. On-campus parking is a privilege, not a right, and students are expected to abide by Kettering Medical Center regulations. Please refer to the Student Handbook for parking policies and procedures. Students are encouraged to allow sufficient time to park their vehicles before class.

BOOKS

Kettering College partners with MBS Direct for textbooks and course materials. Through the virtual bookstore, Kettering College students can find their textbook lists and a variety of purchase, rental, format, and payment options. The link to the online store is available from the College website or http://bookstore.mbsdirect.net/kc.htm.

PUBLICATIONS

- Kettering College’s Academic Bulletin is a description of curricula at the College.
- The Student Handbook, part of the Student Planner, informs students about the College’s services and policies. The policies outlined in the Handbook apply to all College students.
- The Residence Hall Handbook is given to dormitory students and outlines policies, procedures, and information regarding Residence Hall life.
- Pacesetter is the College’s magazine, published twice a year. It contains news, feature stories, and other articles showcasing Kettering College.
- In addition, many brochures providing information about specific programs are available.

CULTURAL/RECREATIONAL OPPORTUNITIES

Many cultural and recreational opportunities are available to students. Among them are the Dayton Ballet, Dayton Philharmonic Orchestra, the Dayton Art Institute, the U.S. Air Force Museum, Carillon Historical Park, Cox Arboretum, the Boonshoft Museum of Discovery, SunWatch Prehistoric Indian Village, Aullwood Audubon Center and Farm, Fraze Pavilion, the Rose Music Center at the Heights, the Dayton Performing Arts Alliance, the Dayton Metro Library, and other college and university libraries in the area. The Dayton Daily News highlights a number of social and cultural activities available throughout the Dayton area. More information about the area is available on the Kettering College website at http://kc.edu/about/campus/about-dayton/.

The College offers a variety of structured and unstructured physical activities to promote student health and well-being. Students may use the College gymnasium, fitness center, and fitness course.
Core Requirements

Kettering College offers pre-professional and professional healthcare education leading to associate, bachelor’s, master’s, and doctoral degrees. As a fully accredited institution of higher education, the College provides its students with learning experiences that prepare them not only to be highly qualified professionals, but also to be successful citizens of character, able to adapt in an ever changing world. To accomplish this, the College has identified five institutional outcomes that are woven throughout the College curricula of all the degrees.

KETTERING COLLEGE INSTITUTIONAL OUTCOMES

Kettering College’s institutional learning outcomes represent the knowledge, skills, and attitudes fostered within the Kettering College experience to enable students to be successful in their personal and professional lives, in their future educational efforts, and as engaged members of their communities. Student achievement of learning outcomes is assessed within the academic majors and courses of study, after which the assessment results are used to improve the learning experience.

The College’s mission identifies what we esteem: our Adventist faith; its view of health as harmony with God in body, mind, and spirit; and its view of service as a life calling. Our faith transforms who we are as we serve others, not only what we do in the process. Individually and collectively, our mission calls us to Christlike service and undergirds Kettering College’s five BASIC institutional outcomes.

Following Christ. Serving Others.

BASIC institutional outcomes:

B: Broad integrative learning: What life lessons are you learning?
Demonstrates broad integrative knowledge of disciplines outside students’ specific field of study.

A: Applied learning: How do you use what you learn?
Demonstrates the ability to put knowledge to use in a new practical context, such as classroom settings, clinical/laboratory, or mission experiences.
S: **Specialized learning:** *How are you becoming an expert?*

Demonstrates appropriate use of, and fluency in, specialized terms, vocabulary, technologies, and methods of the specific field of study.

I: **Intellectual skills:** *In what ways are you smarter?*

Demonstrates continued development in reading comprehension, oral and written communication, and quantitative analysis in projects, papers, and professional performance.

C: **Civic engagement:** *How are you engaged in your community?*

Engages in serving human need using knowledge and skill from both integrative and specialized curricula in community/global settings.

**RATIONALE FOR CORE REQUIREMENTS**

**Composition and communication:** The study of composition and communication develops the ability to read and write effectively and to interact with a variety of texts in an informed and meaningful way. It prepares individuals to use effective and cogent language; to find, evaluate, and use information in a thoughtful and deliberate manner; and to produce documents that are appropriate to audience, purpose, and situation.

**Humanities:** The study of humanities addresses Kettering College's mission to the whole person by developing in students an expanded worldview and awareness of human expression in history, language, literature, and fine arts.

**Mathematics:** The study of mathematics assists individuals in analyzing, synthesizing, and evaluating problems and perspectives in a scientific and technological society. The logical and sequential reasoning learned by using and communicating numeric and symbolic computation skills is essential for confronting complex problems in our world.

**Natural sciences:** The study of a science develops familiarity with foundational scientific concepts and scientific language and promotes critical thinking and logical thought processes.

**Physical education:** Participation in physical education and the study of the multiple dimensions of wellness contribute to the development of whole-person wellness.

**Religion:** The study of religion contributes to students' abilities to understand their world and act creatively in it. The curriculum explicitly addresses possibilities for personal spiritual development that will lead to Christian service, ethics that will inform behaviors, critical thinking, and an opportunity to discover the good news of God.
Social sciences: The study of a social science develops the knowledge, skills, and behaviors necessary for establishing, maintaining, and promoting productive personal and professional relationships and contributes to the understanding of self, family, and community.

DEGREE REQUIREMENTS

The following section enumerates the core coursework, credits, and residency requirements for the associate and bachelor’s degrees offered by the College. See the Graduate Bulletin for core requirements for the master’s and doctoral degrees.

Degree requirements are in addition to core requirements and make the actual number of credits required higher than the core requirements alone. Degree requirements are described separately in the appropriate degree sections of this Bulletin.

ASSOCIATE OF SCIENCE DEGREE CORE

Statement of purpose: Kettering College’s Associate of Science degree provides students with quality prelicensure healthcare education integrated with Christian principles and values.

Degree description: Kettering College’s prelicensure curricula prepare qualified, highly competent healthcare professionals committed to whole-person care and compassionate service, graduates who continue to grow as contributing members of their profession and community.

Credits and residency requirements: The Associate of Science degree requires a minimum of 64 credits for graduation; 34 credits must be taken from Kettering College.

Core curriculum: The foundational courses in the core curriculum reflect the mission and objectives of the College and foster an interdisciplinary approach to inquiry and learning. The following courses are required of students pursuing an Associate of Science degree at Kettering College. Students must achieve a grade of C or better in all core courses listed below for graduation.

I. Composition and Communication

   Required courses
   A. Writing and Rhetoric I
   B. One of the following; refer to the individual major for specific requirements:
      1. Writing and Rhetoric II
      2. Medical and Scientific Discourse and Research
      3. Communication
II. Mathematics

Requirement may be met by one of the following:
A. Fundamentals of Mathematics (MATH 105) or College Algebra and Trigonometry (MATH 165) with a grade of C or above.
B. Transfer credit equivalent to MATH 105 or higher

III. Natural sciences
All students must take two science courses that include a laboratory component.

IV. Physical education, health, and wellness

Required courses:
A. Wellness
B. Activity course

V. Religion

A. RELB 101, Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ (3 credits)
B. Additional religion elective to bring group total to 6
(Note: Only religion courses from faith-based institutions may be considered for transfer credit to meet the religion core requirement.)

VI. Social sciences

Coursework in psychology or sociology

BACHELOR OF SCIENCE DEGREE CORE

Statement of purpose: The Bachelor of Science degree provides students with the breadth of educational experiences needed for a variety of entry-level positions in the work force or for graduate and professional study.

Degree description: The Bachelor of Science degree offers a liberal arts curriculum designed to build character, integrity, and a strong academic foundation for healthcare-related professional studies.

Credits and residency requirements: The Bachelor of Science requires at least 128 credits, including general education, with at least 40 credits in the upper division. Required major courses and elective major courses must total at least 40 credits, with at least 20 credits in the upper division; 68 credits must be taken at Kettering College.

Core curriculum: The foundational courses in the core curriculum reflect the mission and objectives of the College and foster an interdisciplinary approach to inquiry and learning. The following courses
are required of students pursuing a Bachelor of Science degree at Kettering College. Students must achieve a grade of C or better in all core courses listed below for graduation:

I. **Composition and Communication** (9 credits required)
   
   Must include:

   - ENGL 101 Writing and Rhetoric I ................................................................. 3 credits
   - One of the following (refer to the individual major) ................................. 3 credits
     - ENGL 102 Writing and Rhetoric II
     - ENGL 118 Writing and Research in the Health Care Professions
     - ENGL 218 Writing and Research in the Sciences
   - COMM 215 Introduction to Human Communication .................................. 3 credits

II. **Humanities** (24 credits required)

   A. Group I: Religion Courses ............................................................................. 12 credits
      
      Must include:

      - RELB 101 Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ
      - RELP 254 Morality and Medicine
      - RELP 316 Spirituality in Healing and Health Care
      - Additional religion elective to bring group total to 12 credits
      
      (Note: Only religion courses from faith-based institutions may be considered for transfer credit to meet the religion core requirement.)

   B. Group II: History, Literature, and Art ............................................................ 12 credits
      
      Must include:

      - A full year’s sequence of history (6 credits)
      - Humanities such as literature, philosophy, music, art, theater, or foreign language.

III. **Mathematics** (3 credits required)

   May be satisfied by one of the following:

   - College Algebra and Trigonometry (MATH 165) with a grade of C or above.
   - Transfer credit equivalent to MATH 165 or higher
IV. **Natural Sciences** (12 credits required)

Including:

One-year laboratory course sequence with BIOL, CHEM, or PHYS prefix ................................................................. 8 credits

Remaining 4 credits determined by the major

V. **Physical Education, Health, and Wellness** (2 credits required)

Required courses:

PEAC 178 Wellness ................................................................. 1 credit
PEAC 000 Activity Course .......................................................... 1 credit

VI. **Social Sciences** (9 credits required)

Required courses:

PSYC 112 General Psychology ................................................ 3 credits
SOCI 115 Principles of Sociology ............................................. 3 credits

Social sciences elective to bring total to 9 credits

**BACHELOR OF SCIENCE IN NURSING DEGREE CORE (PRELICENSURE DEGREE)**

**Statement of purpose:** The purpose of the BSN prelicensure degree is to prepare nursing graduates for professional nursing practice to individuals, families, communities, and populations in the spirit of Christian caring and service. Graduates are prepared for NCLEX-RN licensure.

**Credits and residency requirements:** The Bachelor of Science in Nursing degree requires 127 credits, including general education. Required major courses must total at least 60 credits at the upper division; at least 68 credits must be taken at Kettering College.

**Core curriculum:** The foundational courses in the core curriculum reflect the mission and objectives of the College and foster an interdisciplinary approach to inquiry and learning. The following courses are required of students pursuing a BSN prelicensure degree at Kettering College. Students must achieve a grade of C or better in all core courses listed below for graduation.

1. **Composition and Communication** (9 credits required); must include:

   ENGL 101 Writing and Rhetoric I .............................................. 3 credits
   ENGL 102 Writing and Rhetoric II ............................................. 3 credits
   COMM 215 Introduction to Human Communication .................. 3 credits
II. **Humanities** (18 credits required)

Group I: Religion Courses (12 credits)

Must include:

- RELB 101 Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ .................................................................3 credits
- RELP 316 Spirituality in Healing and Health Care ..................................................3 credits
- RELP 306 Spiritual Dimensions of Death and Dying .............................................3 credits

One additional religion elective to bring group total to 12 credits

(Note: Only religion courses from faith-based institutions may be considered for transfer credit to meet the religion core requirement.)

Group II: May include literature, history, philosophy, fine arts, foreign language (6 credits)

III. **Mathematics** (3 credits required)

- MATH 105 Fundamentals of Mathematics ..........................................................3 credits

IV. **Natural Sciences** (12 credits required)

- A. BIOL 119 & 129 Anatomy and Physiology I & II ........................................8 credits
- B. CHEM 105 Chemistry for the Health Sciences ............................................4 credits

V. **Physical Education, Health, and Wellness** (2 credits required)

- PEAC 178 Wellness ..............................................................................................1 credit
- PEAC 000 Activity Course .....................................................................................1 credit

VI. **Social Sciences** (9 credits required)

- PSYC 112 General Psychology ..........................................................................3 credits
- PSYC 138 Human Growth and Development .....................................................3 credits
- SOCI 115 Sociology .............................................................................................3 credits

**BACHELOR OF SCIENCE IN NURSING DEGREE CORE (COMPLETION DEGREE)**

**Statement of purpose:** The purpose of the BSN completion degree is to prepare registered nurses to provide professional nursing care to clients, families, and communities in the spirit of Christian caring and service. Graduates are prepared to be citizen leaders in the community. The degree provides a general and professional education to enhance professional growth, facilitate career mobility, and serve as a foundation for graduate education.

**Credits and residency requirements:** The Bachelor of Science in Nursing completion degree requires 48 credits beyond the Associate of Science nursing degree (or its equivalent) for graduation and at least 36 upper-division credits; 30 credits must be taken from Kettering College.
Core curriculum: The foundational courses in the core curriculum reflect the mission and objectives of the College and foster an interdisciplinary approach to inquiry and learning. The following courses are required of students pursuing a Bachelor of Science in Nursing completion degree. Students must achieve a grade of C or better in all core courses listed below for graduation.

I. Humanities ........................................................................................................................................... 6 credits

   May include courses from literature, history, philosophy, music, art, theater, or foreign language. Any humanities credits earned as part of an associate degree program cannot be utilized as humanities credits for the BSN completion degree.

II. Religion ................................................................................................................................................ 6 credits

   RELP 306 Spiritual Dimensions of Death and Dying
   RELP 316 Spirituality in Healing and Health Care

   Note: Only religion courses from faith-based institutions may be considered for transfer credit.

III. Social sciences .................................................................................................................................... 3 credits

   Required: SOCI 375 Cultural Diversity in Health Care
   or transfer credit equivalent to SOCI 375

IV. Mathematics ....................................................................................................................................... 3-4 credits

   Requirements may be met by one of the following:
   MATH 215 Probability and Statistics
   Transfer credit equivalent to MATH 215
   Recommended prior coursework: a college-level mathematics course in the past five years

BACHELOR OF SCIENCE IN HEALTH SCIENCES DEGREE (NON-COMPLETION DEGREE)

Statement of purpose: The Bachelor of Science in Health Sciences program (BSHS) at Kettering College provides high-quality, values-based baccalaureate education in health-related fields with the spirit of Christian caring and service.

Degree description: Kettering College offers a Bachelor of Science in Health Sciences designed for those who want a bachelor degree in healthcare management. The course of study is the equivalent of a four-year degree taken in three years full time.

The Bachelor of Science in Health Sciences requires at least 120 semester credits, including general education, with at least 40 credits in the upper division. Required major courses and elective major courses must total at least 40 credits, with at least 20 credits in the upper division; 68 credits must be taken at Kettering College.
MINIMUM CORE REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN HEALTH SCIENCES DEGREE

I. Composition and communication: 9 credits required
   Required:
   ENGL 101 Writing and Rhetoric I ......................................................... 3 credits
   ENGL 102 Writing and Rhetoric II .......................................................... 3 credits
   COMM 215 Intro to Human Communication ........................................... 3 credits

II. Humanities: 24 credits required
   Group I: religion courses ........................................................................ 12 credits
   Required:
   RELB 101 Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ
   RELP 254 Morality and Medicine
   RELP 316 Spirituality in Healing and Health Care
   RELT 305 World Religions for Health Care Professionals
   (Note: Only religion courses from faith-based institutions may be considered for transfer credit to meet the religion core requirement)
   Group II: History, Literature, and Art ...................................................... 12 credits
   Must include:
   A full year's sequence of history (6 credits)
   Non-history humanities such as art, literature, or music;
   one applied course may be included (6 credits)

III. Mathematics: 3 credits required
    College Algebra and Trigonometry (MATH 165) with a grade of C or above
    Transfer credit equivalent to MATH 165 or higher

IV. Natural Sciences: 8 credits required
    Two semesters of laboratory courses chosen from:
    BIOL 151; CHEM 105; PHYS 131; or BIOL 119 and BIOL 129

V. Physical Education, Health, and Wellness: 2 credits required
   Required:
   PEAC 178 Wellness .................................................................................. 1 credit
   PEAC XXX Activity Course ...................................................................... 1 credit
VI. Social Sciences: 9 credits required

Required:
PSYC 112 General Psychology.................................................................3 credits
SOCI 115 Principles of Sociology.............................................................3 credits
SOCI 375 Cultural Diversity .................................................................3 credits
TOTAL.........................................................................................................55 credits

BACHELOR OF SCIENCE IN HEALTH SCIENCES DEGREE CORE (COMPLETION DEGREE)

Statement of purpose: The Bachelor of Science in Health Sciences degree at Kettering College provides high-quality, values-based baccalaureate education in health-related fields with the spirit of Christian caring and service.

Degree description: Kettering College offers a Bachelor of Science in Health Sciences designed for those who have obtained an associate degree or its equivalent in healthcare and wish to pursue a Bachelor of Science degree. The course of study is the equivalent to the junior and senior years of a four-year baccalaureate program. Students may choose a full-time or part-time pace of study, in an online learning environment.

Attitudes and values fostered in this degree will enhance career mobility within healthcare settings and may serve as a foundation for graduate education. Those seeking greater emphasis in specific healthcare disciplines may choose from:

- Education
- Management
- Sonography
- Advanced imaging (see advanced imaging in the radiology section of this Bulletin)
- Respiratory care (see respiratory care section of this Bulletin)

Students who wish to enroll in the BSHS program without earning an associate degree will be reviewed individually to establish credit equivalent to an associate degree.

The Bachelor of Science in Health Sciences degree requires a minimum of 51-52 credits; however, different majors may require more credits. Those working toward bachelor’s completion must take a minimum of 30 credits at Kettering College, and at least 36 credits must be from the upper division. Students must achieve a grade of C or better in all core courses listed below for graduation.
CORE CURRICULUM:

I. **Humanities** ................................................................. 6 credits
   May include courses from literature, history, philosophy, music, art,
   theater, or foreign language

II. **Religion** ........................................................................... 6 credits
   RELP 316 Spirituality in Healing and Health Care (3 credits)
   RELP 306 Spiritual Dimensions of Death and Dying (3 credits)
   Note: Only religion courses from faith-based institutions may be considered for transfer credit.

III. **Social sciences** .............................................................. 3 credits
    Required: SOCI 375 Cultural Diversity in Health Care
    or transfer credit equivalent to SOCI 375

IV. **Mathematics** ................................................................. 3-4 credits
    Requirements may be met by one of the following:
    MATH 215 Probability and Statistics
    Transfer credit equivalent to MATH 215
    Recommended prior coursework: a college-level mathematics course in the past five years
Vaughan-Beaven Service Learning Leadership Program

Steve Carlson and Paula Reams, Coordinators

DESCRIPTION OF THE PROGRAM

The Vaughan-Beaven Service Learning Leadership Program is available for students who choose to demonstrate excellence and character beyond the high standards of the professional programs offered at Kettering College. Students in the service learning leadership program not only participate in a course of study that critically analyzes the service needs of the local, regional, national, and/or global communities, but also participate in meeting identified needs.

Any student may apply upon admission to the College. Once admitted, students must maintain a minimum GPA of 3.00 for all leadership courses. Students also must maintain an overall GPA of 3.00 or higher in all courses taken for the degree. Those who complete all requirements will be recognized as Vaughan-Beaven Leadership Scholars at commencement.

MISSION STATEMENT

The service learning leadership program is committed to improving communities through leadership in service learning.

OUTCOMES

- Integrate leadership skills and professionalism in the application of service in the local, national, and/or global community.
- Promote and communicate an understanding of cultural diversity/sensitivity and social/civic responsibility through commitment to lifelong service and learning.
- Integrate the values of compassion, competence, citizenship, and character through personal and professional growth.
- Incorporate effective communication multi-professionally within the global village.
**PROGRAM REQUIREMENTS**

Applicants who have been admitted as candidates for the Vaughan-Beaven Service Learning Leadership Program must complete an orientation to the program.

<table>
<thead>
<tr>
<th>ASSOCIATE DEGREE</th>
<th>BACHELOR’S COMPLETION DEGREE</th>
<th>BACHELOR’S DEGREE</th>
<th>BSN PRELICENSURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 375 Cultural Diversity in Health Care</td>
<td>SOCI 375 Cultural Diversity in Health Care</td>
<td>SOCI 375 Cultural Diversity in Health Care</td>
<td>SOCI 375 Cultural Diversity in Health Care</td>
</tr>
</tbody>
</table>

**SERVICE LEARNING LEADERSHIP PROGRAM COURSES**

- **Choose one:**
  - SLLP 301 International Health
  - SLLP 331 Health Care Needs of Underserved Populations

- **Choose one:**
  - SLLP 301 International Health
  - SLLP 331 Health Care Needs of Underserved Populations

- **Two required:**
  - SLLP 301 International Health
  - SLLP 331 Health Care Needs of Underserved Populations

**ELECTIVE COURSES**

- **None required**

- **Choose one:**
  - HESC 451 Interdisciplinary Team Practice in Community-Based Care
  - HESC 435 Community Health Perspectives

- **Choose one:**
  - HESC 451 Interdisciplinary Team Practice in Community-Based Care
  - HESC 435 Community Health Perspectives

- **HESC 451 Interdisciplinary Team Practice in Community-Based Care**

Note: Mission trips inside and outside the country may be planned periodically throughout the academic year, usually during breaks or right before or after the end of a semester.

Available program courses may include:

- SLLP 200 Health Care Needs of the Hispanic Population
- SLLP 301 International Health
- SLLP 331 Health Care Needs of Underserved Populations
- HESC 435 Community Health Perspectives
- SOCI 375 Cultural Diversity in Health Care
- HESC 451 Interdisciplinary Team Practice in Community-Based Care

A student may choose to take any of the SLLP or HESC courses listed in addition to the required courses listed for the program of study.
ADMISSION REQUIREMENTS

• Meet all requirements for admission to Kettering College.
• Present transcripts reflecting a high school GPA of 3.25 or above (on a 4-point scale) or college GPA of 3.00 or above (on a 4-point scale).
• Complete an interview process.
• Present a minimum of 100 self-documented volunteer service hours.
• Submit application by May 15 for fall semester admission, March 15 for summer semester admission, or Oct. 15 for winter semester admission; deadlines may be extended through permission of coordinator.
• Write a short essay on personal goals related to the outcomes and mission of the program.

PROGRESSION AND COMPLETION

All requirements must be completed before commencement to qualify for graduation as a Vaughan-Beaven Leadership Scholar unless prior arrangements have been made. Students who fall below an overall GPA of 3.00 during their career at Kettering College will be placed on probation in the leadership program. An overall College GPA of 3.00 must be achieved in order to graduate from the program. Periodic meetings with the coordinator are highly encouraged to assist with meeting service learning hour requirements. Students also must not have any documented breach of the College honor code or documented lack of professionalism.

READMISSION

Students who have been accepted for readmission will be admitted under the current program curriculum and Academic Bulletin. Requests for readmission to the leadership program will be evaluated on an individual basis. Overall College GPA must be 3.00 or higher for readmission. Other considerations may include:

• Available space in the leadership program.
• Evaluation of the student’s standing, relative to any revisions that may have occurred in the curriculum, courses, or requirements.
• Review and evaluation of student’s academic performance at the time of withdrawal or dismissal from the program.
• Submission of a written plan for academic success and leadership program completion.
• Interview process at the discretion of the service learning leadership program committee.
Division of Arts and Sciences

Paul DeLange, Director

MISSION STATEMENT

As an integral part of Kettering College, the faculty of the Division of Arts and Sciences is dedicated to assisting students in constructing a strong spiritual, philosophical, and academic foundation based on Christian principles on which to build personal and professional study and growth.

GOALS AND OBJECTIVES

The courses in the Division of Arts and Sciences meet two distinct needs. One is to provide a liberal arts background on which to build technical information leading toward a degree in a healthcare field at Kettering College. The other is to provide a Bachelor of Science degree that meets admissions requirements for the Master of Physician Assistant Studies or for medical, dental, or other professional schools.

The faculty strives to help students achieve the BASIC institutional outcomes (broad integrative learning, applied learning, specialized learning, intellectual skills, and civic engagement) through a variety of courses and learning activities.

The division is divided into two departments: the humanities department and the sciences and mathematics department.

HUMANITIES AND SOCIAL SCIENCES DEPARTMENT
Anne Collier-Freed, Chair; Laura Edwards; Jill Evans; Vail McGuire; Amy Ortiz-Moretta; David Price; Daryll Ward

SCIENCES AND MATHEMATICS DEPARTMENT
Paul DeLange, Chair; Lucas Beagle; Laurie Bromagen; Jonathan Engelman; Melonnie Furgason; Ericka Kistler; Jane Nesbit; Randi Quale; Tom Rule; Daniel Schoun
The sciences and mathematics department offers a Bachelor of Science degree with a major in human biology.

**MAJOR IN HUMAN BIOLOGY**

Melonnie Furgason, Coordinator

As an accredited college directly affiliated with Kettering Medical Center, Kettering College offers a unique learning opportunity for persons interested in health-related careers. Students have numerous opportunities to evaluate their career choices through interaction with students and faculty in the health professions and nursing programs.

The Bachelor of Science with a major in human biology is a versatile degree that provides the student with extensive preparation for graduate or professional studies in any field that works with the human organism. While the natural sciences are emphasized, students receive a thorough background in social sciences, cultural studies, and the humanities. In addition, graduates in human biology have an understanding of healthcare disciplines and the qualifications they demand.

There are two distinct curricular programs of study for the Bachelor of Science degree with a major in human biology. Students interested in medicine, dentistry, physician assistant studies, physical therapy, occupational therapy, speech therapy, and other health-related professions that require baccalaureate or graduate degrees will receive a thorough preparation for admission to professional school by completion of the four-year program of study. Upon completion of the four-year program of study at Kettering College, the student may apply to a professional school or university to complete the required graduate study necessary for entry into the chosen profession. The second curricular program of study for the Bachelor of Science with a major in human biology is the “3+2”-year accelerated curriculum leading to the Master of Physician Assistant Studies. This program is designed for students who begin with freshman courses at Kettering College. Students transferring to Kettering College will find it very difficult to schedule the required course sequence. Students with an excellent academic record as a human biology major (minimum 3.70 cumulative GPA and minimum 3.70 science GPA) are eligible to apply for early admission to the two-year Kettering College physician assistant graduate program. Appropriate physician assistant courses taken during the fourth year are applied to the human biology major to complete the bachelor’s degree. It is essential that each student become familiar with the admission requirements of the Master of Physician Assistant Studies at Kettering College or the professional schools to which he or she wishes to apply in order to select the appropriate courses within the major in human biology.
Admission to most professional schools in health-related fields is highly competitive. To increase the probability of acceptance into the professional school of choice, students should maintain high grades (B+ or A- average) while at Kettering College. Because of the demanding program of study and the necessity of maintaining a high grade point average, there are specific criteria for admission into and progression in the major in human biology.

PROFILE OF A SUCCESSFUL HUMAN BIOLOGY MAJOR

A student prepared for success in the human biology major has:

- A high school GPA of 3.00 or greater
- One year each of high school biology, chemistry, and physics
- At least two years of high school college-preparatory mathematics

In order to follow the suggested course of study, students must score at least 70 percent on the math placement exam or provide transfer credit equivalent to MATH 105.

END-OF-DEGREE STUDENT LEARNING OUTCOMES

Upon the completion of the human biology major, students will be able to:

- Demonstrate a broad knowledge of biological and physical sciences as related to human biology.
- Perform laboratory techniques and procedures commonly used in basic biological and physical science research.
- Organize, analyze, and critically evaluate and interpret scientific data.
- Communicate biological and physical science concepts for peer and professional audiences.
- Question and synthesize data and conclusions using previously acquired biological and physical science knowledge to develop and support their own assessments.
- Articulate a statement of their personal view of the interrelationship of faith and science.

REQUIREMENTS FOR GRADUATION

A grade of C or above must be achieved in all required courses, and the student must maintain a cumulative grade point average of at least 2.0 (C) in order to graduate with a major in human biology.

PROGRAMS OF STUDY FOR BACHELOR OF SCIENCE: HUMAN BIOLOGY MAJOR (4-YEAR)

The human biology major requires 129 credits, including general education, with at least 40 credits in the upper division. Required major courses and elective major courses must total at least 40 credits, with at least 20 semester credits in the upper division. The major in human biology requires the following:
I. Required cognate courses ................................................................. 34 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 121</td>
<td>General Chemistry with lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 122</td>
<td>General Chemistry II with lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 211</td>
<td>Organic Chemistry I with lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 222</td>
<td>Organic Chemistry II with lab</td>
<td>4</td>
</tr>
<tr>
<td>One course chosen from the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HESC 302</td>
<td>Mission Experience in Cultural Diversity</td>
<td></td>
</tr>
<tr>
<td>HESC 310</td>
<td>Health Care Economics and Finance</td>
<td></td>
</tr>
<tr>
<td>HESC 435</td>
<td>Community Health Perspectives</td>
<td></td>
</tr>
<tr>
<td>HESC 345</td>
<td>History of Health Care in the United States</td>
<td></td>
</tr>
<tr>
<td>MATH 215</td>
<td>Probability and Statistics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 141</td>
<td>General Physics I with lab</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 152</td>
<td>General Physics II with lab</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3XX</td>
<td>Upper division sociology</td>
<td>3</td>
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</table>

II. Required major courses ................................................................. 36 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 105</td>
<td>Foundations of Biology I with lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 110</td>
<td>Foundations of Biology II with lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 130</td>
<td>Career Explorations</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 305</td>
<td>Human Physiology with lab*</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 306</td>
<td>Human Anatomy with lab*</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 315</td>
<td>Molecular Biology with lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 330</td>
<td>Seminar in Human Biology</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 335</td>
<td>Genetics with lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 341</td>
<td>Biochemistry I with lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 430</td>
<td>Seminar in Human Biology</td>
<td>2</td>
</tr>
<tr>
<td>GSCI 410</td>
<td>History and Philosophy of Science</td>
<td>3</td>
</tr>
</tbody>
</table>
III. Major Elective Courses ............................................................................................................. 12 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 151</td>
<td>Microbiology with lab*</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 263</td>
<td>Sectional Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 342</td>
<td>Biochemistry II with lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 350</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 420</td>
<td>Topics in Biology</td>
<td>1-4</td>
</tr>
<tr>
<td>BIOL 422</td>
<td>Mechanisms of Human Diseases</td>
<td>3</td>
</tr>
<tr>
<td>KETC 101</td>
<td>Medical Terminology</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 138</td>
<td>Human Growth and Development*</td>
<td>3</td>
</tr>
</tbody>
</table>

IV. Upper division elective courses .................................................................................... 3 credits

V. BS core requirements not met by courses already listed for major .................. 44 credits

Note: See degree core requirements section.

TOTAL........................................................................................................................................... 129 credits

* Major electives required for physician assistant program admission
# Suggested Course of Study

## First Year: Fall

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 105</td>
<td>Foundations of Biology I with lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 121</td>
<td>General Chemistry I with lab</td>
<td>4</td>
</tr>
<tr>
<td>HIST XXX</td>
<td>History Sequence I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 165</td>
<td>College Algebra and Trigonometry</td>
<td>3</td>
</tr>
<tr>
<td>RELB 101</td>
<td>Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total:** 17

## First Year: Winter

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 110</td>
<td>Foundations of Biology II with lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 122</td>
<td>General Chemistry II with lab</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Writing and Rhetoric I</td>
<td>3</td>
</tr>
<tr>
<td>HIST XXX</td>
<td>History Sequence II</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 130</td>
<td>Career Explorations</td>
<td>1</td>
</tr>
<tr>
<td>PEAC 178</td>
<td>Wellness</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total:** 16

## Second Year: Fall

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 211</td>
<td>Organic Chemistry I with lab</td>
<td>4</td>
</tr>
<tr>
<td>COMM 215</td>
<td>Introduction to Human Communication</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 141</td>
<td>General Physics I with lab</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 112</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>RELP 254</td>
<td>Morality and Medicine</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total:** 17
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>XXX</td>
<td>Humanities Group II elective</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 222</td>
<td>Organic Chemistry II with lab</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 218</td>
<td>Writing and Research in the Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 152</td>
<td>General Physics II with lab</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 115</td>
<td>Sociology</td>
<td>3</td>
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</table>

**TOTAL** 17

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>XXX</td>
<td>Humanities Group II elective</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 315</td>
<td>Molecular Biology with lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 330</td>
<td>Seminar in Human Biology</td>
<td>1</td>
</tr>
<tr>
<td>GSCI 410</td>
<td>History and Philosophy of Science</td>
<td>3</td>
</tr>
<tr>
<td>MATH 215</td>
<td>Probability and Statistics</td>
<td>4</td>
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**TOTAL** 15

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 335</td>
<td>Genetics with lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 330</td>
<td>Seminar in Human Biology</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 341</td>
<td>Biochemistry I with lab</td>
<td>4</td>
</tr>
<tr>
<td>PEAC XXX</td>
<td>Physical education elective</td>
<td>1</td>
</tr>
<tr>
<td>RELX XXX</td>
<td>Religion elective</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 3XX</td>
<td>Upper division sociology course</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** 16
### FOURTH YEAR: FALL

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>XXX</td>
<td>Upper division general elective</td>
<td>3</td>
</tr>
<tr>
<td>XXX</td>
<td>Major elective (BIOL 342 or BIOL 422)</td>
<td>3-4</td>
</tr>
<tr>
<td>XXX</td>
<td>Major elective (PSYC 138)</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 305</td>
<td>Human Physiology with lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 430</td>
<td>Seminar in Human Biology</td>
<td>1</td>
</tr>
<tr>
<td>HESC XXX</td>
<td>Required HESC cognate course</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** 17-18

### FOURTH YEAR: WINTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>XXX</td>
<td>Major elective (BIOL 151)</td>
<td>3-4</td>
</tr>
<tr>
<td>XXX</td>
<td>Major elective (BIOL 350)</td>
<td>3-4</td>
</tr>
<tr>
<td>BIOL 306</td>
<td>Human Anatomy with lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 430</td>
<td>Seminar in Human Biology</td>
<td>1</td>
</tr>
<tr>
<td>RELP 316</td>
<td>Spirituality in Healing and Health Care</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** 14-16

**Note:** A human biology student with a cumulative GPA of 3.5 or higher may take up to 20 credits in the fall semester and/or winter semester without prior approval.
HUMAN BIOLOGY MAJOR ("3+2"-YEAR MPAS ACCELERATED CURRICULUM)

Highly qualified Kettering College students enrolled in the human biology major (minimum 3.70 cumulative GPA and minimum 3.70 science GPA) who express a desire to accelerate their studies and meet admission requirements for the Master of Physician Assistant Studies (MPAS) degree are eligible to apply to the “3+2”-year MPAS accelerated program of study. This program is designed for students who begin with freshman courses at Kettering College. Students transferring to Kettering College will find it very difficult to schedule the required course sequence. All Kettering College students wishing to apply to the PA program must complete the MPAS application, which is available from the PA admissions coordinator. Applications are due in the PA office no later than Oct. 1 of the year prior to matriculation. Those students accepted by the physician assistant department into the “3+2”-year MPAS accelerated program of study have the potential to complete both degrees in an accelerated fashion. This program of study is only for Kettering College students who have not earned bachelor’s degrees, are enrolled in the human biology major, and desire to accelerate their completion for the graduate program in physician assistant studies. Students who pursue this program of study are not guaranteed admission to the PA program.

The major in human biology with an accelerated program of study for pre-physician assistant students requires the following:

I. Required cognate courses .............................................................. 28 credits
   CHEM 121 General Chemistry I with lab ..................................... 4
   CHEM 122 General Chemistry II with lab ................................. 4
   CHEM 211 Organic Chemistry I with lab ................................. 4
   CHEM 222 Organic Chemistry II with lab ............................ 4
   MATH 215 Probability and Statistics ................................. 4
   PHYS 141 General Physics I with lab ................................. 4
   PHYS 152 General Physics II with lab ............................... 4
II. Required major courses ........................................................................................................ 41 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIOL 105</td>
<td>Foundations of Biology I with lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 110</td>
<td>Foundations of Biology II with lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 130</td>
<td>Career Explorations</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 151</td>
<td>Microbiology with lab*</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 306</td>
<td>Human Anatomy with lab*</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 305</td>
<td>Human Physiology with lab*</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 315</td>
<td>Molecular Biology with lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 330</td>
<td>Seminar in Human Biology</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 335</td>
<td>Genetics with lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 341</td>
<td>Biochemistry I with lab</td>
<td>4</td>
</tr>
<tr>
<td>GSCI 410</td>
<td>History and Philosophy of Science</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 138</td>
<td>Human Growth and Development*</td>
<td>3</td>
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</table>

III. PA major courses applied to BS degree ...................................................................... 16 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHAS 501</td>
<td>Basics of Pharmacology</td>
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</tr>
<tr>
<td>PHAS 512</td>
<td>CMM Dermatology</td>
<td>1</td>
</tr>
<tr>
<td>PHAS 514</td>
<td>CMM Infectious Disease</td>
<td>2</td>
</tr>
<tr>
<td>PHAS 518</td>
<td>CMM Pulmonology</td>
<td>5</td>
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<tr>
<td>PHAS 522</td>
<td>CMM Endocrinology</td>
<td>3</td>
</tr>
<tr>
<td>PHAS 551</td>
<td>Behavioral Medicine</td>
<td>2</td>
</tr>
<tr>
<td>PHAS 553</td>
<td>Clinical Genetics</td>
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</tbody>
</table>

IV. BS core requirements not met by courses already listed for major.......................... 44 credits

**Note:** See degree core requirements section.

TOTAL.................................................................................................................................. 129 credits

* Major electives required for physician assistant program admission
### SUGGESTED COURSE OF STUDY

#### FIRST YEAR

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
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<tbody>
<tr>
<td>Fall and winter</td>
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#### SECOND YEAR

<table>
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<tr>
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<tr>
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#### SECOND YEAR: SUMMER

<table>
<thead>
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</tr>
<tr>
<td>BIOL 151</td>
<td>Microbiology (major elective)</td>
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</tr>
<tr>
<td>PSYC 138</td>
<td>Human Growth and Development</td>
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</tr>
<tr>
<td>RELX XXX</td>
<td>Religion Elective</td>
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| TOTAL          |                                              | 13      |

#### THIRD YEAR: FALL

<table>
<thead>
<tr>
<th>Semester</th>
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<tr>
<td>BIOL 315</td>
<td>Molecular Biology with lab</td>
<td>4</td>
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<tr>
<td>BIOL 330</td>
<td>Seminar in Human Biology</td>
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</tr>
<tr>
<td>GSCI 410</td>
<td>History and Philosophy of Science</td>
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<td>MATH 215</td>
<td>Probability and Statistics</td>
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| TOTAL          |                                              | 16      |

#### THIRD YEAR: WINTER

<table>
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<tr>
<td>BIOL 330</td>
<td>Seminar in Human Biology</td>
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<td>BIOL 335</td>
<td>Genetics with lab</td>
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<tr>
<td>BIOL 341</td>
<td>Biochemistry I with lab</td>
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<tr>
<td>PEAC XXX</td>
<td>Physical education elective</td>
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<tr>
<td>RELP 316</td>
<td>Spirituality in Healing and Health Care</td>
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| TOTAL          |                                              | 17      |
Entry point to PA program

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<td>Basics of Pharmacology *</td>
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<td>PHAS 512</td>
<td>CMM Dermatology*</td>
<td>1</td>
</tr>
<tr>
<td>PHAS 551</td>
<td>Behavioral Medicine*</td>
<td>2</td>
</tr>
<tr>
<td>PHAS 553</td>
<td>Clinical Genetics*</td>
<td>2</td>
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<tr>
<td>PHAS XXX</td>
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<td>5</td>
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<tr>
<td>RELP 507</td>
<td>Clinical Ethics I</td>
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**TOTAL** 12 credits

### THIRD YEAR: SUMMER

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<tr>
<td>PHAS 514</td>
<td>CMM Infectious Disease*</td>
<td>2</td>
</tr>
<tr>
<td>PHAS 522</td>
<td>CMM Endocrinology*</td>
<td>3</td>
</tr>
<tr>
<td>PHAS XXX</td>
<td>PA professional courses</td>
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</table>

**TOTAL** 23 credits

### FOURTH YEAR: FALL

<table>
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<tbody>
<tr>
<td>PHAS 518</td>
<td>CMM Pulmonology*</td>
<td>5</td>
</tr>
<tr>
<td>PHAS XXX</td>
<td>PA professional courses</td>
<td>17</td>
</tr>
</tbody>
</table>

**TOTAL** 22 credits

**Note:** Courses marked with the asterisk (*) are applied to the human biology major to complete the bachelor’s degree.
Division of Nursing

Deleise S. Wilson, PhD, RN, Director, Division of Nursing; Joan Ulloth, PhD, RN, CNE, Associate Director, Division of Nursing; Karen Vietz, PhD, RN, Chair, Graduate Nursing; Lisa Huber, MSN, RN, COI, Chair, Undergraduate Nursing; Marisa Blahovich; Miranda Dickerson; Adelaide Durkin; Melinda Hopkins; Mary Matese; Beverley McLean; Donna Moore; Cynthia Parker; Cindy Prater; Paula Reams; Denise Sekerak; Jean Stivers; Phillip Smith, simulation tech.

PROGRAM TRACKS OFFERED

- Three-year Bachelor of Science in Nursing (BSN) prelicensure
- LPN-to-Bachelor of Science in Nursing track (BSN)
- Bachelor of Science in Nursing completion degree (BSN) for RNs (RN-to-BSN program)

BACCALAUREATE PHILOSOPHY AND ORGANIZING FRAMEWORK

**Mission:** The mission of the faculty of the Division of Nursing is to educate individuals to become competent professional nurses who meet the healthcare needs of individuals, families, communities, and populations. Within the context of Christian caring, our graduates are educated to provide compassionate care to the whole person.

**Philosophy:** The faculty affirm that a baccalaureate degree in nursing is the level of education needed to prepare tomorrow’s graduates for contemporary nursing practice in order to assist individuals, families, communities, and populations to achieve an optimal individualized state of physical, mental, spiritual, and social well-being.

The faculty shares a common understanding of curricular concepts that are addressed in levels of progression in the nursing curriculum:

**Whole-person care** is an approach to patient care that values individuals as persons made in God’s image and influenced by a composite of physical, mental, social, environmental, and spiritual needs. The mind-body-spirit connection is recognized as a crucial factor in achieving optimum health and well-being. As nurses care for patients, they affirm that each human being is endowed by the Creator with the power to choose, exert free will, learn, and grow. As
individuals mature, they have accountability and responsibility for decisions that affect their personal outcomes.

**Christian caring** is defined as providing nursing care in the tradition of the Master Healer. Nurses who provide Christian caring give compassionately to the whole person as a response to understanding God’s love and grace toward humanity. The goal is to foster optimum health, provide restoration and quality of life when possible, and bring comfort in suffering and dying, to anyone in need. This “ministry of caring” is a human response of service through which we reveal God’s divine spirit.

**Professional nursing** is embodied by the baccalaureate nurse, who is a generalist functioning autonomously and interdependently with members of the healthcare team and who is accountable for professional practice and image. **Professional nurses** use clinical judgment and reasoning to improve, maintain, or recover health, and to achieve the best possible quality of health, until death. **Professional baccalaureate nurses** are discriminators of research, implementers of evidence-based practice, and skillful users of communication and informatics who are knowledgeable of economic, political, and sociocultural factors that affect healthcare delivery systems and patient outcomes. They commit themselves to compassionate caring, and strong ethical values, and to the continuous development of themselves and others. They adhere to the regulations and code of nursing practice, assume accountability and responsibility for outcomes in their own practice and in delegated nursing care, and demonstrate a spirit of collaboration and flexibility.

**Learning** is a lifelong journey of discovery of knowledge, skills, values, and attitudes in intellectual, psychomotor, emotional, and spiritual domains. It incorporates education from multiple avenues that contribute to the whole to build healthy individuals and societies. Understanding and applying theories of teaching can contribute to more effective learning.

**Continuum of care** represents the complex concepts of environment, lifespan development, and sociocultural interaction that influence the provision of effective nursing care to individuals, families, communities, and populations.

**END-OF-DEGREE STUDENT LEARNING OUTCOMES**

The Bachelor of Science in Nursing graduate:

- Synthesizes knowledge from the arts and sciences and from nursing theory, practice, and evidenced-based research to provide and to manage the healthcare needs of diverse community populations, patients, and families across the continuum of healthcare.
• Uses professional nursing judgment, informed by Christian principles, moral and ethical reasoning, professional nursing standards, and evidence-based practice to promote health, prevent disease, and provide safe, competent, whole-person nursing care across the continuum of healthcare.

• Is a compassionate and conscientious nurse who serves humanity and the profession of nursing in the spirit of Christian caring.

• Uses written, verbal, non-verbal, and emerging technological methods to communicate effectively in the provision, management, and coordination of healthcare across the life span.

• Functions as a collaborative member of the interdisciplinary healthcare team to promote health, prevent disease, and provide evidence-based nursing care to individuals, families, communities, and populations across the continuum of healthcare.

• Incorporates leadership and management skills, and an understanding of organizations, to promote safety and quality care for individuals, families, communities, and populations.

• Designs care based upon an understanding of how regulatory policies, economic, political, and socio-cultural forces directly and indirectly influence the healthcare system and professional nursing practice.

• Engages in learning-centered experiences that promote lifelong personal and professional growth within the scope of baccalaureate nursing practice.
3-year Bachelor of Science in Nursing (prelicensure)

APPROVAL AND ACCREDITATION

The program is approved by the Ohio Board of Nursing, 17 S. High St., Suite 400, Columbus, OH 43215-7410, and accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road N.E., Suite 850, Atlanta, GA 30326; 404-975-5000; www.acenursing.org.

ADMISSION

Admission to the prelicensure nursing program is competitive and occurs one time during the academic year for fall entry.

Deadlines: Application materials, including transcripts and student personal statement forms, are due by the deadlines below.

- Early action: Applications received by Jan. 31 will be considered for early program admission. In order to be considered for admission, college transcripts must reflect completion of at least one required prerequisite science course that meets admission criteria. The admissions decision will be communicated by the end of February. An admitted student will have until May 1 to either accept or decline the offer of admission.

- Regular decision: Applications received by May 25 will be considered for program admission to fill any spots available after early action decisions have been made. Students admitted under regular decision will have their admissions decision communicated by mid-June and will have 10 days to accept or decline.

Applicants are considered for admission based on the following criteria:

1. Applicants must meet all Kettering College admission requirements.

2. Applicants must present college transcripts reflecting:
   - A cumulative GPA of 2.8 or above (on a 4.0 scale) AND a minimum grade of C in all required prerequisite courses.
   - Science prerequisite courses (minimum grade of C with a cumulative GPA of 2.8)
     - BIOL 119 Human Anatomy and Physiology I .................................4 credits
     - BIOL 129 Human Anatomy and Physiology II ............................4 credits
     - CHEM 105 Chemistry for the Health Sciences ..........................4 credits
     - BIOL 151 Microbiology .................................................................4 credits
• Other required general education prerequisite courses (minimum grade of C)
  ENGL 101 Writing and Rhetoric I ........................................ 3 credits
  ENGL 102 Writing and Rhetoric II .......................................... 3 credits
  COMM 215 Introduction to Human Communication .................... 3 credits
  MATH 105 Fundamentals of Mathematics ................................ 3 credits
  PSYC 112 General Psychology .............................................. 3 credits
  PSYC 138 Human Growth and Development ............................. 3 credits
  SOCI 115 Sociology ............................................................. 3 credits
  PEAC 178 Wellness .................................................................. 1 credit
  HUMN Humanities elective .................................................... 3 credits
  HUMN Humanities elective .................................................... 3 credits
  KETC 101 Medical Terminology ............................................. 1 credit

3. Past failures and withdrawals in prerequisite courses or other nursing program courses **will** impact consideration for admission into the KC BSN program. Please contact the admissions office for any questions.

4. Additional qualifiers such as taking prerequisite courses at KC, previous academic degrees, and degrees in allied health may influence acceptance.

5. Students accepted into the program must maintain all admission requirements from the time of acceptance until their program start date.

6. Students admitted into the program must complete all required prerequisite courses with a C or better before year 2, semester 4.

**NURSING PROGRAM TRANSFER APPLICANTS**

Transfer students who have completed nursing courses in other programs will be evaluated individually for admission and placement and may be accepted on a space-available basis. Students with nursing failures and/or program-required course failures from other programs may be ineligible for transfer credit and/or program admission. Transfer students should submit application materials by the posted deadline in order to give time for transcripts to be evaluated for transferable credit.

A plan for success will be developed for each transfer student. This plan may include but not be limited to skills remediation, testing remediation, and auditing of previous nursing courses as determined by the Division of Nursing. General College policies on tuition and fees for remediation of courses will apply.
ENROLLMENT

Students accepted into the nursing program must meet the requirements defined below.

1. **Cardiopulmonary resuscitation (CPR)/basic life support (BLS):** All nursing students must be certified in basic life support, also known as cardiopulmonary resuscitation, issued by the American Heart Association in its BLS for the Healthcare Provider course. Students must complete this certification course at Kettering College. Upon acceptance to the nursing program, students will receive further information regarding BLS certification.

2. **Background check and fingerprinting:** Students must request and pay to have a criminal background check and fingerprinting performed by a College-approved service no more than six months prior to the first nursing course or the semester of entry for transfer students. Please contact the admission office for approved service contact information. The Ohio Board of Nursing or any state’s Board of Nursing may deny licensure to individuals based on results of their background check and fingerprinting report. Background check results must be received by June 30.

3. **Health requirements:** Students must show documentation of compliance with all health requirements prior to semester 4, or the semester of entry for transfer students. Health requirements are available on the College website.

4. **Computer proficiency:** All students accepted into the nursing program are expected to be proficient in computer skills required for document preparation, Internet usage, and emailing.

5. **Technical standards:** Applicants must meet certain physical and health requirements defined as technical standards. The standards are described on the College website and in the *Student Handbook*. If a student has known disabilities in any area, he or she will be required to inform the College of these limitations prior to the start of the program, and a determination will be made regarding his or her eligibility.

PROGRESSION

To progress in the program, students must:

- Achieve a minimum grade of C (77 percent) in all courses required for the BSN degree.
- Maintain health requirements and current immunization status.
- Maintain clearance of background check.
- Complete all arts, science, religion, and humanities courses required for the BSN degree by the end of semester 8 in order to progress to semester 9 (final semester of program).
IN PROGRESS GRADE OR LEAVE OF ABSENCE STATUS

Students receiving a grade of “in progress” or taking a leave of absence must communicate their intent for resuming coursework in the nursing program to their academic advisor or program chair according to the following deadlines:

- March 1 for re-entry into fall semester
- June 1 for re-entry into winter semester
- Nov. 1 for re-entry into summer semester

Remediation will be required for students who have been out of the nursing program for two semesters or longer. A plan of success will be developed on an individual basis. This plan may include but not be limited to skills remediation, testing remediation, and auditing of previous nursing courses as determined by the Division of Nursing. General College policies on tuition and fees for remediation of courses will apply.

READMISSION

Students who do not meet progression requirements are removed from the nursing program; if eligible, they may apply for readmission. Selection for readmission is competitive. To apply for readmission:

1. The student must complete and submit the readmission form to the director of admissions by the following dates:
   - March 1 for re-entry into fall semester
   - June 1 for re-entry into winter semester
   - Nov. 1 for re-entry into summer semester

2. Students who are readmitted enter under the curriculum, program policies, and Academic Bulletin offered the semester of re-entry into the program. Students must meet all nursing enrollment criteria.

3. Requests for readmission will be evaluated individually. The decision to readmit a student is based on the following criteria:
   - Review and evaluation of student’s academic and clinical performance at the time of withdrawal or dismissal.
   - Minimum Kettering College cumulative GPA of 2.6 (a higher GPA may be needed to be competitive).
   - Minimum cumulative GPA of 2.00 in nursing (excluding failed course).
   - Available space in the nursing program.
• Evaluation of the student’s standing, relative to any revisions that may have occurred in the curriculum, courses, or requirements.
• Evaluation of faculty recommendation for program re-entry.

4. Remediation will be required for students who have been out of the nursing program for two semesters or longer. A plan of success will be developed on an individual basis. This plan may include but not be limited to skills remediation, testing remediation, and auditing of previous nursing courses as determined by the Division of Nursing. General College policies on tuition and fees for remediation of courses will apply.

5. Students are not eligible for readmission if either of two circumstances applies:
   • Failure of NRSB 311 Foundations in Nursing
   • Failure in two nursing courses. During the WP/WF drop period, students earning a grade of C- or lower, or failing the clinical experience, will receive a WF grade. A grade of WF is equivalent to a failure.

GRADUATION

To graduate with a Bachelor of Science in Nursing degree, the student must have a minimum cumulative GPA of 2.00 on a 4.00 scale, as well as a minimum GPA of 2.00 on a 4.00 scale in nursing courses.

PROGRAM OF STUDY FOR 3-YEAR PRELICENSURE BSN DEGREE

The nursing curriculum is designed for completion in three calendar years, or nine semesters of full-time study. Year-round instruction includes two 15-week semesters in fall and winter and one 10-week summer semester.

YEAR 1, SEMESTER 1

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>COMM 215</td>
<td>Introduction to Human Communication</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Writing and Rhetoric I</td>
<td>3</td>
</tr>
<tr>
<td>PEAC 178</td>
<td>Wellness</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 112</td>
<td>General Psychology</td>
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<td>CHEM 105 Chemistry for Health Sciences</td>
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<td>ENGL 102 Writing and Rhetoric II</td>
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<tr>
<td>KETC 101 Medical Terminology</td>
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<td>MATH 105 Fundamentals of Mathematics</td>
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<td>PSYC 138 Human Growth and Development</td>
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</tr>
<tr>
<td>SOCI 115 Principles of Sociology</td>
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<td>BIOL 350 Pathophysiology</td>
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<td>RELB 101 Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ</td>
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<td>NRSB 301 Wellness and Health Promotion</td>
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<tbody>
<tr>
<td>MATH 215 Probability and Statistics</td>
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<td>RELP 316 Spirituality in Healing and Health Care</td>
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<td>NRSB 321 Care of Older Adults</td>
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<td>NRSB 331 Psychiatric/Mental Health Nursing Concepts</td>
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<tr>
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<td>NRSB 341</td>
<td>Family Nursing Concepts</td>
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<td>Community Nursing Concepts (web-centric)</td>
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<td>NRSB 431</td>
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LPN-to-BSN degree track

APPROVAL AND ACCREDITATION

The program is approved by the Ohio Board of Nursing, 17 S. High St., Suite 400, Columbus, OH 43215-7410, and accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road N.E., Suite 850, Atlanta, GA 30326; 404-975-5000; www.acenursing.org.

ADMISSION

Admission to the LPN-to-BSN Prelicensure nursing degree track is competitive and occurs one time during the academic year for fall entry. Each LPN cohort is evaluated for class size and may be canceled due to a small applicant pool.

Deadlines: Application materials, including transcripts and student personal statement forms, are due by the deadlines below.

• Early action: Applications received by Jan. 31 will be considered for early program admission. The admissions decision will be communicated by the end of February. An admitted student will have until May 1 to either accept or decline the offer of admission.

• Regular decision: Applications received by May 25 will be considered for program admission to fill any spots available after early action decisions have been made. Students admitted under regular decision will have their admissions decision communicated by mid-June and will have 10 days to accept or decline.

Applicants are considered for admission based on the following criteria:
1. Applicants must meet all Kettering College admission requirements.
2. Applicants must present college transcripts reflecting:
   • A cumulative GPA of 2.8 or above (on a 4.0 scale) AND a minimum grade of C in all required courses.
   • Science prerequisite courses (minimum grade of C with a cumulative GPA of 2.8 or higher):
     BIOL 129 Human Anatomy and Physiology II..........................4 credits
     CHEM 105 Chemistry for the Health Sciences .........................4 credits
     BIOL 151 Microbiology ..........................................................4 credits
   • Other required general education prerequisite courses (minimum grade of C)
     ENGL 101 Writing and Rhetoric I .........................................3 credits
     ENGL 102 Writing and Rhetoric II .........................................3 credits
COMM 215 Introduction to Human Communication ..................... 3 credits
MATH 105 Fundamentals of Mathematics .................................. 3 credits
PSYC 112 General Psychology .................................................. 3 credits
SOCI 115 Sociology ..................................................................... 3 credits
PEAC 178 Wellness ..................................................................... 1 credit
HUMN Humanities elective ....................................................... 3 credits
HUMN Humanities elective ....................................................... 3 credits

3. Past failures and withdrawals in prerequisite courses or other nursing program courses will impact consideration for admission into the KC BSN program. Please contact the admission office with questions.

4. Additional qualifiers such as taking prerequisite courses at KC, previous academic degrees, and degrees in allied health may influence acceptance.

5. Students accepted into the program must maintain all admission requirements from the time of acceptance until their program start date.

6. Students admitted into the program must complete all required prerequisite courses with a C or better before year 2, semester 4.

In addition to meeting the requirements above, the applicant must:

1. Present official transcript from a state-approved practical nurse program showing date of graduation.

2. Provide references and a resume of work history as a practical nurse, to be evaluated on a case-by-case basis for currency and experience.

3. Possess and maintain a valid, unrestricted, and unencumbered LPN license.

Upon completion of NRSB 312 and all prerequisite courses as stated in the admission criteria, the student will be awarded credit for:

BIOL 119
PSYC 138
KETC 101
NRSB 301
NRSB 311
NRSB 321
NURSING PROGRAM TRANSFER APPLICANTS

Transfer students wishing to enter the LPN-to-BSN degree track who have completed nursing courses in other nursing programs will be evaluated individually for admission and placement and may be accepted on a space-available basis. Students with nursing failures and/or program-required course failures from other programs may be ineligible for transfer credit and/or program admission. Transfer students should submit application materials by the posted deadline in order to give time for transcripts to be evaluated for transferable credit.

A plan for success will be developed for each transfer student. This plan may include but not be limited to skills remediation, testing remediation, and auditing of previous nursing courses as determined by the Division of Nursing. General College policies on tuition and fees for remediation of courses will apply.

ENROLLMENT

Students accepted into the nursing program must meet the requirements defined below.

1. **Cardiopulmonary resuscitation (CPR)/basic life support (BLS):** All nursing students must be certified in basic life support, also known as cardiopulmonary resuscitation, issued by the American Heart Association in its BLS for the Healthcare Provider course. Students must complete this certification course at Kettering College. Upon acceptance to the nursing program, students will receive further information regarding BLS certification.

2. **Background check and fingerprinting:** Students must request and pay to have a criminal background check and fingerprinting performed by a College-approved service no more than six months prior to the first nursing course or the semester of entry for transfer students. Please contact the admission office for approved service contact information. The Ohio Board of Nursing or any state’s Board of Nursing may deny licensure to individuals based on results of their background check and fingerprinting report. Background check results must be received by June 30.

3. **Health requirements:** Students must show documentation of compliance with all health requirements prior to semester 4, or the semester of entry for transfer students. Health requirements are available on the College website.

4. **Computer proficiency:** All students accepted into the nursing program are expected to be proficient in computer skills required for document preparation, Internet usage, and emailing.

5. **Technical standards:** Applicants must meet certain physical and health requirements defined as technical standards. The standards are described on the College website and in the Student
Handbook. If a student has known disabilities in any area, he or she will be required to inform the College of these limitations prior to the start of the program, and a determination will be made regarding his or her eligibility.

PROGRESSION

To progress in the program, students must:

• Achieve a minimum grade of C (77 percent) in all courses required for the BSN degree.
• Maintain health requirements and current immunization status.
• Maintain clearance of background check.
• Complete all arts, science, religion, and humanities courses required for the BSN degree by the end of semester 8 in order to progress to semester 9 (final semester of program).

IN PROGRESS GRADE OR LEAVE OF ABSENCE STATUS

Students receiving a grade of “in progress” or taking a leave of absence must communicate their intent for resuming coursework in the nursing program to their academic advisor or program chair according to the following deadlines:

• March 1 for re-entry into fall semester
• June 1 for re-entry into winter semester
• Nov. 1 for re-entry into summer semester

Remediation will be required for students who have been out of the nursing program for two semesters or longer. A plan of success will be developed on an individual basis. This plan may include but not be limited to skills remediation, testing remediation, and auditing of previous nursing courses as determined by the Division of Nursing. General College policies on tuition and fees for remediation of courses will apply.

READMISSION

Students who do not meet progression requirements are removed from the nursing program; if eligible, they may apply for readmission. Selection for readmission is competitive. To apply for readmission:

1. The student must complete and submit the readmission form to the director of admissions by the following dates:
   • March 1 for re-entry into fall semester
   • June 1 for re-entry into winter semester
   • Nov. 1 for re-entry into summer semester
2. Students who are readmitted enter under the curriculum, program policies, and *Academic Bulletin* offered the semester of re-entry into the program. Students must meet all nursing enrollment criteria.

3. Requests for readmission will be evaluated individually. The decision to readmit a student will be based on the following criteria:
   - Review and evaluation of student’s academic and clinical performance at the time of withdrawal or dismissal.
   - Kettering College cumulative GPA of at least 2.6 (a higher GPA may be needed to be competitive).
   - Cumulative GPA of 2.00 in nursing (excluding failed course).
   - Available space in the nursing program.
   - Evaluation of the student's standing relative to any revisions that may have occurred in the curriculum, courses, or requirements.
   - Evaluation of faculty recommendation for program re-entry.

4. Remediation will be required for students who have been out of the nursing program for two semesters or longer. A plan of success will be developed on an individual basis. This plan may include but not be limited to skills remediation, testing remediation, and auditing of previous nursing courses as determined by the Division of Nursing. General College policies on tuition and fees for remediation of courses will apply.

5. Students are not eligible for readmission if either of two circumstances applies:
   - Failure of NRSB 312 LPN-to-BSN Transition
   - Failure in two nursing courses. During the WP/WF drop period, students earning a grade of C- or lower, or failing the clinical experience, will receive a WF grade. A grade of WF is equivalent to a failure.

**GRADUATION**

To graduate with a Bachelor of Science in Nursing degree, the student must have a minimum cumulative GPA of 2.00 on a 4.00 scale, as well as a minimum GPA of 2.00 on a 4.00 scale in nursing courses.
PROGRAM OF STUDY FOR LPN-TO-BSN DEGREE TRACK

The nursing curriculum is designed for completion in three calendar years, or nine semesters of full-time study. Instruction will occur year-round to include two 15-week semesters in fall and winter and one 10-week summer semester.

YEAR 1, SEMESTER 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHEM 105</td>
<td>Chemistry for Health Sciences</td>
<td>4</td>
</tr>
<tr>
<td>HUMN</td>
<td>Humanities elective</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Fundamentals of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 115</td>
<td>Principles of Sociology</td>
<td>3</td>
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**TOTAL** 13

YEAR 1, SEMESTER 2

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>BIOL 151</td>
<td>Microbiology</td>
<td>4</td>
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<tr>
<td>ENGL 101</td>
<td>Writing and Rhetoric I</td>
<td>3</td>
</tr>
<tr>
<td>HUMN</td>
<td>Humanities elective</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 112</td>
<td>General Psychology</td>
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**TOTAL** 13

YEAR 1, SEMESTER 3

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>BIOL 129</td>
<td>Human Anatomy and Physiology II</td>
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<td>COMM 215</td>
<td>Introduction to Human Communication</td>
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<td>ENGL 102</td>
<td>Writing and Rhetoric II</td>
<td>3</td>
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<tr>
<td>PEAC 178</td>
<td>Wellness</td>
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**TOTAL** 11
### YEAR 2, SEMESTER 4

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<td>BIOL 350</td>
<td>Pathophysiology</td>
<td>3</td>
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<tr>
<td>RELB 101</td>
<td>Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ</td>
<td>3</td>
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<tr>
<td>NRSB 312</td>
<td>LPN-to-BSN Transition</td>
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**TOTAL** 9

### YEAR 2, SEMESTER 5

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<tbody>
<tr>
<td>MATH 215</td>
<td>Probability and Statistics</td>
<td>3-4</td>
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<tr>
<td>RELP 316</td>
<td>Spirituality in Healing and Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NRSB 331</td>
<td>Psychiatric/Mental Health Nursing Concepts</td>
<td>4</td>
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**TOTAL** 10-11

### YEAR 2, SEMESTER 6

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<tr>
<td>RELX</td>
<td>Religion elective</td>
<td>3</td>
</tr>
<tr>
<td>NRSB 341</td>
<td>Family Nursing Concepts</td>
<td>6</td>
</tr>
<tr>
<td>NRSB 351</td>
<td>Community Nursing Concepts (web-centric course)</td>
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**TOTAL** 13

### YEAR 3, SEMESTER 7

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<td>RELP 306</td>
<td>Spiritual Dimensions of Death and Dying</td>
<td>3</td>
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<tr>
<td>NRSB 361</td>
<td>Theory: Alterations in Adult Health I</td>
<td>3</td>
</tr>
<tr>
<td>NRSB 362</td>
<td>Clinical: Alterations in Adult Health I</td>
<td>3</td>
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<tr>
<td>NRSB 371</td>
<td>Nursing Research (web-centric course)</td>
<td>3</td>
</tr>
<tr>
<td>NRSB 381</td>
<td>Public Health Concepts (web-centric course)</td>
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**TOTAL** 15
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<tr>
<td>PEAC</td>
<td>Physical education activity course</td>
<td>1</td>
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<tr>
<td>NRSB 401</td>
<td>Theory: Alterations in Adult Health II</td>
<td>4</td>
</tr>
<tr>
<td>NRSB 402</td>
<td>Clinical: Alterations in Adult Health II</td>
<td>4</td>
</tr>
<tr>
<td>NRSB 411</td>
<td>Essentials of Nursing Leadership, Management, and Informatics (web-centric course)</td>
<td>3</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>12</strong></td>
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<tr>
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<tr>
<td><strong>YEAR 3, SEMESTER 9</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NRSB 421</td>
<td>Theory: Advanced Nursing Concepts</td>
<td>6</td>
</tr>
<tr>
<td>NRSB 422</td>
<td>Clinical: Advanced Nursing Concepts</td>
<td>6</td>
</tr>
<tr>
<td>NRSB 431</td>
<td>NCLEX-RN Success Strategies</td>
<td>1</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>13</strong></td>
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</table>
Bachelor of Science in Nursing completion degree (RN-to-BSN program)

PURPOSE STATEMENT

The purpose of the Bachelor of Science in Nursing (BSN) completion degree is to prepare registered nurses to provide professional nursing care to clients, families, and communities in the spirit of Christian caring and service. Graduates are prepared to be citizen leaders in the community. The degree provides a general and professional education intended to enhance professional growth, facilitate career mobility, and serve as a foundation for graduate education.

DESCRIPTION OF THE DEGREE

The RN-to-BSN completion degree is designed for registered nurses who have an associate degree or diploma in nursing. The degree requires 127 credits with up to 79 credits earned for an associate degree or diploma in nursing. The RN-to-BSN completion program consists of 48 semester credits beyond the initial nursing degree. At least 36 credits must be taken at the upper division level, and 30 credits must be taken from Kettering College. All required courses for the degree are offered online. Required general education courses are also available on campus.

Students may begin the degree any semester and may choose a full-time or part-time pace of study. All course work must be completed within five (5) years of first enrollment in the program. General education courses may be taken concurrently with nursing courses. NRSA 313, BSN Success Strategies and Nursing Informatics, must be taken in the first semester the student is admitted to the program and may be simultaneously taken with other program courses. NRSA 446, Senior Capstone, must be taken in the last semester of the program and may be simultaneously taken with other program courses.

ACCREDITATION

The program is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; 404-975-5000; www.acenursing.org.

ADMISSION REQUIREMENTS

Applicants to the RN-to-BSN completion degree must meet the following requirements to be considered for admission:

- Meet all Kettering College admission requirements.
- Submission of transcripts reflecting completion of an associate degree or diploma in nursing.
• Possession and maintenance of an unencumbered and unrestricted registered nurse license in a U.S. state. Students accepted into the BSN completion program who are in the process of obtaining RN licensure must successfully pass NCLEX-RN prior to or during the first semester of enrollment in the RN-to-BSN program.

• A current copy of a government-issued photo ID throughout the program.

Note: Students who request to defer admission for a period of one year or longer must reapply.

APPLICATION DEADLINES

Admission occurs three times per year. Application deadlines are:

• Dec. 1 for admission to the winter semester
• April 1 for admission to the summer semester
• Aug. 1 for admission to the fall semester

ENROLLMENT REQUIREMENTS

To enroll, a student must:

1. Have computer proficiency: All students accepted into the nursing program are expected to be proficient in computer skills required for document and spreadsheet preparation, presentation software, Internet usage and email functions.

2. Have a reliable Internet connection and an email address.

3. Meet computer technical requirements as stipulated in the Information Technology section of the College website.

4. Demonstrate proof of completion of cardiopulmonary resuscitation (CPR)/basic life support (BLS) course for healthcare providers issued by the American Heart Association or the American Red Cross.

5. Complete a background check performed by a College-approved service no more than six months prior to the semester of entry to the program.

6. Provide documentation of compliance with all health requirements prior to the semester of entry. Health requirements are listed on the College website.

REQUIREMENTS FOR PROGRESSION

1. Students must achieve a minimum grade of C in all courses required for the degree. Students with a grade lower than a C in any required general education course will be required to repeat it. College policy regarding retaking courses will apply.
2. Students with a grade lower than a C in any required nursing course will be required to repeat it. A second grade lower than a C in any nursing course will result in dismissal from the RN-to-BSN completion program.

3. A student may not enroll in a nursing course more than twice; a grade of W does not apply. Grades of WP and WF are considered enrollment.

IN PROGRESS GRADE OR LEAVE OF ABSENCE STATUS

Students receiving a grade of “in progress” or “incomplete” or taking a leave of absence (not registering for required program courses for one semester or longer) must communicate their intent for resuming coursework in the nursing program to their academic advisor or program chair according to the following deadlines:

- March 1 for re-entry into fall semester
- June 1 for re-entry into winter semester
- Nov. 1 for re-entry into summer semester

Students who do not engage in coursework for one year or greater will need to reapply. General College policies on tuition and fees for remediation of courses will apply.

READMISSION

Students who do not meet progression requirements are removed from the nursing program and must apply for readmission. Selection for readmission is competitive.

- The student must complete and submit the readmission form to the director of admissions.
- Students who are readmitted enter under the curriculum, program policies, and Academic Bulletin offered the semester of re-entry into the program.
- Requests for readmission will be evaluated individually. The decision to readmit a student will be based on the following criteria:
  a. Meet Kettering College admission requirements
  b. Cumulative GPA of at least 2.00 in nursing (excluding failed course)
  c. Available space in the nursing program
  d. Evaluation of the student’s standing, relative to any revisions that may have occurred in the curriculum, courses, or requirements
  e. Review and evaluation of student’s academic and professional performance at the time of withdrawal or dismissal
- Remediation may be required for students who have been out of the nursing program for a period of two semesters or longer. A plan of success will be developed on an individual basis.
This plan may include but not be limited to concept remediation and repetition of courses as determined by the Division of Nursing.

- Students are not eligible for readmission if they receive a grade lower than a C in two nursing courses, resulting in the student having a total of two nursing course failures. During the WP/WF drop period, students earning a grade of C- or lower or failing the practicum experience will receive a WF grade. A grade of WF is equivalent to a failure.

REQUIREMENTS FOR GRADUATION

- To graduate, the student must satisfactorily complete at least 48 semester credits (36 at the upper-division level).
- The student must meet all other graduation requirements as specified in this Academic Bulletin.
# PROGRAM OF STUDY FOR RN-TO-BSN COMPLETION DEGREE

## Required nursing courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSA 313</td>
<td>BSN Success Strategies and Nursing Informatics</td>
<td>3</td>
</tr>
<tr>
<td>NRSA 316</td>
<td>Theoretical and Conceptual Foundations of Professional Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NRSA 318</td>
<td>Introduction to Health Care Research</td>
<td>3</td>
</tr>
<tr>
<td>NRSA 326</td>
<td>Trends and Issues in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NRSA 355</td>
<td>The Role of the Professional Nurse in Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>NRSA 419</td>
<td>Community Health Perspectives</td>
<td>4</td>
</tr>
<tr>
<td>NRSA 439</td>
<td>Nursing Leadership and Management</td>
<td>4</td>
</tr>
<tr>
<td>NRSA 446</td>
<td>Senior Capstone</td>
<td>1</td>
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**TOTAL** 24

## Required general education courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 350</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>One course (Kettering College’s course is 4 credits)</td>
<td>3-4</td>
</tr>
<tr>
<td>Humanities</td>
<td>At least two courses from literature, history, philosophy, music, art, theater, or foreign language</td>
<td>6</td>
</tr>
<tr>
<td>Religion</td>
<td>RELP 316, Spirituality in Healing and Health Care, and RELP 306, Spiritual Dimensions of Death and Dying</td>
<td>6</td>
</tr>
<tr>
<td>Sociology</td>
<td>SOCI 375, Cultural Diversity in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>Speech Comm.</td>
<td>One course</td>
<td>3</td>
</tr>
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</table>

**TOTAL** 24-25

Total semester credits for the RN-TO-BSN completion degree 48-49
Division of Health Professions

Tuta Ionescu, PhD, RT(R)(CT), Chair, Radiologic Sciences and Imaging
Liz Golba, MEd, RRT-NPS, RPFT, COI, Interim Chair, Respiratory Care
Susan Price, PhD, RDMS, Chair, Diagnostic Medical Sonography
Paula Reams, PhD, APRN, CNP, CNE, LMT, Chair, Health Sciences

DEGREES OFFERED

- Associate of Science with a major in radiologic sciences and imaging
- Associate of Science with a major in nuclear medicine technology
- Associate of Science with a major in respiratory care (last class admitted in fall 2014)
- Bachelor of Science with a major in respiratory care
- Bachelor of Science with a major in diagnostic medical sonography
- Bachelor of Science in Health Sciences completion degree (BSHS) with emphasis in:
  - Healthcare management
  - Education
  - Sonography
  - Advanced imaging
  - Respiratory care
MISSION STATEMENT
The radiologic sciences and imaging department is dedicated to educating students who are committed to becoming caring, competent, and professional imaging specialists. It is our commitment, through accredited student education, to provide the healthcare community with imaging specialists who are skilled professionals, serving human needs in the Christian context.

RADIOLOGIC SCIENCES AND IMAGING PROGRAMS
Radiologic technologists, nuclear medicine technologists, and advanced imaging technologists are dedicated to providing patients with the highest-quality care and supporting physicians and other medical professionals in conserving life and preventing disease. They use a variety of procedures and sophisticated equipment for imaging body structures and organs as well as perform interventional procedures designed to treat various disease processes.

Kettering College radiologic sciences and imaging programs are competency-based. They provide a combination of didactic theory and clinical applications of that theory to prepare students to meet the challenges of advancing technology in the current healthcare environment.

Kettering College offers the following:

**Radiologic technology:** Prepares students to perform radiographic procedures, administer basic levels of patient care, and qualify for the American Registry of Radiologic Technologists (ARRT) registry examination.

**Nuclear medicine technology:** Prepares students for matriculation into the University of Findlay Nuclear Medicine Institute, where they learn to perform nuclear medicine procedures, administer basic patient care, and qualify for the ARRT registry examination in nuclear medicine technology or the Nuclear Medicine Technology Certification Board (NMTCB) examination.

**Advanced imaging technology:** Prepares graduates of accredited radiologic technology, nuclear medicine, or radiation therapy programs to perform imaging procedures in one or more of the following modalities; CT, MRI, vascular interventional, and cardiovascular interventional technologies.
END-OF-DEGREE STUDENT LEARNING GOALS AND OUTCOMES

The following statements describe the goals and outcomes of the programs offered by the Department of Radiologic Sciences and Imaging:

**Goal:** Students will be technically and clinically competent in their chosen area of imaging; students will demonstrate professional, compassionate care and concern to their patients.

**Outcome:** Students will apply appropriate positioning skills and CR alignment.

**Outcome:** Students will select appropriate exposure factors.

**Outcome:** Students will properly evaluate radiographic images for diagnostic value.

**Goal:** Students will demonstrate critical thinking and problem-solving skills.

**Outcome:** Students will manipulate exposure factors in non-routine/trauma situations.

**Outcome:** Students will adjust positioning techniques in non-routine/trauma procedures.

**Outcome:** Students will answer questions about radiation exposure and dose from the general public.

**Goal:** Students will demonstrate effective written and verbal communication skills.

**Outcome:** Students will demonstrate effective writing skills.

**Outcome:** Students will demonstrate effective verbal communication skills.

**Goal:** Graduates of the program will value continued growth and development in their profession.

**Outcome:** Students will articulate the value of professional growth and development.

**Outcome:** Students will understand and demonstrate professional attitude and behavior in the clinical setting.

**Goal:** Students will demonstrate professional, compassionate care and concern to their patients.

**Outcome:** Students will apply compassionate care to their patients.

**Outcome:** Students will understand the significance of patient information privacy.

ACCREDITATION

Kettering College is accredited by the Higher Learning Commission and the Ohio Board of Regents.

Program accreditations include:

**Radiologic technology:** The radiologic technology course of study is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT), 20 N. Wacker Drive, Suite 2850, Chicago, IL 60606-3182; 312-704-5300; [http://www.jrcert.org/](http://www.jrcert.org/); it also has accreditation from the Ohio Department of Health X-Ray Control Program.

**Nuclear medicine technology** (NMI at the University of Findlay): The nuclear medicine technology course of study is accredited by the Joint Review Committee on Educational Programs in
PROFESSIONAL REGISTRATION

**Radiologic technology:** The radiologic technology graduate is eligible to sit for the American Registry of Radiologic Technologists ARRT RT (R) Entry Level Examination. While in the program, the student is eligible for licensure by the Ohio Department of Health X-Ray Control Program. Applicants may wish to contact other states for licensure requirements.

**Nuclear medicine technology:** The nuclear medicine technology graduate is eligible to sit for the American Registry of Radiologic Technologists ARRT RT (N) and/or the Nuclear Medicine Technology Certification Board. Upon successful completion of the ARRT and/or CNMT examination, the graduate is eligible for licensure by the Ohio Department of Health X-Ray Control Program. Applicants may wish to contact other states for possible licensure requirements.

**Advanced imaging technology:** Students who hold ARRT, NMTCB, or ARDMS certification may be eligible to sit for the Advanced-Level examination upon completion of ARRT-required clinical hours and procedural competencies. See the program director for details.

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**Note:** A felony or misdemeanor conviction may result in a delay or rejection by the professional certification agencies and state licensing process. Please contact program officials for more details.

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**CLINICAL EDUCATION SITES**

The radiologic sciences and imaging programs offer a wide variety of clinical education sites. These include hospitals, independent imaging centers, and physician offices. Clinical hours may vary from site to site and will include evening rotations for radiologic technology students. These assignments will be within a 70-mile radius of the College. Students must provide their own reliable transportation to clinical education sites.

Applicants to any of the radiologic sciences and imaging programs must realize that each program is limited in size by its credentialing agencies and the availability of clinical rotations. It is not possible to accept more students than accrediting agencies approve and the clinical education sites permit.

Each student entering one of the radiologic sciences and imaging programs must present current immunization verification that meets the Kettering College requirements. (Some clinical sites may have additional health requirements and require background checks.)
## CLINICAL HOURS FOR RADIOLOGIC TECHNOLOGY

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours/Week</th>
<th>Weeks</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>16</td>
<td>7</td>
<td>112</td>
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<tr>
<td>Winter</td>
<td>16</td>
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<td>Summer</td>
<td>24</td>
<td>10</td>
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<tr>
<td>Fall</td>
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<td>15</td>
<td>360</td>
</tr>
<tr>
<td>Winter</td>
<td>24</td>
<td>15</td>
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</tr>
</tbody>
</table>

**TOTAL** 1,312 hours

**Note:** The hours listed above are an approximation and may vary from semester to semester due to scheduled College recesses and holidays. If circumstances warrant, the student may be granted a period of time longer than five semesters to complete the clinical competencies. The student shall not exceed 40 hours of combined clinical experience and didactic contact hours per week. No more than 25 percent of the clinical time will be scheduled during the evenings.

## CLINICAL HOURS FOR ADVANCED IMAGING TECHNOLOGIES

Each one-semester clinical experience in the advanced imaging modalities of computed tomography, magnetic resonance imaging, vascular-interventional technology, and cardiac-interventional technology require approximately 300 contact hours in clinical experience. Each clinical week has a minimum of three eight-hour days.

## CLINICAL HOURS FOR NUCLEAR MEDICINE

The Nuclear Medicine Institute at the University of Findlay assigns and manages all clinical hours for these students. The second and third semesters, at NMI, satisfy these clinical hour requirements.
Radiologic technology

RADIOLOGIC TECHNOLOGY PROGRAM ADMISSION REQUIREMENTS

Applicants to radiologic technology must meet the following requirements to be considered for admission:

• Meet all admission requirements for Kettering College.
• Maintain a cumulative GPA of at least 2.50 during the application/pre-enrollment period and throughout the program.

PROGRAM ADMISSION NOTES

• Additional considerations such as status as a current Kettering College student, attendance records, patterns of withdrawal and repeated courses, ACT composite score, and a GPA of 3.00 or higher may influence acceptance.
• Applicants must maintain minimal acceptance requirements in all academic work prior to matriculation into the program.
• Application deadlines: Application materials, including transcripts and student personal statement forms, are due by the deadlines below.
  • Early action: Applications received by Jan. 31 will be considered for early program admission. The admissions decision will be communicated by the end of February. An admitted student will have until May 1 to either accept or decline the offer of admission.
  • Regular decision: Applications received by May 25 will be considered for program admission to fill any spots available after early action decisions have been made. Students admitted under regular decision will receive their admissions decisions by mid-June and will have 10 days to accept or decline.
• Due to Ohio regulations that govern radiation exposure to minors (those younger than 18 years), the student admitted to radiologic technology must be 18 years old by mid-October during the first semester in the program. This coincides with the first clinical assignment and possible exposure to ionizing radiation.
• Prior conviction of a felony, gross misdemeanor, or misdemeanor may prohibit the student from taking the certification examination at the end of the program. Please contact program officials for more details.
• Pregnancy is not a reason for being rejected or removed from the program. The student is advised, but not required, to inform program faculty of her pregnancy so that measures can be initiated that will protect the fetus from unnecessary exposure to ionizing radiation. Please note that the pregnant student assumes all responsibility for the safety of her fetus during the gestation period.

PROGRAM PRE-ENROLLMENT REQUIREMENTS

The following items must be completed and maintained in order to begin and progress in the major:

Immunizations: All College-required immunizations must be completed before the student can begin clinical experience. Individual clinical sites may require additional immunizations, all of which must be completed and maintained throughout that assignment. The immunization record must be submitted prior to the beginning of classes. Contact the admissions office for details. Failure to document immunizations will result in the student not being allowed to continue in the clinical portion of the program until compliance is proven.

Clinical observation: Students accepted into the major must provide proof of observation in a full-service radiology department before they are allowed to start classes. The appropriate form is mailed to the student with the acceptance letter in June prior to beginning classes in August.

Background checks: Students accepted into the program must request and pay to have a background check performed by the College-approved service. Contact the admissions office for the approved service contact information. Background checks must be completed between June 1 and Aug. 31 prior to the year of enrollment in radiologic technology. While acceptance into the program may not be denied by a negative background check, approval to take the end-of-program certification examination (ARRT) may be.

Personal health insurance: All students must be covered by health insurance. This may be done by a shared family policy or by purchasing the College’s suggested coverage or other private insurance that will cover the student in the clinical setting. Without this insurance, the student accepts responsibility for any healthcare costs incurred while at the clinical site. Hospitals and other medical facilities can be hazardous. Students must be prepared to be accountable for the cost of treatment made necessary by injuries or illness sustained while on clinical assignment.

PROGRAM ACCEPTANCE NOTES

Preference will be given to Kettering College students when academic records are equal.
PROGRESSION

• Students must complete the core curriculum.
• To remain in the radiologic technology program, students must earn a grade of C or higher in all coursework and maintain a minimum GPA of 2.00 in each term. Students with a minimum cumulative GPA of 2.50 or higher who do not successfully complete a required course may be allowed to remain in the program. The course must be repeated in the following term in which it is offered, as long as it is not a prerequisite to another course and the course schedule does not conflict with clinical rotation schedules. Students may not enroll in a course more than twice; grades of W do not apply. Grades of WP and WF count as enrolled in a course. Note: Courses taken out of sequence may require additional time to complete all coursework and delay eligibility to take the ARRT Registry examination.
• Cardiopulmonary resuscitation and basic life support (CPR/BLS): Students must document current CPR/BLS certification before starting the clinical portion of the program. This certification must be maintained while students are enrolled in the RSI programs. Certification from the Red Cross must be Professional Rescuer certification. Certification from the American Heart Association must be CPR for Healthcare Professionals.
• Attendance
  a. Didactic (classroom): A student whose absences equal or exceed one-fourth the number of class meetings is not permitted to take the final examination or receive credit for the course without approval of the department chair.
• Clinical contact hours: Radiologic technology students will accumulate approximately 1,400 hours in clinical activities during the program. Please note that clinical hours for the entire program are outlined in the section of the Academic Bulletin entitled “Clinical hours for radiologic technology,” which follows the programs of study. Each semester includes evening clinical experience. All clinical hours are part of the education program for which there is no financial remuneration. At no time will students be allowed to replace paid hospital staff. Students will not receive clinical credit for hours acquired while employed at an imaging facility.
• To be eligible to take the ARRT Registry examination, the student must meet all program requirements and all Associate of Science degree requirements.
READMISSION

- To be considered for readmission, the student must notify the admissions office in writing.
- Students who have been out of the radiologic technology program for a period of one year or longer may be required to repeat courses already completed.
- Requests for readmission will be evaluated individually. The decision to readmit the student will be made on the basis of the following criteria:
  a. Cumulative GPA of at least 2.50 in all coursework required for the associate degree in radiologic technology.
  b. Available space in the program.
  c. Evaluation of the student’s standing, relative to any revisions that may have occurred in the curriculum, courses, or requirements.
  d. Review and evaluation of the student’s academic and clinical performance at the time of withdrawal or dismissal.
  e. Patterns of withdrawals, repeats, and/or failures in the student’s academic record.
  f. Submission of evidence demonstrating a plan for academic success.
- Students re-entering the radiologic technology program will be required to successfully complete any remediation as defined by the Department of Radiologic Sciences and Imaging. Students will be readmitted under the current Academic Bulletin. Students are not eligible for readmission if they have received a second grade below C in a RTCA course unless approved by the program director and the Dean for Undergraduate Academic Affairs.

PROGRAM OF STUDY (ASSOCIATE DEGREE)

FIRST YEAR, FALL

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<td>MATH 105</td>
<td>Fundamentals of Math</td>
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<td>RTCA 115</td>
<td>Radiology in Modern World</td>
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TOTAL 15
**FIRST YEAR, WINTER**

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<td>ENGL 101</td>
<td>Writing and Rhetoric I</td>
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<td>PHYS 131</td>
<td>Survey of Physics</td>
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<td>Practicum II</td>
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<td>RTCA 127</td>
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**TOTAL** 16

**FIRST YEAR, SUMMER**

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<td>RTCA 135</td>
<td>Fundamentals of Radiation and Generation I</td>
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<td>RTCA 137</td>
<td>Formulating Radiographic Technique</td>
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<td>PEAC 178</td>
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**TOTAL** 9

**SECOND YEAR, FALL**

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<td></td>
<td>and the Healing Ministry of Christ</td>
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<td>RTCA 222</td>
<td>Principles of Radiobiology</td>
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**TOTAL** 16
### SECOND YEAR, WINTER

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<td>RTCA 292</td>
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<td>RTCA 217</td>
<td>Pathology for Radiographers</td>
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<td>RTCA 239</td>
<td>Practicum V</td>
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</tr>
<tr>
<td>RELP 254</td>
<td>Morality in Medicine</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 115</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** 16

(Associate of Science degree completed.)
Nuclear medicine technology

This program is affiliated with the Nuclear Medicine Institute (NMI) at the University of Findlay, 1000 N. Main St., Findlay, OH 45840-3695; 419-434-4708.

TWO-YEAR PROGRAM

The nuclear medicine program is a cooperative educational endeavor with NMI at the University of Findlay. The first year of the program is spent at Kettering College acquiring the courses required for admission to the NMI program. During the first semester in the program on the Kettering campus, the student must apply for admission to NMI. Once accepted, the student will spend the first semester of their second year at the Findlay campus and the final two semesters at a clinical site arranged by the student and the clinical coordinator of the NMI program.

When all requirements have been met at Kettering College and the NMI program at the University of Findlay, Kettering College will award the Associate of Science degree with a major in nuclear medicine technology, and the NMI awards a certificate of completion.

REGISTRATION ELIGIBILITY

Graduates of the nuclear medicine program may be eligible for both of the national examination boards — one administered by the American Registry of Radiologic Technologists (ARRT), and one offered by the Nuclear Medicine Technology Certification Board (NMTCB).

ADMISSION REQUIREMENTS: YEAR 1

The admission requirements to the Kettering College nuclear medicine program are:

- Meet all admission requirements for Kettering College.
- Be a graduate of an accredited high school with a minimum cumulative GPA of 2.50 (GED score of 170) or have college minimum cumulative GPA of 2.50 for at least 12 credits.
- Provide evidence of a quality academic background in basic science and mathematics. This includes a grade of at least C in one algebra course and two science courses (biology, chemistry, or physics). One of the science courses should include a laboratory.
- Transfer equivalent credits for MATH 105 Fundamentals of Mathematics (3 credits) or MATH 165 College Algebra and Trigonometry (3 credits), earn a grade of C or higher, or score at least 70 percent on the Kettering College math placement test.
ADMISSION REQUIREMENTS: YEAR 2

During the first semester at Kettering College, the student should apply to the NMI program at the University of Findlay. Acceptance to the program is not guaranteed and is competitive. (See the program director of RSI at Kettering College for the necessary documents for NMI.) Students should review the NMI website to ensure that they have an understanding of the NMI program. See the website for the University of Findlay, www.findlay.edu. Click “Professionals and Guests,” then “Nuclear Medicine Institute.”

Tuition, transportation, room, and board: Nuclear medicine students will pay their second-year tuition to the University of Findlay, not Kettering College. Students are responsible for their own transportation to NMI and to the affiliate hospital. Students must also arrange and pay for room and board while enrolled in the NMI program.

1. NMI admission is not guaranteed and is contingent upon:
   a. Documentation of a minimum of 8 hours of observation in a nuclear medicine department. Some clinical training sites require more than the minimum 8 hours. Students should check with an NMI clinical coordinator for additional information.
   b. Acceptance by an NMI clinical affiliate for the 1,400-hour clinical training session. This is an interview process and is arranged by NMI.
   c. Providing NMI three positive references.
   d. Providing NMI official high school transcripts.
   e. Providing NMI official post-secondary transcripts that document C (70 percent) or better coursework in the NMI prerequisites.
   f. Successful completion of a student background check.
   g. Completion of NMI application.

2. Students accepted into the NMI program must:
   a. Provide documentation to NMI of current CPR/BLS certification that will remain valid throughout the clinical practicum.
   b. Provide documentation of satisfactory medical health per clinical sites’ requirements.

3. All prerequisites for the NMI experience must be passed with C (70 percent) or better.

4. For information about NMI, call the NMI administrative assistant: 419-434-4708.
PRE-ENROLLMENT REQUIREMENT

Applicants must meet requirements to enroll in MATH 165, College Algebra and Trigonometry. This may be achieved by transferring an equivalent algebra course or receiving a score of at least 70 percent on the Kettering College mathematics placement test.

ADMISSION NOTES

Two-year program

• Additional acceptance qualifiers such as medical observation, status as a current Kettering College student, Kettering College recommendation forms, ACT composite score, and a GPA of 3.00 may influence acceptance.
• Applicants must maintain minimal acceptance requirements in all academic work prior to matriculation into the program.
• Due to State of Ohio regulations that govern radiation exposure to minors (those younger than 18 years), the student admitted to radiologic technology or nuclear medicine must be 18 years old by mid-October during the first semester in the program. This coincides with the first clinical assignment and possible exposure to ionizing radiation.
• It is recommended that all students entering radiologic sciences and imaging programs have computer skills that will enable them to use word processing and/or Windows and spreadsheet operations. Please refer to specific course descriptions for more details.
• Prior conviction of a felony, gross misdemeanor, or misdemeanor may prohibit the student from taking the certification examination at the end of the program. Please contact NMI program officials for more details.
• Pregnancy is not a reason for being rejected from or removed from the program. The student is advised but not required to inform program faculty of her pregnancy so that measures can be initiated that will protect the fetus from unnecessary exposure to ionizing radiation. Please note that the pregnant student assumes all responsibility for the safety of her fetus during the gestation period.

REGISTRATION PROCESS FOR SECOND-YEAR NUCLEAR MEDICINE STUDENTS

• Students must be co-registered at NMI and Kettering College during the second year of the program. Online registration for Kettering College is available while at Findlay. The Kettering College academic advisor must approve the courses registered for.
• Students must obtain their Kettering College advisor’s signature and immunization clearance on all four forms (the current term and the entire next year).
• Students must sign a University of Findlay financial disclaimer form found in the student services office. This form outlines the specific financial requirements for the yearlong process of registration. NMI students will not be charged a program fee from Kettering College but will be assessed the general fee, which may be paid in advance or prior to receiving their diploma and/or grade transcript from Kettering College.

• Students must have a zero balance prior to going to Findlay in order to register for classes.

• Students must arrange to send official Kettering College transcripts to NMI from the Kettering College records office at the end of their first year at Kettering College. Students must also arrange to have official NMI transcripts sent to Kettering College during their second year in the program.

CLINICAL EDUCATION

Nuclear Medicine students will be required to complete clinical experience during the second year of the program. The NMI clinical coordinator will arrange these rotations.

PROGRESSION REQUIREMENTS

Students completing the Kettering College curriculum shall first meet certain requirements for admission to NMI. These basic requirements are:

• GPA in didactic courses
  a. Students must have a cumulative grade point average of 2.00 (C) or better.
  b. Students must have earned no less than a 2.00 (C, at least 70 percent) in each specific science-related foundation course. These include anatomy and physiology, chemistry, biology, mathematics, and physics.

• GPA in clinical (NMI) courses: Satisfactory performance must be maintained. Unsatisfactory performance in clinical coursework will require the student to withdraw and/or be dismissed from the program even if a grade point average of 2.00 (C) or above is maintained in didactic courses.

• Students accepted into this program must document competency in computer and Internet use and Microsoft Word, Excel, and PowerPoint software. These may be taken as individual courses or as competency tests.

• Practicum contact hours: Practicum hours will be required of all students. All clinical experience is part of the educational program for which there is no financial remuneration. These assignments are arranged while enrolled in the University of Findlay's NMI program.
• Withdrawal/failure: A student may not enroll in a course more than twice; a grade of W does not apply. Grades of WP and WF count as being enrolled in the course.

• The student will be awarded the Associate of Science degree from Kettering College and the certificate of completion from the University of Findlay (NMI) when all program and degree requirements are met.

READMISSION

To be considered for readmission into the first year of the nuclear medicine program, the student must notify the Kettering College admissions office in writing. Requests for readmission to Kettering College will be evaluated individually. The decision to readmit the student will be based on the following criteria.

a. Cumulative GPA of at least 2.50 in all coursework required for the associate degree in nuclear medicine.

b. Available space in the program.

c. Evaluation of the student’s standing, relative to any revisions that may have occurred in the curriculum, courses, or requirements.

d. Review and evaluation of academic performance at the time of withdrawal or dismissal.

e. Patterns of withdrawals, repeats, and/or failures in the student’s academic record.

f. Submission of evidence demonstrating potential for academic success.

Students re-entering the nuclear medicine program will be required to successfully complete any remediation as defined by the Department of Radiologic Sciences and Imaging. Students will be readmitted under the current Academic Bulletin. Students are not eligible for readmission if they have received a second grade below C in a required course unless approved by the Kettering College program director and the Kettering College Dean for Undergraduate Academic Affairs.
### SUGGESTED COURSE OF STUDY

#### FIRST YEAR, FALL

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
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<tr>
<td>MATH 165</td>
<td>College Algebra and Trigonometry</td>
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<tr>
<td>PHYS 141</td>
<td>General Physics I</td>
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<tr>
<td>RELB 101</td>
<td>Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ</td>
<td>3</td>
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<tr>
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<td>Medical Terminology</td>
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**TOTAL** 15

#### FIRST YEAR, WINTER

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<td>Human Anatomy and Physiology I</td>
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<td>ENGL 101</td>
<td>Writing and Rhetoric I</td>
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<td>PHYS 152</td>
<td>General Physics II</td>
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<td>RELP 254</td>
<td>Morality and Medicine</td>
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**TOTAL** 14

#### FIRST YEAR, SUMMER

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<td>Human Anatomy and Physiology II</td>
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<td>COMM 215</td>
<td>Introduction to Human Communication</td>
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<td>PEAC 178</td>
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<td>SOCI 115</td>
<td>Principles of Sociology</td>
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**TOTALS** 12

Second-year courses offered at NMI are listed and taught at the 400 level. These courses are not offered at Kettering College and are subject to change.
### SECOND YEAR, FALL

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<td>NMED 435</td>
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**TOTAL** 12

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<td>NMED 487</td>
<td>Molecular Imaging Capstone</td>
<td>1</td>
</tr>
</tbody>
</table>

**TOTALS** 13

### BACHELOR OF SCIENCE COMPLETION

Graduates of accredited nuclear medicine programs who are certified by either the ARRT or NMTCB may apply for certain advanced imaging technologies tracks or completion of a Bachelor of Science in Health Sciences at Kettering College.
Advanced imaging technologies

Advanced imaging is a specialized field in radiologic technology that includes computed tomography (CT), magnetic resonance imaging (MRI), vascular interventional technology (VIT), and cardiovascular interventional technology (CIT).

The RSI department offers the following programs in advanced imaging:

- BS in Health Sciences degree, emphasis in advanced imaging
- Certificates in MRI, CT, vascular interventional technology (VIT), and cardiovascular interventional technology (CIT)

Students entering Kettering College as graduates of an associate degree or certificate program in radiologic technology, nuclear medicine, radiation therapy, or diagnostic medical sonography may continue their education with the following options:

- BS in Health Sciences (BSHS)
  a. Emphasis in advanced imaging: The ARRT-registered technologist will begin with one year (two semesters) in the advanced imaging technologies of computed tomography (CT) and magnetic resonance imaging (MRI), or vascular interventional technology (VIT) and cardiovascular interventional technology (CIT). The student must complete all core requirements in the arts and sciences and health sciences courses to meet the requirements for the BSHS degree. (See the advanced imaging track description at the end of this Bulletin section).
  b. Emphasis in education or management: A course of study in arts and sciences and health sciences that will complete the BSHS degree requirements but without the advanced imaging courses. See the degree requirements section of this Bulletin for more information.
- Certificate programs: Certificate programs in CT, MRI, vascular interventional technology, or cardiovascular interventional technology are offered as one-semester courses of study. (See the advanced imaging track at the end of this Bulletin section).

All advanced imaging programs require practicum experience in the semester in which the clinical aspects courses are taught. Each student will be evaluated on classroom and practicum experiences. Completion of the clinical portions of these certificates is competency-based. To pass each clinical course, the student must complete 50 of the competencies required by the ARRT. See course syllabus for details.
ADMISSION REQUIREMENTS

Applicants to the advanced imaging majors will satisfy the following criteria to be considered for admission:

Bachelor of Science in Health Sciences or Advanced Imaging Certificate

- Meet all admission requirements for Kettering College.
- Provide evidence of current certification by ARRT, ARDMS, or NMTCB in radiologic technology, medical sonography, nuclear medicine, or radiation therapy. The state of Ohio requires ARRT(R) certification to work in computed tomography, VIT, and CIT.
- Request and pay to have a background check performed by a College-approved service no more than six months prior to beginning the clinical experience. Please contact the admissions office for approved service contact information. Commencement of the clinical portion of the program is contingent upon successful clearance of the background check.
- Sectional Anatomy is a prerequisite course for the CT and MRI programs.

Note: It is recommended that all students entering radiologic sciences and imaging programs have computer skills that enable them to use Windows, word processing, spreadsheet, and PowerPoint operations. Please refer to specific course descriptions for more details.

CLINICAL EDUCATION

- All advanced imaging programs require clinical experience. Each modality has approximately 300 contact hours per semester.
- The student must pass each clinical course with a grade of C or higher.
- Failure or withdrawal from an advanced imaging course requires that all courses in the modality be repeated.
- A student may not enroll in a course more than twice. Grades of WP or WF will be counted as being enrolled in the course.
- Attendance: All clinical absences must be made up. These make-up assignments must be scheduled with the track coordinator and the clinical site and completed before academic credit will be given.
- Transportation: Students are responsible for their own transportation to area hospitals for clinical education assignments.
- Clinical rotations: To be of maximum benefit to the imaging student and to enhance the student’s versatility and skills, a wide variety of clinical rotations are provided. This includes...
hospitals, independent imaging centers, and physicians’ offices. The student may be assigned to Kettering College clinical affiliations anywhere within 70 miles of Kettering College.

- Clinical hours for advanced imaging technologies: Each one-semester clinical experience in the advanced imaging modalities of computed tomography, magnetic resonance imaging, vascular-interventional technology, and cardiac-interventional technology require approximately 300 contact hours in clinical experience. Each clinical week has a minimum of three eight-hour days.

- Previous experience: The radiologic sciences and imaging department may grant clinical credit for previous clinical training or experiences to advanced imaging students. In order to receive clinical credit for previous clinical training or experience, students must petition for approval to the Dean for Undergraduate Academic Affairs and the program director. Acceptance of the petition will be based on employee records and supervisor verification of a minimum of one year of continuing employment in specific advanced imaging modalities (CT, MRI, VIT, or CIT). Part-time experience will be considered if the student is employed at least 20 hours per week (half of full-time equivalent).

- Students who are ARRT-registered for CT, MRI, vascular interventional technology, or cardiovascular interventional technology may receive advanced placement by receiving validation of upper-division credits for one modality toward the Bachelor of Science in Health Sciences, advanced imaging emphasis.

- Space availability: All applicants must realize that all of the programs are limited in size by their certification agencies and by the availability of clinical sites. It is impossible to accept more students than our accreditation agencies approve and the clinical sites allow.

PROGRESSION REQUIREMENTS

- GPA in arts and sciences courses: In order to remain in the advanced imaging program, a student must earn a grade of C or above in CP Monitoring and all program-required HESC classes.

- GPA in advanced imaging courses: A minimum cumulative grade point average of 2.5 (C) in advanced imaging technology courses must be maintained. Students must earn a grade of C or above in all ADIM courses. Failure to achieve at least a C in any ADIM course will result in dismissal from the program, and the student must submit a written request in order to be readmitted. Readmitted students will be under the Academic Bulletin for that academic year.
READMISSION

A student who has one ADIM failure may apply for readmission into advanced imaging through the admissions office. Students are not eligible for progression or readmission after receiving a grade of C or below in two advanced imaging courses.

BACHELOR OF SCIENCE IN HEALTH SCIENCES, ADVANCED IMAGING TRACK

The following is a description and list of credits required for the Bachelor of Science in Health Sciences, advanced imaging track.

Total credits required for degree (at least 40 must be upper-division)

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree core credits</td>
<td>18-19</td>
</tr>
<tr>
<td>HESC credits</td>
<td>18</td>
</tr>
<tr>
<td>ADIM credits (vascular track vs. sectional track)</td>
<td>17-21</td>
</tr>
</tbody>
</table>

TOTALS:

- Option 1: CT, MRI (21) 57-58 credits
- Option 2: VIT, CIT (18) 54-55 credits
- Option 3: VIT, CT (17) 53-54 credits
- Option 4: VIT, MRI (18) 54-55 credits

DEGREE CORE

Humanities (6 credits electives)

- Religion (6 credits) (RELP 316 plus one upper-division elective)
- Mathematics (4 credits, MATH 215)
- Social sciences (3 credits, SOCI 375)

Health sciences core

HESC 300, 310, 318, 340, 348, 415, 435, 481 (18 credits)

Advanced imaging emphasis courses

- Option 1: CT, MRI — ADIM 300, 328, 304, 303, 428, 314 (21 credits)
- Option 2: VIT, CIT — ADIM 311, 324, 412, 434, RESA 320 (18 credits)
- Option 3: VIT, CT — ADIM 300, 328, 304, 311, 324 (17 credits)
- Option 4: VIT, MRI — ADIM 311, 324, 303, 428, 314 (18 credits)
COMPLETION REQUIREMENTS

1. Bachelor of Science in Health Sciences degree:
   a. Complete all required and elective courses with a cumulative GPA of 2.00 or greater.
   b. Complete core and major requirements.
   c. Complete all program requirements.
   d. Complete all graduation requirements including residency.

2. Certificate: Complete all required courses per modality (CT, MRI, VIT, or CIT).

CERTIFICATE PROGRAMS OF STUDY

CERTIFICATE IN COMPUTED TOMOGRAPHY (CT)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADIM 300</td>
<td>CT Theory*</td>
<td>3</td>
</tr>
<tr>
<td>ADIM 328</td>
<td>Clinical Aspects of CT*</td>
<td>3</td>
</tr>
<tr>
<td>ADIM 304</td>
<td>Practicum I (CT)</td>
<td>4</td>
</tr>
</tbody>
</table>

TOTAL 10

Note: ARRT Registry review material will be incorporated into this course.
CT program is offered face to face in the fall term and online in the winter and summer term.

CERTIFICATE IN MAGNETIC RESONANCE IMAGING (MRI)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ADIM 303</td>
<td>MRI Theory*</td>
<td>4</td>
</tr>
<tr>
<td>ADIM 428</td>
<td>Clinical Aspects of MRI</td>
<td>3</td>
</tr>
<tr>
<td>ADIM 314</td>
<td>Practicum II (MRI)</td>
<td>4</td>
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</tbody>
</table>

TOTAL 11

* Note: ARRT Registry review material will be incorporated into this course.

CERTIFICATE IN VASCULAR INTERVENTIONAL TECHNOLOGY (VIT)

(Subject to minimum student enrollment in course)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADIM 311</td>
<td>Vascular Interventional Technology</td>
<td>3</td>
</tr>
<tr>
<td>ADIM 324</td>
<td>Practicum III (General Angiography)</td>
<td>4</td>
</tr>
<tr>
<td>ADIM 395</td>
<td>Variable Independent Clinical</td>
<td>1-4</td>
</tr>
<tr>
<td></td>
<td>(optional for summer semester)</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL 7-11
* Note: ARRT Registry review material will be incorporated into this course.

**CERTIFICATE IN CARDIOVASCULAR INTERVENTIONAL TECHNOLOGY (CIT)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ADIM 412</td>
<td>Cardiovascular Interventional Technology</td>
<td>4</td>
</tr>
<tr>
<td>ADIM 434</td>
<td>Practicum IV (Cardiac Angiography)</td>
<td>4</td>
</tr>
<tr>
<td>RESA 320</td>
<td>Cardiopulmonary Monitoring</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** 11

**PROFESSIONAL REGISTRATION**

The advanced imaging programs prepare the students for the American Registry of Radiologic Technologists’ post-primary certification examinations in CT, MRI, VIT, and CIT. Didactic and clinical courses help prepare for these examinations. For more information on the eligibility requirements, refer to the ARRT website: [www.arrt.org](http://www.arrt.org).

**BACCALAUREATE COMPLETION ADVANCED IMAGING TRACK**

Taryn Talbott, Track Coordinator

Graduates in an accredited RT program who do not have an associate degree must complete all AS degree core requirements before beginning the bachelor’s completion process. Certification as an ARRT RT is required to be admitted into the advanced imaging tracks.

**ADVANCED PLACEMENT FOR BACHELOR OF SCIENCE IN HEALTH SCIENCES, ADVANCED IMAGING EMPHASIS**

Students who are ARRT-registered for CT, MRI, vascular interventional technology, or cardiovascular interventional technology may receive advanced placement by receiving validation of upper-division credits for one modality toward the Bachelor of Science in Health Sciences, advanced imaging emphasis.
Department of Respiratory Care

Liz Golba, Interim Chair; Hope Appelbaum, Director of Clinical Education; Alisa French

DEGREES OFFERED

   Bachelor of Science in Health Sciences with an emphasis in respiratory care (BSHS)
   Three-year Bachelor of Science with a major in respiratory care (BS)

ACCREDITATION

   The respiratory care program is accredited by the Commission on Accreditation for Respiratory Care (www.coarc.com), 1248 Harwood Road, Bedford, TX 76021-4244; 817-283-2835.

STATE MEDICAL BOARD OF OHIO POSITION ON REFUSAL TO ISSUE A LICENSE OR PERMIT TO PRACTICE

   The State Medical Board of Ohio may refuse to issue a license or permit on any grounds enumerated under Section 4761-09A of the Ohio Revised Code. For additional information, contact the State Medical Board of Ohio, 30 E. Broad St., 3rd Floor, Columbus, OH 43215; 614-466-3934.
BS IN HEALTH SCIENCES: RESPIRATORY CARE EMPHASIS

Students entering Kettering College as graduates of an associate degree program in respiratory care who have earned the Registered Respiratory Therapist credential (RRT) may continue their education toward the BS in Health Sciences (BSHS) with an emphasis in respiratory care; the student must complete all core requirements in the arts and sciences, health sciences courses, and nine credits of upper division respiratory care courses to meet the requirements for the BSHS degree.

PROGRAM GOAL FOR BS IN HEALTH SCIENCES: RESPIRATORY CARE EMPHASIS

To provide graduates with knowledge, skills, and attributes in leadership, management, education, research, or advanced clinical practice, both to meet their current professional goals and to prepare them for practice as advanced-degree respiratory therapists.

END-OF-DEGREE STUDENT LEARNING OUTCOMES
FOR BS IN HEALTH SCIENCES: RESPIRATORY CARE EMPHASIS

The graduate earning the Bachelor of Science in Health Sciences degree:
1. Integrates communication skills in interprofessional teams within the healthcare industry.
2. Incorporates information technology skills in a variety of healthcare settings.
4. Contributes to and advocates for continuous improvement of the healthcare system through promoting public policy.
5. Demonstrates respect and adaptability for cultural, ethnic, and individual diversity within a changing healthcare environment.
6. Incorporates current knowledge, theory, and research into health professions practice.
7. Demonstrates professional, ethical, spiritual, and compassionate service within the healthcare arena.
8. Integrates the Christian principles of service and citizenship for the benefit of society.
9. Empowers himself or herself and others through an integration of leadership, management, and teaching/learning skills in the healthcare environment.
10. Integrates population-based and preventive healthcare when working with individuals, families, and communities.
## Bachelor of Science in Health Sciences: Respiratory Care Emphasis

### Program of Study

#### Third Year, Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESA 3XX</td>
<td>Required emphasis course</td>
<td>3</td>
</tr>
<tr>
<td>HESC 300</td>
<td>Introduction to the Health Sciences Program</td>
<td>1</td>
</tr>
<tr>
<td>HESC 435</td>
<td>Community Health Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>RELP 316</td>
<td>Spirituality in Healing and Health Care</td>
<td>3</td>
</tr>
<tr>
<td>MATH 215</td>
<td>Statistics</td>
<td>3-4</td>
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</table>

**Total** 12-13

#### Third Year, Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 375</td>
<td>Cultural Diversity in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>RESA 3XX</td>
<td>Required emphasis course</td>
<td>3</td>
</tr>
<tr>
<td>HESC 340</td>
<td>Legal and Ethical Considerations in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HESC 348</td>
<td>Concepts of Management and Leadership in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>RELP 306</td>
<td>Spiritual Dimensions of Death and Dying</td>
<td>3</td>
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</table>

**Totals** 15

#### Fourth Year, Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESA 3XX</td>
<td>Required emphasis course</td>
<td>3</td>
</tr>
<tr>
<td>HESC 310</td>
<td>Health Care Economics and Finance</td>
<td>3</td>
</tr>
<tr>
<td>HESC 348</td>
<td>Concepts of Management and Leadership in Health Care</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Humanities Group II Elective</td>
<td>3</td>
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</table>

**Total** 12
### FOURTH YEAR, WINTER

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>HESC</td>
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<td>3</td>
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<tr>
<td>HESC 318</td>
<td>Introduction to Health Care Research</td>
<td>3</td>
</tr>
<tr>
<td>HESC 481</td>
<td>Capstone/Senior Project</td>
<td>1</td>
</tr>
<tr>
<td>HESC 415</td>
<td>Health Care Informatics Applications for Health Professions</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Humanities Group II Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

|       | TOTAL                                            | 14      |

|       | TOTAL CREDITS                                    | 51-52   |
3-YEAR BACHELOR OF SCIENCE WITH MAJOR IN RESPIRATORY CARE

MISSION STATEMENT

The Department of Respiratory Care at Kettering College, through qualified, dedicated faculty and the support of the College, Kettering Medical Center, and its clinical affiliates, is committed to providing quality learning experiences in the classroom, laboratory, and clinical settings. These experiences enable the student to develop the knowledge, skills, and caring attitude necessary to practice as competent, advanced respiratory care practitioners, seeking to maximize the physical, emotional, and spiritual health of their patients and community.

DESCRIPTION OF THE PROGRAM

Respiratory care is one of the most rapidly growing and challenging specialty areas in health professions. The primary purpose of respiratory care is to aid the physician in the diagnostic evaluation, treatment, and rehabilitation of patients with lung and/or heart disease.

The respiratory care program is designed to prepare students to function with intelligence, skill, and responsibility in this specialty area. Following successful completion of the third year, students receive a Bachelor of Science degree with a major in respiratory care and are eligible for credentialing examinations offered by the National Board for Respiratory Care.

The Bachelor of Science degree program prepares graduates as competent advanced respiratory care practitioners with additional knowledge, skills, and values that expand the therapist’s role in the healthcare system including leadership, management, and education. Students gain in-depth knowledge and practice in critical care invasive and noninvasive cardiopulmonary monitoring; cardiopulmonary assessment in critical care, home care, rehabilitation and polysomnography settings; and neonatal and pediatric respiratory care.

This is accomplished through the various technical courses and clinical experiences. In addition, the respiratory care student will draw from the arts and sciences courses, which help the student develop an understanding of self, the environment, and one’s relationship to life and service.

END-OF-DEGREE STUDENT LEARNING OUTCOMES

The goal of the Department of Respiratory Care is to prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs). Upon successful completion of the respiratory care program, the graduate will be a competent advanced-level respiratory therapist. All graduates will demonstrate:
1. Ability to recall, apply, and analyze information required of advanced-level respiratory therapists.
2. Manual dexterity and technical proficiency necessary to perform as competent advanced-level respiratory therapists.
3. Caring and positive attitude necessary for continued employment as advanced-level respiratory therapists.
4. Ability to engage in critical thinking, reflection, and problem solving through evidence-based practice in multiple healthcare settings.
5. Respect and adaptability for cultural, ethnic, and individual diversity within a changing healthcare environment.
6. Ability to incorporate current knowledge, theory, and research into health professions practice.
7. Ability to empower himself or herself and others through an integration of leadership, management, and teaching/learning skills in the healthcare environment.
8. Professional, ethical, spiritual, and compassionate service within the healthcare setting.

ADMISSION REQUIREMENTS

Applicants are considered for admission based on the following criteria:

- Graduate of an accredited high school with a minimum cumulative GPA of 2.80 or a previous college minimum cumulative GPA of 2.50 for at least 12 semester credits (including at least one math and one science course).
- ACT composite score of 22 or above or SAT combined score of 1500 or above, if graduated high school within three years of application.
- Provide evidence of a quality academic background in basic science and mathematics. This will include a grade of at least C+ in high school algebra II and two science courses with laboratories, selected from biology, chemistry, or physics. A minimum of grade of C is required for all college-level math and science courses whether completed at Kettering College or elsewhere.
- Score of at least 70 percent on Kettering College math placement exam.
- Completed student personal statement.

Additional acceptance qualifiers such as completion of job shadow experience, status as a current Kettering College student, ACT composite and/or SAT scores may influence acceptance.

**Computer proficiency:** All students accepted into the respiratory care program are expected to be proficient in computer skills required for document preparation, Internet usage, and emailing.
**Application deadlines:** Application materials, including transcripts and student personal statement forms, are due by the deadlines below.

- **Early action:** Applications received by Jan. 31 will be considered for early program admission. The admissions decision will be communicated by the end of February. An admitted student will have until May 1 to either accept or decline the offer of admission.

- **Regular decision:** Applications received by May 25 will be considered for program admission to fill any spots available after early action decisions have been made. Students admitted under regular decision will receive their admissions decisions by mid-June and will have 10 days to accept or decline.

**PRE-ENROLLMENT REQUIREMENTS**

- Applicants must maintain minimal acceptance requirements in all academic work prior to matriculation into the program.

- A four-hour job-shadow experience with a respiratory therapist in the healthcare setting. Forms and information regarding the job-shadow experience are available in the program office and on the Kettering College website.

- Students must request and pay to have a criminal background check performed by a College-approved service no more than six months prior to beginning the clinical experience. Please contact the program office for approved service contact information. Commencement of the clinical portion of the program is contingent upon successful clearance of the background check.

- In order to participate in clinical activities, all students must have personal health insurance coverage and must maintain coverage during the time they are enrolled for professional courses (RESB).

- All College-required immunizations must be completed before the student can begin the clinical experience. Individual clinical sites may require additional immunizations, all of which must be completed and maintained throughout that assignment. The immunization record must be submitted prior to registration for classes.

**CLINICAL EDUCATION**

The practical application of respiratory care is learned through planned clinical experiences. Each semester, the respiratory care student will be required to complete clinical rotations at various hospitals throughout the community. The final summer term provides full-time experience in various aspects of
respiratory care. In cooperation with the director of clinical education, students may choose a local hospital or a hospital anywhere throughout the United States to perform their clinical practicum. Schedules of classes and clinical rotations are established at the beginning of each semester. Transportation to clinical sites is the responsibility of the student.

PROGRESSION

To progress to the second year of the Bachelor of Science curriculum for the major in respiratory care, students must complete:

- Each of the required courses earning a grade of C or higher and maintain an overall GPA of at least 2.50 (on a 4.0 scale).
- Didactic courses: To remain in the program, at the end of each semester, students must achieve a minimum grade of C in all courses required for the degree, maintaining a minimum overall GPA of 2.00 AND a major GPA of at least 2.50. A student may not enroll in an individual respiratory care course more than twice. A grade of W does not apply. Grades of WP and WF both count as enrolled in a course.
- Clinical courses: Students must receive passing scores on their final clinical evaluations each semester in order to continue in the program. All clinical policies are described in the Respiratory Care Student Clinical Handbook.

COMPLETION

Summative clinical practicum: In order to begin the final summative clinical practice, the student must meet all of the following requirements:

- Earn a passing score on the Therapist Multiple-Choice Self-Assessment Examinations.
- Pass the Comprehensive Psychomotor/Affective Examination.
- Be eligible for the Bachelor of Science degree by the completion of the semester during which the practicum is scheduled.

A student who does not meet the criteria for progression will be dismissed from the program and must apply for readmission.
GRADUATION

In order to graduate, the student must meet all of the following requirements:

• Successfully complete all required respiratory care courses with a major GPA of 2.50 or higher.
• Successfully complete all required arts and sciences and health sciences courses with a cumulative GPA of 2.00 or higher.

READMISSION

To be considered for readmission into the respiratory care program:

• The student must submit a written request to the admissions office. Students who have been readmitted may be required to repeat courses.
• A student may not enroll in a respiratory care course more than twice. A grade of W does not apply. Grades of WP and WF both count as enrolled in a course.
• Courses must be repeated the following term in which the course is offered.
• Current Academic Bulletin policies will be in effect upon readmission.
# Bachelor of Science with Major in Respiratory Care Program of Study

## First Year, Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 105</td>
<td>Chemistry for Health Sciences</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Writing and Rhetoric I</td>
<td>3</td>
</tr>
<tr>
<td>HIST</td>
<td>History sequence I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 165</td>
<td>College Algebra and Trigonometry</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 112</td>
<td>General Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total** 16 credits

## First Year, Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 119</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>COMM 215</td>
<td>Introduction to Human Communication</td>
<td>3</td>
</tr>
<tr>
<td>HIST</td>
<td>History sequence II</td>
<td>3</td>
</tr>
<tr>
<td>HUMN</td>
<td>Humanities elective</td>
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</tr>
<tr>
<td>SOCI 115</td>
<td>Sociology</td>
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**Total** 16 credits

## First Year, Summer

<table>
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<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 129</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>HUMN</td>
<td>Humanities elective</td>
<td>3</td>
</tr>
<tr>
<td>KETC 101</td>
<td>Medical Terminology</td>
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<tr>
<td>PEAC 178</td>
<td>Wellness</td>
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<tr>
<td>PEAC</td>
<td>Physical education elective</td>
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**Totals** 10 credits
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<tr>
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<tr>
<td>RESB 100</td>
<td>Survey of Respiratory Care</td>
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<tr>
<td>RELB 101</td>
<td>Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ</td>
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<tr>
<td>RESB 110</td>
<td>Integrated Respiratory Care Sciences</td>
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</tr>
<tr>
<td>RESB 205</td>
<td>Cardiopulmonary Anatomy and Physiology</td>
<td>3</td>
</tr>
<tr>
<td>RESB 310</td>
<td>Cardiopulmonary Assessment</td>
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</tr>
<tr>
<td>RESB 305</td>
<td>Respiratory Protocols I (with lab)</td>
<td>3</td>
</tr>
<tr>
<td>RESB 306</td>
<td>Clinical 1 Respiratory Protocols</td>
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</tr>
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<tbody>
<tr>
<td>ENGL 118</td>
<td>Writing and Research in the Health Care Professions</td>
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<td>RESB 311</td>
<td>Cardiopulmonary Pathology</td>
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<td>RESB 330</td>
<td>Respiratory Care Pharmacology</td>
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<td>RESB 315</td>
<td>Respiratory Protocols II (with lab)</td>
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<td>RESB 316</td>
<td>Clinical 2 Respiratory Protocols</td>
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<tr>
<td>RELP 316</td>
<td>Spirituality in Healing and Health Care</td>
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<tr>
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<td>Morality and Medicine: Christian Perspective on Bioethical Issues</td>
<td>3</td>
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<tr>
<td>RESB 335</td>
<td>Pulmonary Diagnostics</td>
<td>3</td>
</tr>
<tr>
<td>RESB 325</td>
<td>Introduction to Critical Care (with lab)</td>
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<td>RESB 326</td>
<td>Clinical 3, Diagnostics and Critical Care</td>
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<td>HESC 431</td>
<td>Teaching Learners in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>RESB 405</td>
<td>Critical Care (with lab)</td>
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<tr>
<td>RESB 345</td>
<td>Pediatric Respiratory Care</td>
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<td>RESB 320</td>
<td>Cardiopulmonary Monitoring</td>
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<td>RESB 406</td>
<td>Clinical 4 Respiratory Critical Care</td>
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<td>SOCI 375</td>
<td>Cultural Diversity in Health Care</td>
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<tr>
<td>HESC 348</td>
<td>Concepts of Management and Leadership in Health Care</td>
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<tr>
<td>MATH 215</td>
<td>Probability and Statistics</td>
<td>4</td>
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<tr>
<td>RESB 410</td>
<td>Outpatient Respiratory Care Services</td>
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<tr>
<td>RESB 415</td>
<td>Neonatal Respiratory Care (with lab)</td>
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<tr>
<td>RESB 420</td>
<td>Respiratory Care Capstone</td>
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<td>RESB 416</td>
<td>Clinical 5 Advanced Critical Care</td>
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<td><strong>TOTALS</strong></td>
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<tr>
<td>HESC 318</td>
<td>Introduction to Health Care Research</td>
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<tr>
<td>RELP 306</td>
<td>Spiritual Dimensions of Death and Dying</td>
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<tr>
<td>RESB 426</td>
<td>Respiratory Care Summative Practicum</td>
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<tr>
<td></td>
<td><strong>TOTAL CREDITS</strong></td>
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</table>
EXTENDED CURRICULUM

A student wishing to take the bachelor of science degree respiratory care curriculum in an extended program of study may do so by distributing the core degree requirements (arts and sciences courses) over the first two years, and completing the professional and health sciences courses in the second two years. This is also advantageous to those who prefer a less demanding program of study. The student should request general education admission for the first year. After the first semester taking arts and sciences courses, the student may, upon application, be considered for admission to the respiratory care program.

PROFESSIONAL REGISTRATION

Upon completion of the Bachelor of Science degree with a major in respiratory care, the graduate is eligible to sit for the National Board for Respiratory Care (NBRC) Therapist Multiple-Choice Examination. Upon completion of the NBRC Therapist Multiple-Choice Examination at the high cut score, the graduate becomes a Certified Respiratory Therapist (CRT) and is eligible to sit for the NBRC Clinical Simulation Examination. Upon successful completion of the Clinical Simulation Examination, the graduate receives the Registered Respiratory Therapist (RRT) credential from the NBRC, and the graduate is eligible for licensure by the Ohio Respiratory Care Board. For information, contact the National Board for Respiratory Care, 10801 Mastin St., Suite 300, Overland Park, KS 66210.

MORE INFORMATION ABOUT RESPIRATORY CARE

- Commission on Accreditation for Respiratory Care (accrediting organization):
  http://www.coarc.com
- National Board for Respiratory Care (credentialing organization):
  http://www.nbrc.org
- Ohio Respiratory Care Board (for licensing information):
  http://respiratorycare.ohio.gov
- Links for job opportunities and information about the profession:
  http://www.rtmagazine.com or https://www.focus.org
Department of Diagnostic Medical Sonography

Susan Price, Chair; Beth Maxwell; Rachel Moutoux; Kelvin Paulsen

DESCRIPTION OF THE PROGRAM

Diagnostic medical sonography uses sound waves (ultrasound) to produce both 2D and 3D dynamic images of tissue, organs, and blood flow inside the human body. The sonographer, a highly skilled advanced imaging specialist, uses sophisticated equipment in order to master the art of scanning. Sonographers work closely with physicians to provide accurate detection of disease and the highest-quality patient care.

Areas of specialization including abdominal, vascular, obstetrics/gynecology, and echocardiography are all available in a single bachelor’s degree curriculum at Kettering College. Therefore, the Kettering College graduate is well-suited to work in any sonography specialty and, with the BS degree, has the comprehensive education required to become a leader in the sonography profession.

Students must complete prerequisite coursework (year 1) prior to submitting an application and being accepted from a competitive pool of applicants to the sonography program. Once the student is accepted, the sophomore year (year 2) will provide additional coursework in the arts and sciences with an introduction to sonography in the winter semester. The junior year (year 3), the student will begin sonography clinical experiences and classroom experience in abdominal and vascular technology. The last year (year 4) provides experiences in obstetrics/gynecology and adult echocardiography and a clinical externship. Upon successful completion of the program, a student receives the Bachelor of Science degree with a major in diagnostic medical sonography.

MISSION STATEMENT

The diagnostic medical sonography department is committed to excellence in providing quality learning experiences for students as they strive to become caring, competent, professional sonographers who serve human needs in the Christian spirit.

END-OF-DEGREE STUDENT LEARNING OUTCOMES

Kettering College sonography graduates will demonstrate:

1. Professional, compassionate care for patients and others.
2. Reasoning ability and critical thinking skills.
3. Technical competence as sonographers.
4. Adherence to the Code of Ethics and Scope of Practice ascribed to by the Society of Diagnostic Medical Sonography.
5. Respect for cultural, ethnic, and individual diversity.
6. Effective written and verbal communication skills.
7. Characteristics of lifelong learners.

ACCREDITATION

This program meets the essentials of and is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon recommendation from the Joint Review Committee for Diagnostic Medical Sonography (JRCDMS).

PROFESSIONAL REGISTRATION

Upon successful completion of the junior year, students are eligible to write the physics and instrumentation examination for the American Registry of Diagnostic Medical Sonography (ARDMS). Upon successful completion of the entire curriculum, graduates are eligible to write the sonography specialty examinations of Abdomen and Small Parts, Vascular Technology, Obstetrics and Gynecology, and Adult Echocardiography examinations for the ARDMS.

The ARDMS may deny eligibility to those who have been convicted of, entered a plea of guilty to, or entered a plea of no contest to a crime directly related to public health or safety or the provision of diagnostic medical sonography or vascular technology services. Contact the ARDMS at 800-541-9754 or www.ardms.org for further information.

ADMISSION REQUIREMENTS

Admission to the diagnostic medical sonography program is competitive and occurs one time during the academic year for fall entry. Preference is given to individuals who demonstrate academic strength in the prerequisite coursework. Prerequisite courses are available at Kettering College prior to applying for the diagnostic medical sonography program. Transfer students are encouraged to contact the admissions office for advising on prerequisite course equivalency.

**College admission:** Applicants must meet all Kettering College admission requirements.

**GPA:** Applicants must present transcripts reflecting a GPA of 2.5 or above (on a 4.0 scale) for all prerequisite courses.

**Prerequisite courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 119</td>
<td>Human Anatomy and Physiology I (4 credits)</td>
<td></td>
</tr>
<tr>
<td>BIOL 129</td>
<td>Human Anatomy and Physiology II (4 credits)</td>
<td></td>
</tr>
</tbody>
</table>
ENGL 101  Writing and Rhetoric I (3 credits)
COMM 215  Introduction to Human Communication (3 credits)
MATH 165  College Algebra and Trigonometry (3 credits)
PEAC 178  Wellness (1 credit)
PHYS 131  Survey of Physics (4 credits)
RTCA 121  Medical Terminology (1 credit)
SOCI 115  Principles of Sociology (3 credits)

Notes on prerequisites: A minimum grade of C is required for prerequisites, whether completed at Kettering College or elsewhere. Students must have completed all prerequisites before an application will be reviewed for admission to the program.

1. **Computer proficiency:** All students accepted into the sonography program are expected to be proficient in computer skills required for document preparation, Internet search, and emailing.

2. **CPR:** All sonography students must be certified in cardiopulmonary resuscitation (CPR) by completing the class offered by Kettering College during the first sonography clinical course in the program. Students are not required to complete CPR prior to enrollment.

3. **Background check:** Students must request and pay to have a criminal background check performed by a College-approved service no more than six months prior to beginning the clinical experience. Commencement of the clinical portion of the program is contingent upon successful clearance of the background check. Students are responsible for contacting the American Registry for Diagnostic Medical Sonography at [http://www.ardms.org](http://www.ardms.org) for information concerning past legal issues, as they may restrict the possibility of becoming a registered sonographer.

4. **Technical standards:** Applicants must meet certain physical and health requirements defined as technical standards. The standards are described on the sonography website and in the *Student Handbook*.

5. **Application deadlines:** Application materials, including transcripts and student personal statement forms, are due by the deadlines below.
   - **Early action:** Applications received by Jan. 31 will be considered for early program admission. The admissions decision will be communicated by the end of February. An admitted student will have until May 1 to either accept or decline the offer of admission.
   - **Regular decision:** Applications received by May 25 will be considered for program admission to fill any spots available after early action decisions have been made. Students admitted
under regular decision will receive their admissions decisions by mid-June and will have 10 days to accept or decline.

SELECTION PROCESS

The sonography enrollment committee will review and evaluate each applicant's complete academic history. Only students completing the application process will be considered. Selection is based on:

1. Completion and academic strength in the prerequisite coursework. Past failures and withdrawals in prerequisite courses **may** impact consideration for admission into sonography. Each file will be considered individually. Special attention is paid to prerequisite grades and multiple attempts in physics and anatomy and physiology.

2. Evaluation of all academic experience. Past failures and withdrawals in other sonography programs **will** impact consideration for admission into sonography.

3. Evaluation of personal essay statement. Statements are scored by content, grammar, and writing ability. Applicants may include any previous (certified) healthcare experience. A statement regarding past failures, low grades, or withdrawals may also be submitted with the personal statement.

4. Additional qualifiers such as previous academic degrees and degrees in health professions or nursing may influence acceptance.

5. Preference will be given to applicants completing six or more prerequisite course credits at Kettering College.

While we do use a point system to rank academic performance, each file will be looked at subjectively to determine whether the applicant is a good candidate for the sonography program. The diagnostic medical sonography selection committee will review all applicants following the early action application deadline (Jan. 31) and the regular decision deadline (May 25). Early action selections will be made no later than the end of February. Regular decision selections will be made no later than mid-June. All applicants will be notified by mail.
**PROGRAM OF STUDY**

Below is a recommended sequencing of prerequisites (year 1) and the required curriculum for years 2, 3, and 4 in the diagnostic medical sonography program. The prerequisites may be completed on a full- or part-time basis. All prerequisite courses are available at Kettering College prior to applying for the sonography program. Preference is given to individuals who demonstrate academic strength in the prerequisite coursework, especially those applicants who complete prerequisites at Kettering. For students taking prerequisite courses elsewhere: All prerequisite courses must be completed by the end of winter term at Kettering College for consideration of fall enrollment.

**FIRST YEAR, FALL**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 119</td>
<td>Anatomy and Physiology I</td>
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<tr>
<td>ENGL 101</td>
<td>Writing and Rhetoric I</td>
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<td>MATH 105</td>
<td>Fundamentals of Mathematics (if needed)</td>
<td>0-3</td>
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<tr>
<td>RTCA 121</td>
<td>Medical Terminology</td>
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<tr>
<td>SOCI 115</td>
<td>Principles of Sociology</td>
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**TOTAL** 11-14

**FIRST YEAR, WINTER**

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<td>BIOL 129</td>
<td>Human Anatomy and Physiology II</td>
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<td>COMM 215</td>
<td>Introduction to Human Communication</td>
<td>3</td>
</tr>
<tr>
<td>MATH 165</td>
<td>College Algebra and Trigonometry</td>
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<tr>
<td>PHYS 131</td>
<td>Survey of Physics</td>
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<tr>
<td>PEAC 178</td>
<td>Wellness</td>
<td>1</td>
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</table>

**TOTAL** 15

**Note:** Acceptance to the sonography program is required for further progression. All SONO courses must be taken in sequence. Non-SONO courses may be taken ahead of schedule (with the exception of SOCI 375), but they may not be delayed.
<table>
<thead>
<tr>
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<th>Credit Hours</th>
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<tbody>
<tr>
<td>BIOL 263</td>
<td>Sectional Anatomy</td>
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<tr>
<td>ENGL 102</td>
<td>Writing and Rhetoric II</td>
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</tr>
<tr>
<td>HIST</td>
<td>History Sequence I</td>
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</tr>
<tr>
<td>PSYC 112</td>
<td>General Psychology</td>
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<tr>
<td>RELB 101</td>
<td>Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ</td>
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<td>BIOL 350</td>
<td>Pathophysiology</td>
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<tr>
<td>HIST</td>
<td>History Sequence II</td>
<td>3</td>
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<tr>
<td>SOCI 375</td>
<td>Cultural Diversity in Health Care*</td>
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<tr>
<td>PEAC</td>
<td>Physical education elective</td>
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<tr>
<td>RELP 254</td>
<td>Morality and Medicine</td>
<td>3</td>
</tr>
<tr>
<td>RTCA 120</td>
<td>Basic Patient Care</td>
<td>2</td>
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<td>SONO205</td>
<td>Introduction to Sonography</td>
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<tr>
<td>SONO 300</td>
<td>Clinical Sonography I</td>
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<tr>
<td>SONO 301</td>
<td>Sonographic Physics and Instrumentation I</td>
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</tr>
<tr>
<td>SONO 306</td>
<td>Abdominal Sonography I</td>
<td>4</td>
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<tr>
<td>SONO 311</td>
<td>Vascular Sonography I</td>
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TOTAL: 14
### THIRD YEAR, WINTER

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<td>RELT 305</td>
<td>World Religions for Health Care Professionals</td>
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<td>SONO 302</td>
<td>Sonographic Physics and Instrumentation II</td>
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<td>SONO 305</td>
<td>Clinical Sonography II</td>
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<td>SONO 307</td>
<td>Abdominal Sonography II</td>
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<td>SONO 312</td>
<td>Vascular Sonography II</td>
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**TOTAL** 15

### THIRD YEAR, SUMMER

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<tr>
<td>SONO 310</td>
<td>Clinical Sonography III</td>
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<tr>
<td>SONO 316</td>
<td>Cardiac Testing</td>
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<tr>
<td>SONO 321</td>
<td>Gynecological Sonography</td>
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**TOTAL** 7

### FOURTH YEAR, FALL

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<tr>
<td>RELP 316</td>
<td>Spirituality in Healing and Health Care</td>
<td>3</td>
</tr>
<tr>
<td>SONO 400</td>
<td>Clinical Sonography IV</td>
<td>4</td>
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<tr>
<td>SONO 401</td>
<td>Echocardiography I</td>
<td>4</td>
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<tr>
<td>SONO 425</td>
<td>Obstetrical Sonography I</td>
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**TOTAL** 14

### FOURTH YEAR, WINTER

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<th>Course Code</th>
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<tr>
<td></td>
<td>Humanities elective</td>
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<tr>
<td>SONO 402</td>
<td>Echocardiography II</td>
<td>3</td>
</tr>
<tr>
<td>SONO 405</td>
<td>Clinical Sonography V</td>
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</tr>
<tr>
<td>SONO 408</td>
<td>Seminar/Capstone</td>
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<tr>
<td>SONO 426</td>
<td>Obstetrical Sonography II</td>
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**TOTAL** 14
**FOURTH YEAR, SUMMER**

<table>
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<tr>
<td>SONO 410</td>
<td>Clinical Externship</td>
<td>4</td>
</tr>
<tr>
<td>SONO 406</td>
<td>Registry Review</td>
<td>2</td>
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**TOTALS** 6

**TOTAL CREDITS FOR THE DEGREE** 131-134

**CLINICAL INFORMATION**

1. **Clinical education:** To be of maximum benefit to the sonography student and to enhance versatility and skills, Kettering College provides a wide variety of clinical experiences. These rotations include hospitals, outpatient imaging centers, and physician offices. The student may be assigned to Kettering College’s sonography clinical affiliates anywhere in Ohio, Northern Kentucky, or Indiana. The final summer externship provides full-time experience in various specialties and unique opportunities in sonography. In cooperation with the clinical coordinator, students may choose a clinical site anywhere in the United States and/or experiences in sonography education, research, management, and mission trips.

2. **Clinical contact hours:** The student will accumulate more than 1,900 clinical hours in diagnostic medical sonography. This makes the program highly rigorous.

3. **Reliable transportation:** Students are responsible for their own transportation to clinical education assignments.

4. **Attendance:** The professional demands of diagnostic medical sonography make attendance for class and clinicals a requirement for student success.
PROGRESSION

In order to progress in the diagnostic medical sonography program, the student must:

1. Earn a grade of C or higher for all diagnostic medical sonography (SONO) courses and all other arts and sciences courses.
2. The student who receives a grade below C or W (WP or WF) in a sonography (SONO) course will be dismissed from the program and must apply for readmission. Students will be readmitted under the Academic Bulletin in use at the time they reapply.

READMISSION

Students wishing to apply for readmission should apply in writing to the department chair of diagnostic medical sonography. If readmitted, a student may repeat a course only once. A course must be repeated the next term in which the course is offered. Requests for readmission will be evaluated on an individual basis. A student readmitted after receiving a grade below C in a didactic sonography course will be required to register for an audit in the concurrent clinical sonography course in which the didactic course is being repeated. Satisfactory completion of the audit is required for progression to the next clinical sonography course.

The decision to readmit a student will be on the following criteria:

- Available space within the program.
- Review and evaluation of the student’s standing, relative to any revisions that may have occurred in the program.
- Review and evaluation of academic and clinical performance.
- Submission of evidence demonstrating potential for academic success.

GRADUATION REQUIREMENTS

- Students must achieve a minimum GPA of 2.0.
- Students must achieve a C or better in all sonography (SONO) courses and all other arts and sciences courses for graduation.
- If a student receives a grade of C- or below in any arts and sciences course, the course must be retaken prior to graduation.
- Students must meet all other graduation requirements as specified in this Academic Bulletin.
Bachelor of Science in Health Sciences

Paula Reams, chair; advisors: Hope Appelbaum, Robin Clinefelter, Nancy Colletti, Alisa French, Elizabeth Golba, Robin Vanderbilt

MISSION STATEMENT

The Bachelor of Science in Health Sciences program (BSHS) at Kettering College provides high-quality, values-based baccalaureate education in health-related fields with the spirit of Christian caring and service.

PROGRAMS

Available programs include:
- Bachelor’s completion program
- Healthcare management major
- Healthcare management major, pre-occupational therapy track

BACHELOR OF SCIENCE IN HEALTH SCIENCES (BACHELOR’S COMPLETION)

Kettering College offers a Bachelor of Science in Health Sciences designed for those who have obtained an associate degree or its equivalent in healthcare and wish to pursue a Bachelor of Science degree. The course of study is the equivalent to the junior and senior years of a four-year baccalaureate program. Students may choose a full-time or part-time pace of study in an online learning environment.

Attitudes and values fostered in this degree will enhance career mobility within healthcare settings and may serve as a foundation for graduate education. Those seeking greater emphasis in specific healthcare disciplines may choose from:
- Management
- Education
- Sonography
- Advanced imaging (see advanced imaging in the radiology section of the Bulletin)
- Respiratory care (see respiratory care section of the Bulletin); any student taking this emphasis must be a Registered Respiratory Therapist (RRT).

Students who wish to enroll in the BSHS completion program without having earned an associate degree will be reviewed individually to establish credit equivalent to an associate degree.
BACHELOR OF SCIENCE IN HEALTH SCIENCES, HEALTHCARE MANAGEMENT MAJOR

Kettering College offers a Bachelor of Science in Health Sciences designed for those who want a bachelor’s degree in healthcare management. The course of study is the equivalent of a four-year degree taken in three years full time.

BACHELOR OF SCIENCE IN HEALTH SCIENCES, HEALTHCARE MANAGEMENT MAJOR, PRE-OCCUPATIONAL THERAPY TRACK

The pre-occupational therapy track prepares students for applying to an occupational therapy doctoral program. Students in this track must take a full sequence of anatomy and physiology, medical terminology, abnormal psychology, and human growth and development. Those courses that meet OTD prerequisites are noted with an asterisk in the program of study. Abnormal psychology must be taken outside Kettering College.

END-OF-DEGREE STUDENT LEARNING OUTCOMES

Graduates of the Bachelor of Science in Health Sciences program acquire advanced skills, knowledge, and values to expand their professional roles in the healthcare system while incorporating a comprehensive knowledge base as a healthcare professional.

The graduate earning the Bachelor of Science in Health Sciences degree:

1. Integrates communication skills in interprofessional teams within the healthcare industry.
2. Incorporates information technology skills in a variety of healthcare settings.
4. Contributes to and advocates for continuous improvement of the healthcare system through promoting public policy.
5. Demonstrates respect and adaptability for cultural, ethnic, and individual diversity within a changing healthcare environment.
6. Incorporates current knowledge, theory, and research into health professions practice.
7. Demonstrates professional, ethical, spiritual, and compassionate service within the healthcare arena.
8. Integrates the Christian principles of service and citizenship for the benefit of society.
9. Empowers himself or herself and others through an integration of leadership, management, and teaching/learning skills in the healthcare environment.
10. Integrates population-based and preventive healthcare when working with individuals, families, and communities.
11. Integrates economic, accounting, financial and healthcare policy knowledge into the healthcare management practice (healthcare management major only).

PROGRAM GOAL FOR BS IN HEALTH SCIENCES: RESPIRATORY CARE EMPHASIS

To provide graduates with knowledge, skills, and attributes in leadership, management, education, research, or advanced clinical practice, both to meet their current professional goals and to prepare them for practice as advanced-degree respiratory therapists.

PRE-ENROLLMENT REQUIREMENTS

To enroll in HESC courses, the following requirements must be met:
1. All students enrolled in BSHS program are expected to be proficient in the computer skills required for document preparation, Internet searching, and the use of email.
2. All students must have access to the Internet.
3. A current associate-degree radiology student may submit a conditional-admit form to the admissions office to start the BSHS completion program during the associate degree program. Student must be in the second year of the radiology program to apply.

ADMISSION REQUIREMENTS: BACHELOR’S COMPLETION PROGRAM

A. Complete the student personal statement form online at www.kc.edu/personalstatement.
B. A current copy of a government-issued photo ID can be required to verify identity of students throughout the program.
C. Meet College admission requirements.
D. Fulfill one of the following:
   1. Have associate degree or its equivalent.*
   2. Complete a certificate/diploma program.
   3. Apply to the program in the following manner:
      a. Students new to Kettering College must complete the new-student admission process.
      b. Students continuing from the radiology associate degree program may request conditional admission through the admissions office.

Equivalency decisions will be made on a case-by-case basis.

ADMISSION REQUIREMENTS: HEALTHCARE MANAGEMENT MAJOR

A. Complete the student personal statement online at www.kc.edu/personalstatement.
B. Meet College admission requirements
C. Math placement exam if needed*
*Note: In order to follow the suggested course of study, students must score at least 70 percent on the math placement test or provide transfer credit equivalent to MATH 105. If this is not met, MATH 105 must be taken before taking MATH 165.

LEAVE OF ABSENCE

If a student is planning on taking a leave of absence for more than one semester (including summer semester), the student must fill out a leave of absence request. Students gone for two semesters or more without completing the form must reapply to the College and, if reaccepted, meet the requirements of the current Academic Bulletin at the time of readmission.

PROGRESSION: BACHELOR’S COMPLETION PROGRAM

A student must earn a grade of C or above in HESC 300, Introduction to the Health Sciences Program, or have permission from the program chair before continuing in any other HESC course in the program of study. To graduate from the health sciences completion program (Bachelor of Science in Health Sciences degree), a student must earn a grade of C or higher in all coursework. Progression requires a minimum GPA of 2.00 in each term. If a student receives a C- or below in a course, the course must be repeated; however, as long as a 2.00 or above is achieved in a semester, the student may progress. If a student is conditionally admitted (see section on admissions) and is dropped from the program, the student may reapply once the associate degree is completed. A student may not enroll in a course more than twice (a grade of W does not apply; a grade of WP or WF counts as re-enrolled in a course). Failing a didactic course twice is a failure to progress, and the student will be dismissed from the completion program.

PROGRESSION: HEALTHCARE MANAGEMENT MAJOR

Students must complete the core curriculum. To graduate from the healthcare management major (Bachelor of Science in Health Sciences degree), a student must earn a grade of C or higher in all coursework. Progression requires a minimum GPA of 2.00 in each term. If a student receives a C- or below in a course, the course must be repeated; however, as long as a 2.00 or above is achieved in a semester, the student may progress. A student with a cumulative GPA of 2.50 or higher who does not successfully complete a required course may be allowed to remain in the program. The course must be repeated in the next term in which it is offered, as long as it is not a prerequisite to another course. A student may not enroll in a course more than twice (a grade of W does not apply; a grade of WP or WF counts as re-enrolled in a course). Failing a didactic course twice is a failure to progress, and the student will be dismissed from the healthcare management major.
READMISSION

Readmission requests must be made in writing to the admissions office. Requests will be evaluated individually and may be based on the following criteria:

1. Cumulative GPA of 2.3 or above
2. Patterns of attendance (online), withdrawals, repeats, and/or failures
3. Available space in the program
4. Evaluation of the student’s standing relative to any revisions that may have occurred in the curriculum, courses, or requirements
5. Period of time out of the program
6. Submission of evidence demonstrating a plan for academic success (learning contract)
7. Failure of clinical rotations (if applicable).

Students will be readmitted under the current Academic Bulletin. A student is not eligible for readmission if he or she has received a second grade below C in any course unless readmission is approved by the program director and the Dean for Undergraduate Academic Affairs.

GRADUATION REQUIREMENTS

1. Students must achieve a minimum GPA of 2.0.
2. Students must achieve a C or better in all courses required for graduation.
3. If a student receives a grade of C- or below in any required curriculum course, the course must be retaken to count for graduation.

CHANGING AND/OR ADDING EMPHASES (BACHELOR’S COMPLETION ONLY)

A student may change or add emphases once admitted to the program with approval of his or her advisor. If a student is dismissed from the clinical portion of an emphasis (ADIM), the student will also be dismissed from the Health Sciences program.
COURSE OF STUDY: BACHELOR’S COMPLETION PROGRAM

The Bachelor of Science in Health Sciences degree requires a minimum of 51-52 credits; however, different emphases may require more credits. Bachelor’s completion-seeking students are required to take a minimum of 30 credits at Kettering College to complete the degree, and at least 36 credits must be from the upper division.

All students must take:

1. HESC 300 as one of their first courses upon admission to the degree.
2. College core requirements (see College core requirements for Bachelor of Science in Health Sciences degree).
3. Health sciences core courses.
4. Courses as required by the emphasis (clinicals required for advanced imaging only).
5. Health sciences electives as stipulated by the emphasis.
6. Other courses as stipulated by the emphasis.
BACHELOR OF SCIENCE IN HEALTH SCIENCES DEGREE CORE

Arts and sciences courses (18-19 credits to meet core requirements)

Humanities (6 credits) ................................................................. 6
Religion (6 credits)
  RELP 316   Spirituality in Healing and Health Care ..................... 3
  RELP 306   Spiritual Dimensions of Death and Dying .................... 3
Mathematics (3-4 credits)
  MATH 215   Probability and Statistics or its equivalent .............. 4
Social Sciences (3 credits)
  SOCI 375   Cultural Diversity in Health Care ......................... 3
Natural Sciences (3 credits)
  BIOL      Sectional Anatomy (advanced imaging only) ............... 3
Health sciences courses: (18 credits in HESC core, required emphasis courses, and 6 additional elective courses, depending on emphasis. Advanced imaging has more credits due to certification requirements. Elective credits are dealt with on a case-by-case basis.)

Health sciences core courses (18 credits required)

  HESC 300   Introduction to the Health Sciences Program .......... 1
  HESC 310   Health Care Economics and Finance ..................... 3
  HESC 318   Introduction to Health Professions Research .......... 3
  HESC 340   Legal and Ethical Considerations in Health Care ....... 3
  HESC 348   Concepts of Management and Leadership in Health Care ... 3
  HESC 415   Health Care Informatics Applications for Health Professions... 1
  HESC 435   Community Health Perspectives ....................... 3
  HESC 481   Capstone/Senior Project .................................. 1

Health Sciences management emphasis courses (9 credits required)

  HESC 421   Healthcare Personnel Management ..................... 3
  HESC 448   Leadership Theory in Healthcare ....................... 3
  HESC 451   Interdisciplinary Team Practice in
              Community-Based Care ........................................ 3
Health Sciences education emphasis (9 credits required)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HESC 430</td>
<td>Instructional Planning and Delivery</td>
<td>3</td>
</tr>
<tr>
<td>HESC 431</td>
<td>Teaching Learners in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HESC 432</td>
<td>Professional Development in Healthcare</td>
<td>3</td>
</tr>
</tbody>
</table>

Health Sciences sonography emphasis (9 credits required)

Must have AS degree in sonography.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HESC 448</td>
<td>Leadership Theory in Healthcare OR</td>
<td></td>
</tr>
<tr>
<td>HESC 430</td>
<td>Instructional Planning and Delivery</td>
<td>3</td>
</tr>
<tr>
<td>MESO 400</td>
<td>Advanced Project in Medical Sonography I</td>
<td>3</td>
</tr>
<tr>
<td>MESO 401</td>
<td>Advanced Project in Medical Sonography II</td>
<td>3</td>
</tr>
</tbody>
</table>

Health Sciences respiratory care emphasis (choice of 3 courses from below)

Must have the RRT credential to take these courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESA 310</td>
<td>Cardiopulmonary Assessment</td>
<td>3</td>
</tr>
<tr>
<td>RESA 311</td>
<td>Advanced Practice in Neonatal/Pediatric Respiratory Care</td>
<td>3</td>
</tr>
<tr>
<td>RESA 320</td>
<td>Cardiopulmonary Monitoring</td>
<td>3</td>
</tr>
<tr>
<td>RESA 321</td>
<td>Pediatric Respiratory Care Case Management</td>
<td>3</td>
</tr>
<tr>
<td>RESA 495</td>
<td>Independent Study</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Health Sciences advanced imaging emphasis (more credits required)

For more information, see the radiologic technology program.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>ADIM 300</td>
<td>CT Theory</td>
<td>3</td>
</tr>
<tr>
<td>ADIM 304</td>
<td>Practicum (CT)</td>
<td>4</td>
</tr>
<tr>
<td>ADIM 328</td>
<td>Clinical Aspects of CT</td>
<td>3</td>
</tr>
<tr>
<td>ADIM 303</td>
<td>MRI Theory</td>
<td>4</td>
</tr>
<tr>
<td>ADIM 314</td>
<td>Practicum (MRI)</td>
<td>4</td>
</tr>
<tr>
<td>ADIM 428</td>
<td>Clinical Aspects of MRI</td>
<td>3</td>
</tr>
<tr>
<td>ADIM 311</td>
<td>Vascular Interventional Technology</td>
<td>3</td>
</tr>
<tr>
<td>ADIM 324</td>
<td>Practicum III (vascular interventional technology)</td>
<td>4</td>
</tr>
<tr>
<td>ADIM 412</td>
<td>Cardiovascular Interventional Technology</td>
<td>6</td>
</tr>
<tr>
<td>ADIM 434</td>
<td>Practicum IV (cardiovascular interventional technology)</td>
<td>4</td>
</tr>
</tbody>
</table>
Health Sciences additional elective study (6 credits depending on emphasis)

Students choose from the following courses:

- HESC 302 Mission Experience in Cultural Diversity ........................................... 3
- HESC 326 Trends and Issues in Health Care ....................................................... 3
- **HESC 345 History of Health Care in the United States .................................. 3
- BIOL 350 Pathophysiology ................................................................................ 3
- HESC 370 Special Topics in Health Professions ................................................. 3
- HESC 371 Alternative Therapies for Health and Illness ..................................... 3
- * HESC 421 Healthcare Personnel Management .............................................. 3
- * HESC 430 Instructional Planning and Delivery ................................................ 3
- * HESC 431 Teaching Learners in Health Care .................................................... 3
- * HESC 432 Professional Development in Healthcare ................................. 3
- HESC 440 Special Project in Health Professions .............................................. 1-3
  (may be repeated up to 6 credits with permission of advisor)
- * HESC 448 Leadership Theory in Healthcare ............................................... 3
- * HESC 451 Interdisciplinary Team Practice in Community-Based Care .... 3

* May not be taken as an elective if taken as part of an emphasis requirement.

** HESC 345 is cross-listed as HIST 345. This course can used for either an elective HESC or
  humanities (HIST) but cannot count for both.
BACHELOR OF SCIENCE IN HEALTH SCIENCES: HEALTHCARE MANAGEMENT MAJOR

The Bachelor of Science in Health Sciences requires at least 120 semester credits, including general education, with at least 40 semester credits in the upper division. Required major courses and elective major courses must total at least 40 semester credits, with at least 20 semester credits in the upper division; 68 hours of credit must be taken at Kettering College.

I. Required BSHS Core .......................... 55 credits
   SCI Core  **See below for courses ......................... 8
   ENGL 101  Writing and Rhetoric I .......................... 3
   ENGL 102  Writing and Rhetoric II ............................. 3
   COMM 215  Intro to Human Communications .................. 3
   RELB 101  Biblical Resources for Understanding Healthcare .... 3
   RELB 254  Morality and Medicine ................................ 3
   RELP 316  Spirituality in Healing and Health Care .............. 3
   RELT 305  World Religions for Health Care Professionals ....... 3
   HIST XXX  History survey sequence (two courses) ............... 6
   HUMN XXX  Humanity Electives (two courses) .................... 6
   MATH 165  College Algebra and Trigonometry .................. 3
   PEAC 178  Wellness ............................................. 1
   PEAC XXX  PE Activity Course ................................... 1
   PSYC 112  General Psychology ................................... 3
   SOCI 115  Principles of Sociology ................................ 3
   SOCI 375  Cultural Diversity ..................................... 3

   ** Science core (both BIOL 119 and BIOL 129 must be taken for pre-OT)
   BIOL 119  Anatomy and Physiology I ............................. 4
   BIOL 129  Anatomy and Physiology II .............................. 4
   BIOL 151  Microbiology ........................................... 4
   CHEM 105  Chemistry for Health Sciences  ....................... 4
   PHYS 131  Survey of Physics ..................................... 4

II. Required Cognate Courses ...................... 27-28 credits
    ACCT 201  Principles of Accounting .............................. 3
    ECON 101  Fundamentals of Economics ............................ 3
    FINC 101  Principles of Finance ................................... 3
HESC 310  Health Care Economics and Finance .................................................. 3
HESC 348  Concepts of Management and Leadership in Health Care .............. 3
MATH 215  Probability and Statistics .............................................................. 3-4
MKTG 201  Principles of Marketing ................................................................. 3
PSYC 210  Social Psychology ............................................................................. 3
PSYC 220  Organizational Psychology ............................................................... 3

III. Required Major Courses ............................................................................. 37 credits
HESC 201  Introduction to the Health Professions .............................................. 2
HESC 320  Human Resources in Healthcare ...................................................... 3
HESC 330  Healthcare Organizational Systems ................................................. 3
HESC 315  Communication, Negotiations, and Conflict Resolution in Healthcare Organizations ................................................................. 3
HESC 318  Introduction to Health Professional Research ................................... 3
HESC 340  Legal and Ethical Considerations in Health Care ............................ 3
HESC 445  Healthcare and Government Policy ................................................. 3
HESC 415  Health Care Informatics Application ............................................... 1
HESC 421  Healthcare Personnel Management ................................................. 3
HESC 451  Interdisciplinary Team Practice in Community-Based Care .......... 3
HESC 448  Leadership Theory in Healthcare ..................................................... 3
HESC 480  Healthcare Management Internship ................................................ 6
HESC 481  Capstone ......................................................................................... 1

IV. Major Elective Courses ............................................................................... 6 credits
HESC 350  Risk Management In Healthcare Organizations ................................ 3
HESC 302  Mission Experience In Cultural Diversity ....................................... 3
HESC 326  Issues and Trends in Healthcare ...................................................... 3
HESC 345  History of Health Care in the United States ................................... 3
PSYC 138  Human Growth and Development .................................................. 3
(must be taken if going into OTD program)

TOTAL ............................................................................................................. 125-126 credits

In order to complete the major in a timely manner, the student should follow the suggested course of study as outlined below.
BSHS 3-YEAR HEALTHCARE MANAGEMENT MAJOR: SUGGESTED COURSE OF STUDY

FIRST YEAR

FALL

*CHEM 105  Chemistry for Health Sciences  4
ECON 101  Fundamentals of Economics  3
HIST XXX  History Sequence I  3
MATH 105  Fundamentals of Mathematics (if needed)  (3)
RELB 101  Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ  3

TOTAL  13-16

WINTER

**PHYS 131  Survey of Physics  4
ENGL 101  Writing and Rhetoric I  3
FINC 101  Principles of Finance  3
HIST XXX  History sequence II  3
MATH 165  College Algebra and Trigonometry  3

TOTAL  16

SUMMER

COMM 215  Intro to Human Communications  3
ENGL 102  Writing and Rhetoric II  3
HESC 201  Introduction to the Health Professions  2
KETC 101  Medical Terminology  (1)
           (must be taken if going into OTD program)
PEAC 178  Wellness  1
SOCI 115  Principles of Sociology  3

TOTAL  12-13

*BIOL 119 and BIOL 129 may be taken instead (these must be taken if going into OTD program).

**BIOL 151 may be taken instead.
### SECOND YEAR

#### FALL

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ACCT 201</td>
<td>Principles of Accounting</td>
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</tr>
<tr>
<td>HUMN XXX</td>
<td>Humanities Group II Elect</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 201</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>RELP 254</td>
<td>Morality and Medicine</td>
<td>3</td>
</tr>
<tr>
<td>PEAC XXX</td>
<td>Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 112</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HESC 348</td>
<td>Concepts of Management and Leadership in Health Care</td>
<td>3</td>
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<td><strong>TOTAL</strong></td>
<td><strong>16</strong></td>
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#### WINTER

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>HUMN XXX</td>
<td>Humanities Group II Elect</td>
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<tr>
<td>MATH 215</td>
<td>Probability and Statistics</td>
<td>4</td>
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<tr>
<td>PSYC 210</td>
<td>Social Psychology</td>
<td>3</td>
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<tr>
<td>RELT 305</td>
<td>World Religions for Health Care Professionals</td>
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#### SUMMER

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<tbody>
<tr>
<td>HESC 318</td>
<td>Healthcare Statistics and Research</td>
<td>3</td>
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<tr>
<td>HESC 340</td>
<td>Legal and Ethical Considerations in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HESC 415</td>
<td>Health Care Informatics Application</td>
<td>1</td>
</tr>
<tr>
<td>HESC 421</td>
<td>Healthcare Personnel Management</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 375</td>
<td>Cultural Diversity in Health Care</td>
<td>3</td>
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# THIRD YEAR

## FALL

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<tr>
<td>PSYC 220</td>
<td>Organizational Psychology</td>
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<tr>
<td>HESC 320</td>
<td>Human Resources in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>HESC 310</td>
<td>Health Care Economics and Finance</td>
<td>3</td>
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<tr>
<td>HESC 315</td>
<td>Communication, Negotiations, and Conflict Resolution in Healthcare Organizations</td>
<td>3</td>
</tr>
<tr>
<td>HESC 448</td>
<td>Leadership Theory in Healthcare</td>
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TOTAL 15

## WINTER

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>HESC XXX</td>
<td>HESC elective (PSYC 138 for OTD)</td>
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<tr>
<td>HESC 330</td>
<td>Healthcare Organizational Systems</td>
<td>3</td>
</tr>
<tr>
<td>HESC 445</td>
<td>Healthcare and Government Policy</td>
<td>3</td>
</tr>
<tr>
<td>HESC 451</td>
<td>Interdisciplinary Team Practice in Community-Based Care</td>
<td>3</td>
</tr>
<tr>
<td>RELP 316</td>
<td>Spirituality in Healing and Health Care</td>
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TOTAL 15

## SUMMER

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<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>HESC XXX</td>
<td>HESC elective</td>
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<tr>
<td>HESC 480</td>
<td>Healthcare Management Internship</td>
<td>6</td>
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<tr>
<td>HESC 481</td>
<td>Capstone</td>
<td>1</td>
</tr>
<tr>
<td>PSYC XXX</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL 13
Graduate Bulletin

Kettering College offers a Master of Physician Assistant Studies degree and an Occupational Therapy Doctorate degree.

This section of the Bulletin provides information for students applying to or enrolled in the graduate programs at Kettering College. For additional information, contact the Kettering College physician assistant studies office or the occupational therapy office.

Individual graduate programs may have policies that supersede the Graduate Division policies and standards in this section. See specific program handbooks for information.
Graduate Admissions

REGULAR ADMISSION

To be admitted into a graduate program, a student must have completed the program-specific admission requirements found in the program of study.

PERMISSION TO TAKE CLASSES

Permission to take classes is a temporary enrollment status. Applicants granted PTC status are classified as non-degree-seeking students and are not eligible to use financial aid funds. PTC status may include but is not limited to the following:

1. Persons who desire to take a course for enrichment purposes.
2. Students registered at another college or university who wish to take courses at Kettering College through existing agreements with other schools.

Kettering College grants PTC status on a space-available basis. A maximum of 18 credits may be taken while a student has PTC classification. Admission materials needed are:

- Completed application.
- Application fee (unless a previous Kettering College student).
- Transcripts from the highest level of educational experience (may use unofficial copies).
- Written permission from the chair of the professional program (where applicable) is required before the student may register for requested course(s).

APPLICATION / ADMISSION PROCESS

The application and admission process is outlined in the specific graduate program section.

ADMISSION COMMITTEE DECISIONS

The admissions committee reserves the right to refuse admittance to an applicant who is unlikely to conform to the standards and ideals the College seeks to maintain. This denial of acceptance may be based in part upon previous academic performance and/or on the confidential recommendation forms received.
Individuals who have not first received formal notification of acceptance must not come to the College expecting to begin classes.

**APPLICANT RESPONSE TO ACCEPTANCE**

Applicants accepted to Kettering College must notify the admissions office of their intent to attend or not to attend. Within 10 business days of receipt of the acceptance notice, the applicant must:

- Return the completed acceptance reply letter that is included with the acceptance notice.
- Remit the $500 nonrefundable acceptance deposit. If the deposit is not received by Kettering College, the applicant’s reservation in that particular curriculum may be jeopardized. Refer to the financial information section of the *Academic Bulletin* for specific details. This deposit will be applied toward the first semester’s tuition.

At the time of acceptance to the College, applicants will also receive information about the health and immunization requirements for enrollment at Kettering College. These forms must be completed by the applicant’s healthcare provider and returned to the College by the time of College registration.

**REGISTRATION FOR CLASSES**

Prior to registration, students are encouraged to review the *Student Handbook*, available at [www.kc.edu](http://www.kc.edu). At registration, new students will need to have the following records on file:

- A Kettering College credit account agreement and disclosure statement
- College and health insurance compliance forms
- Student health history and immunization records

**INTERNATIONAL STUDENTS**

Kettering College endeavors to make the process of enrolling international students as easy as possible. Because of the numerous steps involved in the issuance of the I-20 student visa, please refer to the guidelines listed in the Admissions chapter in the undergraduate section of this *Bulletin*. 
Graduate Outcomes

**KETTERING COLLEGE INSTITUTIONAL OUTCOMES**

Kettering College’s institutional learning outcomes represent the knowledge, skills, and attitudes fostered within the Kettering College experience to enable students to be successful in their personal and professional lives, in their future educational efforts, and as engaged members of their communities. Student achievement of learning outcomes is assessed within the academic majors and courses of study, after which the assessment results are used to improve the learning experience.

The College’s mission identifies what we esteem: our Adventist faith; its view of health as harmony with God in body, mind, and spirit; and its view of service as a life calling. Our faith transforms *who we are as we serve others*, not only what we do in the process. Individually and collectively, our mission calls us to Christlike service and undergirds Kettering College’s five BASIC institutional outcomes.

*Following Christ. Serving Others.*

**GRADUATE-LEVEL B.A.S.I.C. OUTCOMES**

B: Broad integrative learning: What life lessons are you learning?

Students actively engage in interprofessional collaboration and team building.

A: Applied learning: How do you build on what you learn?

Students use innovative clinical reasoning across diverse populations and systems.

S: Specialized learning: How are you becoming an expert?

Students demonstrate expert use of and fluency in specialized terms, vocabulary, technology, and methods of the specific profession.

I: Intellectual skills: In what ways are you thinking as an evidence-based practitioner?

Students critique research to use and generate evidence-based practice.

C: Civic engagement: How are you leading your communities?

Students use a servant leadership model to serve, care, and enhance lives within local, regional, and/or global communities.
Graduate Academic Policies

THE COLLEGE PROGRAM

The academic year at Kettering College consists of one fall semester and one winter semester with an accelerated summer semester for graduate programs. A semester is generally 16 weeks in length, except for the accelerated summer semester, which is 10 to 12 weeks.

In a semester system, one academic credit typically means the course meets for one 50-minute period of instruction per week. This is considered one hour of instruction with 10 minutes of that hour used for passing time between classes. Therefore, a traditional three-credit course with no laboratory or clinical component will meet for three 50-minute periods or its equivalent per week. Generally, for every credit a student takes, an additional two hours of work per credit hour is expected outside the regularly scheduled class time. Courses involving laboratory studies or clinical experiences have credit values based on the Carnegie Unit system.

GRADUATE PROGRAMS

Students in all graduate programs are expected to complete a scholarly project in order to complete requirements for a graduate degree. This project must be original work and include use and/or generation of scholarly research and writing.

REGISTRATION

The registration process takes place prior to the beginning of each semester. Please see Kettering College’s website (www.kc.edu) for specific dates. To enhance and streamline the registration experience for students, the College has established these policies and processes:

1. Prior to designated registration dates, a student must meet with his or her academic advisor for approval of the term schedule. The student's academic advisor is responsible for updating the online registration status for current students.
2. Students may not register for courses that are in direct conflict with other courses or clinical assignments.
3. A student and his or her advisor can access an individual computerized degree audit to assist them in tracking the student’s graduation requirements. Students are strongly encouraged to take their courses in the sequence outlined in the Bulletin. Taking courses later than the sequence outlined in the Bulletin may result in program completion delays.

4. The records office reserves the right to remove a student who has registered for a course for which he or she is not eligible.

5. Students may audit courses with the permission of the department chairperson. Students are expected to attend courses regularly and meet the conditions for audit as stipulated by the graduate program. Tuition is discounted from the regular rate. See the Kettering College Financial Information for Students for the correct amounts. No academic credit toward degree or financial aid is awarded for audited courses.

6. Business office clearance: Current students must have paid down their account balances to less than $100 in order to have business office clearance for registration. Payments can be made online. Allow two business days for processing. New students, along with those students who have not attended Kettering College within the past two semesters, may register without receiving financial clearance; however, financial clearance must be received by the registration clearance deadline to prevent being removed from courses. To receive financial clearance, a student must either make a down payment of $800 or have adequate financial assistance in place by the registration clearance deadline to cover 100 percent of tuition and fees for the semester. Students who fail to obtain financial clearance by the registration clearance deadline will be automatically withdrawn from their courses. Students who are withdrawn from courses may register again during the late registration.

CLASS ATTENDANCE

The academic, laboratory, and clinical demands of the professional programs make class attendance — whether in traditional, online, or Web-enhanced courses — essential for a student’s success. Therefore, specific attendance requirements are established by each department or instructor for every course. When a student is absent from class, for whatever reason, that student has lost the learning experience that class period would have provided. In such cases, it is the student’s responsibility to make sure the scheduled learning still occurs.

In addition, because a student’s absence may affect others in the learning group, individual faculty members or departments may add penalties or establish further attendance policies for classroom or clinical appointments. Students should carefully refer to the course or departmental policies.
For Web-enhanced courses, each date a submission is due is considered a date when the course meets. Students are required to attend at least one class meeting or make at least one submission within the first 10 business days of the regular semester, or they will be subject to administrative withdrawal from the course. A student will be considered absent from the course any date he or she fails to attend a scheduled meeting time or any time he or she fails to make a scheduled submission.

**DISABILITY SERVICES**

Kettering College is committed to providing students with disabilities equal access to all programs, services, activities, and facilities in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (ADAAA) of 2008. To receive accommodations, the student must contact the director of academic support services. Each student who applies for accommodations is evaluated on an individual basis, and all disability-related information is kept confidential with the Academic Support Center. For additional information, visit disability services at [http://kc.edu/about/accreditation/hea-student-consumer-information/disability-assistance-policy/](http://kc.edu/about/accreditation/hea-student-consumer-information/disability-assistance-policy/)

**INDEPENDENT STUDY**

Registration for independent study may be appropriate when a student wishes either to learn about a subject not in the Academic Bulletin or to expand practical clinical experience. An independent study form, obtained from the records office, must be signed by the instructor and the department chair before a student may register for independent study. A learning contract signed by the student, the supervising instructor, and the department chair is necessary before students begin the independent study.

**POLICY FOR DROPPING/ADDING COURSES**

It is the student’s responsibility to arrange with the records office to drop or add courses. The procedure for dropping or adding a course is as follows:

- Secure a change of registration (drop/add) form from the records office.
- Secure signatures from the financial aid counselor, the student’s designated academic advisor, and the instructor for the course.
- Each course listed on the drop/add form must have:
  1. Grade of WP or WF (if dropped after the 10th business day).
  2. Last date of course attendance/participation (if dropping a course).
- Return the drop/add form to the records office for final processing.
The timeline for adding/dropping classes:

- The last day to add a class is five business days after the beginning of classes.
- The last day to drop all classes in a semester and receive a tuition refund of the block tuition is 10 business days after the beginning of the semester.
- After 10 business days, a grade of WP or WF will be assigned upon withdrawal from a class.
- The last day to drop a class with a WP or WF is three weeks before the beginning of final exams. No drops are permitted after this time, and a letter grade will be assigned. Refer to the academic calendar in the Bulletin for specific add and drop dates.
- Any student who has registered but has not attended any courses by the eighth business day of the term will be administratively withdrawn from all courses. After this date, an administrative withdrawal will take place if a student is absent for a period of two consecutive weeks and does not contact the instructor or complete the appropriate paperwork.
- Courses with nonstandard term lengths may have different timelines for meeting requirements and adjusting registration status. Students should contact student services for specifics.
- Return of Title IV funds to the government are calculated based on the last day the student attends or participates in the semester.

Federal Title IV funds will be returned to the federal government according to federal regulations for students receiving Title IV funds who withdraw after the 10th business day of the semester. See the section of the Bulletin on financial information.

Grades are based on the day the drop procedure is properly completed. The grade of WP is used to indicate that the student is passing, and the grade of WF is used to indicate that the student is failing when a course is dropped following the second week of a term. Students may not enroll in a course more than twice. Grades of WP and WF both count as enrolled in a course.

Students are advised that dropping a program course, prerequisite course, or corequisite course may put them out of sequence with the curriculum outlined in the Bulletin and delay their completion of the desired degree. Dropping a course also may jeopardize financial aid eligibility.

LIABILITY INSURANCE

Students enrolled in clinical training programs offered by Kettering College are covered under Kettering Health Network Risk Management. This coverage is specifically limited to legal liability arising from the performance of, or failure to perform, duties relating to the training program in which students are enrolled. Any injuries or damages caused by unauthorized activities or activities outside
the scope of the clinical training program are not covered by the above. Students must be officially registered at Kettering College for this liability insurance to be in effect.

**GRADES**

The Graduate Division requires students to maintain an overall GPA of 3.00. For information on the grading system and how to calculate grade point average, see the academic policies chapter of the undergraduate section of this *Bulletin*.

**INCOMPLETE**

To be considered for a grade of incomplete (I), the student must be passing the course and have completed two-thirds of the term. An incomplete should not be given merely because a student fails to complete all the course requirements on time, but only if the work was not completed because of extenuating circumstances that the instructor considers to be unavoidable.

The student submits to the instructor a petition to receive an incomplete grade, stating the reason for the request. If approved, the instructor reports the incomplete grade as well as the grade the student will receive if the deficiency is not removed within the time limit. The instructor has the discretion to determine when the incomplete must be removed, but it must be removed no later than the end of the following semester. Under extenuating circumstances and with the approval of the department chairperson, the instructor may extend the period another semester by notifying the records office. It is the responsibility of the student to meet prearranged deadlines for timely completion of any incomplete grades. If a grade of I is not removed within one year, it converts to a grade of F unless special permission has been granted due to military deployment.

**HONOR CODE**

An atmosphere of academic integrity can be successfully preserved only when students and faculty unite in mutually supportive acts of trust and assistance. They share equally the obligation to create and promote ethical standards. It is the faculty’s duty to uphold academic standards in both the classroom and the clinical settings and to ensure that students receive credit only for their own work; instructors will take any reasonable precautions necessary to achieve these goals.

Students are expected to join faculty members in maintaining an honorable academic environment. They are expected to refrain from unethical and dishonest activities such as lying, plagiarism, cheating, and stealing and are expected to report others who engage in such activities. Failure to report the occurrence of academic dishonesty is also classified as dishonest behavior.
Allegations that cannot be resolved by faculty members and students on an informal basis will be handled under disciplinary procedures.

**ACADEMIC PRIVACY**

See the academic policies chapter of the undergraduate section of this *Bulletin*.

**ACADEMIC PROGRESS**

Students are expected to be continuously enrolled in their graduate programs. Leaves of absences may be granted according to individual graduate program policy in the particular graduate program handbook.

At the end of each semester, the registrar reviews grades and determines the academic standing of each student for the next semester in which he or she is enrolled. Students are notified of probationary status through the College’s student email system. A student who is dismissed is sent a certified letter to his or her home address. Probation notifications or letters of dismissal are retained in the student’s file.

These policies pertain to a student’s academic standing in the Graduate Division of the College. Specific graduate programs may have higher standards regarding academic progress. In addition, students receiving federal financial aid are subject to satisfactory academic progress (SAP) requirements. Please refer to the financial information section of this *Bulletin* for additional information.

**REGULAR ACADEMIC STANDING**

A student in the Graduate Division who earns a grade point average (GPA) equal to or greater than 3.0 for a given semester is in regular academic standing in the subsequent semester in which he or she is enrolled.

**ACADEMIC PROBATION**

A student in the Graduate Division who, during a semester in which he or she is in regular academic standing, earns a grade point average (GPA) less than 3.0 for that semester is placed on academic probation for the subsequent semester in which he or she enrolls.

**ACADEMIC DISMISSAL**

A student in the Graduate Division who, during a semester in which he or she is on academic probation, earns a grade point average (GPA) less than 3.0 for that semester is academically dismissed from the Graduate Division of the College. A student who is academically dismissed from the Graduate Division of the College will be administratively withdrawn from all courses in the graduate program in which he or she is enrolled.
ACADEMIC APPEALS

A student has the right to submit an academic appeal for any academic policy concerning regular academic standing, academic probation, or academic dismissal to the registrar prior to the last day to add a course in the subsequent term of enrollment. Only one student appeal is permitted per dismissal due to unsatisfactory academic progress. Appeals are viewed on a case-by-case basis; the decision of the graduate academic appeals committee is final. A decision regarding the appeal will be issued within one week of its receipt when school is in session. Records of any student appeal and documentation, student advising contracts, etc. will be maintained in the student’s record.

GRIEVANCE PROCEDURE

See the academic policies in the undergraduate section of this Bulletin.

GRADUATION REQUIREMENTS

All students must meet the graduation requirements established within their programs of study.

TRANSCRIPTS

The student may obtain an official transcript by submitting an electronic request or a written request to the records office. Student accounts must have no holds for loan exit counseling and be at a zero balance, and graduates must have completed all graduation requirements for transcript release clearance.

1. **Electronic request:** Students may complete the process for electronic transfer of Kettering College transcripts by using [https://iwantmytranscript.com](https://iwantmytranscript.com); transcripts will be sent to participating institutions of higher learning. Regular transcript fees are waived.

2. **Written request:** Federal regulations require a written release from the student. This release may be in the form of a letter or a completed transcript request form, which can be downloaded from [www.kc.edu](http://www.kc.edu) under the link “Registrar Forms.” All requests must have a signature. The regular transcript fee is $5 for each transcript processed and $7 for same-day service. Transcript requests received without payment or signature cannot be honored.

   Telephone, email, or fax requests from students or written requests from other members of a student’s family cannot be honored. Transcripts provided are subject to transcript fees according to method of request and delivery (see the financial information section in the Bulletin for a listing of fees).
BANKRUPTCY, DEFAULT, AND TRANSCRIPTS

In cases where a student has filed for bankruptcy, requests for transcripts will be addressed on a case-by-case basis. It is, however, the policy of the College that insofar as student loan defaults are involved, the College will pursue collection of such loans to the full extent to which it is legally entitled.
Graduate Financial Information

**ACCEPTANCE DEPOSIT**

When the applicant receives notice of acceptance, he or she has 10 days in which to send in the nonrefundable acceptance deposit. This assures the College that the applicant will attend. In turn, it also guarantees the applicant a place in the curriculum to which acceptance was granted, provided the applicant registers for classes by the required date. Applicants who do not enroll in the semester for which they have been accepted will forfeit their acceptance deposits. The acceptance deposit for a matriculated student will appear as a credit on the first month’s financial statement.

**DEPOSIT FOR INTERNATIONAL STUDENTS**

In addition to program and Residence Hall deposits, a deposit of $1,500 (U.S. dollars) is required from an international student before an I-20 student visa will be issued. This deposit will be held until the student completes an academic program, withdraws from the program, graduates, or transfers to another college. The $1,500 will be credited to the student’s account at that time.

**ROOM DEPOSITS AND CHARGES**

Residence Hall space may be requested by remitting a $200 deposit, along with the Residence Hall information card, as directed by the letter from the admissions office. Early remittance of the deposit and the information card will help ensure Residence Hall lodging. Students who reserve Residence Hall space and then elect not to move into the Residence Hall must submit written notification to the admissions office by the date specified in the letter of acceptance to be eligible for a deposit refund.

Lease agreements must be signed in order for students to reside in the Residence Hall. At the beginning of each semester, a room charge is applied to the student account. Room rate information is available from the Residence Hall dean.

**TUITION**

Tuition for the graduate programs is charged at a flat rate. Students enrolling for less than 6 credits will be charged per credit. Please refer to the Kettering College website for the tuition and fee schedule.
Tuition is payable by the deadline shown in the online academic calendar. See the Kettering College website.

**TUITION REFUND**

Tuition and fees for full semester courses will be refunded 100 percent up to the close of the 10th business day of the semester in which the class is taught. Tuition and fees will also be refunded 100 percent to those who have not attended class. After the 10th business day of the term, the only refund given will be based on the federal refund calculation for Title IV recipients (see the financial aid office for details). A student who does not officially complete withdrawal procedures through the records office will be responsible for the full amount of the applicable tuition and fees. Non-attendance at classes, notification to the instructor, or notification to the academic department does not constitute official withdrawal. Courses with non-standard term lengths may have different refund periods. Students should contact student services for details.

**PAYMENT OPTIONS**

Kettering College offers students two payment options.

- Students may elect to pay their entire tuition, fee, and Residence Hall (if applicable) bill before the semester begins.

- The College also offers a payment plan option that allows students to make four (three during the summer semester) monthly payments for tuition, fees, and Residence Hall. A signed payment plan agreement and a down payment of $800 are due from all new students, as well as from those students who have not attended Kettering College within the past two semesters, in order to register for classes. Students may make payments on the remaining balance throughout the semester. A student whose financial aid in place at the time of registration is equal to or more than the tuition and fees for the semester does not have to make the $800 down payment. A student’s account balance must be below $100 prior to registering for subsequent semesters.

Currently, Kettering College does not charge a fee or interest to those using the payment plan option, though late fees may be applied if payments are not received by the due date. The College reserves the right to decline a student’s payment plan request based on the individual’s account history. Should a student choose to withdraw from classes after the 100 percent refund period (see tuition refund section), he or she is still responsible for remitting all payments as scheduled.
METHODS OF PAYMENT

Kettering College accepts cash, money orders, checks made payable to Kettering College, or credit cards (Visa, MasterCard, Discover, and American Express). Credit card payments must be made online through the CAMS Student Portal at https://camsweb.kc.edu/student/login.asp. Please allow two business days for payments made online to be applied to a student’s account. If paying by check, please indicate the student’s name on the check to ensure that the proper account is credited. Checks coming from outside the United States must have indicated on the check that the amount is in U.S. dollars.

BUSINESS OFFICE CLEARANCE

Each semester of attendance, a student must receive business office clearance before registering online or submitting the registration form to the records office. Business office clearance consists of:

1. For returning students: having a balance of less than $100 for the current semester and a signed payment plan agreement for the upcoming semester on file with the student finance office.
2. For new students and those who have not attended Kettering College within the past two semesters: remitting a down payment of at least $800 along with a signed payment plan agreement or having adequate financial assistance in place at the time of registration to cover 100 percent of the tuition and fees for the semester. Students unable to make an initial down payment or not having adequate financial aid in place must have an approved student finance appeal on file in the student finance office (see the director of student finance for more details) before receiving financial approval.

For more information about registration, refer to the academic polices section of the Bulletin.

GRADUATE SATISFACTORY ACADEMIC PROGRESS POLICY FOR FINANCIAL AID

Kettering College’s satisfactory academic progress (SAP) policy for financial aid applies to all students who want to establish or maintain financial aid eligibility.

Students must meet at least the minimum standards outlined here; they apply to a student’s entire academic transcript, including terms in which financial aid was not received. Specific financial aid programs or Kettering College’s academic programs standards may be different from those in this section.

The satisfactory academic progress policy for financial aid is different from the academic probation/dismissal policy. A student may be suspended from receiving financial aid but not be dismissed from Kettering College. Different procedures must be followed if a student is placed on academic probation (refer to the academic policies section). Check with the financial aid office and the registrar’s office if there are questions about the different policies.
The policy: The Higher Education Act of 1965, as amended, requires students in graduate programs to maintain satisfactory progress toward the degree in order to receive financial aid. Satisfactory academic progress (SAP) for financial aid is a three-part federal regulation with minimum standards. Minimum standards must be attained in all three areas. Students must:

- **Standard 1**: Maintain a cumulative grade point average (GPA) of at least 3.0 at all times (graduate programs).
- **Standard 2**: Successfully complete at least two-thirds (67 percent) of the credits in which the student is enrolled each semester (based on the credits a student is registered for at the end of the 100 percent refund period). Successfully completed credits include grades of A, A-, B+, B, B-, C+, C, P, and Y. Receiving a grade of C-, D+, D, D-, F, NG, WP, WF, I, IP, or Z is not considered successful completion of a course and may affect a student’s satisfactory academic progress for financial aid status. If an incomplete grade (I) or an in-progress grade (IP) has brought about a probation/suspension status, the student may submit the final grade to the director of student finance for review.
- **Standard 3**: Complete a degree within 150 percent of the published length of the program, measured in credits attempted.

**Example**: If the program of study consists of 120 credits, a student may only attempt 180 credits (120 x 150 percent = 180) while receiving financial aid.

**Repeating courses for better grades**: Federal regulations permit a student to repeat a class with a passing grade (C or above) one time and receive financial aid for it.

**FAILURE TO MEET REQUIREMENT**

Satisfactory academic progress is reviewed at the end of each semester after grades have been submitted. Students not meeting one or more of the SAP standards will receive written notification detailing which standard(s) hasn’t been met and the implication for future financial aid.

**Satisfactory academic progress (SAP) warning**: Students who do not meet one or more of the SAP standards will be placed on financial aid warning at the end of the semester in which they do not meet the standard(s). Students under this status will be eligible to receive financial aid for the next semester they are enrolled at Kettering College. Students under this status are not required to appeal for reinstatement of their financial aid eligibility.

Students placed on financial aid warning will be sent written notification advising them of their status, the standard(s) not being met, the impact of future financial aid eligibility, and the importance of seeking assistance/guidance from the appropriate staff.
Students who fail to meet any of the minimum SAP standards after the financial aid warning semester will be denied eligibility for financial aid for future semesters and be placed on financial aid suspension status until the minimum SAP standards are met or a satisfactory academic progress appeal is approved.

**Satisfactory academic progress (SAP) probation:** Students who do not meet the satisfactory academic progress standards after being placed on financial aid warning will be placed on satisfactory academic progress suspension status for future financial aid until the minimum SAP standards are met or they have a satisfactory academic progress appeal submitted and approved.

A satisfactory academic progress appeal may be submitted for consideration if an extenuating circumstance (i.e. personal illness, accident, serious illness, death in the immediate family, or other circumstance beyond a student’s reasonable control) has prevented the student from meeting the minimum standard(s). If a student’s appeal is approved, he/she will be placed on satisfactory academic progress probation status as long as he/she is complying with the prescribed requirements of the academic plan that must be submitted as part of the SAP appeal process.

**THE SATISFACTORY ACADEMIC PROGRESS (SAP) APPEAL PROCESS**

For financial aid reinstatement, a student must complete the following steps:


2. Meet with the director of academic support services to complete an academic plan for each applicable standard.

3. Submit the form, documentation, and academic to the director of student finance by the date indicated on the Financial Aid Suspension notification.

The appeals committee will respond within 10 business days.

**Students changing majors or seeking a second degree:** A student who changes majors and/or returns for a second degree at Kettering College may not receive financial aid for credits beyond the 150 percent maximum credits attempted limit of the new major. All of the credits a student attempted in his/her prior major at Kettering College, as well as any credits transferred from other institutions, will be taken in to account when calculating the maximum credits for which a student may receive financial aid. Before changing majors or seeking a second degree, a student should meet with his/her academic advisor for an evaluation of courses needed to complete the new major.
The 150 percent credit limit for Kettering College bachelor’s degree graduates who wish to enroll in a master’s degree program will be calculated by adding the credits needed to obtain the master’s degree to the credits earned for the bachelor’s degree program from which he/she graduated.

Re-establishing eligibility after suspension:
1. Any student with extenuating circumstances who has been placed on financial aid suspension status may submit an appeal for reinstatement.
2. A student in a graduate program who had financial aid suspended for not meeting the minimum 3.0 cumulative grade point average may have financial aid reinstated the semester after reaching a 3.0 or higher, provided all other standards are being met.
3. A student who has had financial aid suspended for failing to complete 67 percent of the attempted credits but has brought the completion percentage to a minimum of 67 percent may have financial aid reinstated the semester after he/she meets the standard, provided all other standards to receive financial aid are being met.

FINANCIAL AID INFORMATION
The following checklist will guide individuals through the financial aid application process:
1. Complete the Free Application for Federal Student Aid (FAFSA) or renewal application online at www.fafsa.ed.gov.
2. Complete and submit the Kettering College financial aid application to the Kettering College student finance office. The application is available online at www.kc.edu.
3. Submit any additional paperwork as instructed by the Kettering College student finance office. A student must be enrolled at least half time (six credits) in order to receive most types of financial aid. Financial aid resources are first applied to charges on the student’s account. Any remaining credit balance may then be issued to the student for living expenses.
TYPES OF FINANCIAL AID FOR GRADUATE STUDENTS

To apply for any type of federal or state financial aid, a student must complete a Free Application for Federal Student Aid. Notification of federal and eligibility will be directly forwarded to the Kettering College student finance office. Contact the associate director of financial aid for additional information regarding the following:

1. **Federal Work Study (FWS):** This program provides jobs for students who demonstrate financial need. FWS gives students the opportunity to earn money to help pay their educational expenses. The student should indicate interest in the FWS program on the Kettering College financial aid application.

2. **William D. Ford Federal Direct Loan program:** Includes the Federal Direct Unsubsidized Stafford Loan (Direct Unsubsidized Loan) and Federal Graduate PLUS Loan programs. For current interest rate information on loans through the William D. Ford Loan program, see [www.studentaid.ed.gov/sa/types/loans/interest-rates](http://www.studentaid.ed.gov/sa/types/loans/interest-rates).
   - Federal Direct Unsubsidized Loans are made available through the U.S. Department of Education, through the school, to the student. Eligibility for the Direct Unsubsidized Loan is based on the institution’s cost of attendance minus other financial aid. The student is responsible for all of the interest on unsubsidized loans while the student is in school and thereafter. The student can either pay the interest each month or allow the interest to accrue until repayment begins. Repayment on the principal begins six months after the student leaves school, graduates, or drops below half-time enrollment. Students with prior bachelor’s degrees are eligible to borrow under the Federal Direct Unsubsidized Loan program provided they have not borrowed in excess of the limits listed.
   - Federal Graduate PLUS Loan is now available for graduate students to borrow for educational expenses. Graduate degree students are eligible to borrow under the PLUS Loan Program up to their cost of attendance minus other estimated financial assistance in the Direct Loan Program. Requirements include a determination that the applicant does not have an adverse credit history and repayment beginning on the date of the last disbursement of the loan. Applicants for these loans are required to complete the Free Application for Federal Student Aid (FAFSA). They also must have applied for their annual loan maximum eligibility under the Federal Unsubsidized Stafford Loan Program before applying for a Graduate/Professional PLUS loan.
   - Direct Unsubsidized Annual Aggregate Loan Limits: A graduate degree student can borrow up to $20,500 per academic year. When you graduate with a graduate degree, the maximum total
debt allowed from Direct and Stafford Loans is $138,500. No more than $65,500 of this amount may be in subsidized loans (from undergraduate and previous graduate student eligibility). This maximum total graduate debt limit includes Direct and Stafford Loans received for undergraduate study as well as graduate study.

PART-TIME STUDENTS

A part-time student is one enrolled for less than 12 credits of study. The part-time student is subject to all fees charged to full-time students.

CLASS ATTENDANCE

The College must pay special attention to student attendance. Students receiving assistance from federal agencies are required by those agencies to attend class regularly. If a student’s attendance is required by a government agency, it is that student’s responsibility to notify the instructor that he or she will need verification of attendance. Instructors cannot certify attendance if the student has not followed the attendance requirements set up in the course syllabus. Attendance verification will require the student to:

- Obtain the attendance form from the registrar’s office.
- Have the form signed by all involved faculty on a weekly basis.
- Return the completed form to the registrar’s office.

**NOTE:** Students enrolled in the Bachelor of Science program with a human biology major who are seeking to complete the accelerated track for the MPAS should refer to the arts and sciences chapter in the undergraduate section of this *Bulletin* for details regarding that program of study.
Graduate Program: Master of Physician Assistant Studies

DEPARTMENT PERSONNEL
Fran Angerer, Program Director; Douglas Paul, DO, Medical Director
Program faculty: Ron Bowers; Jill Gulczinski; Christopher Howell; Pam Keller; Millie Roach; Tim Scanlon
Program staff: Lona Blake, Clinical Coordinator; Mary Guzman, Admissions Coordinator

STATEMENT OF PURPOSE
The mission of the Kettering College physician assistant studies program is to provide, in a Christian environment, the academic and clinical experience necessary to develop competent empathetic professional healthcare providers who are dedicated to lifelong learning.

DEGREE DESCRIPTION
The MPAS degree is a clinically based program that provides the academic and clinical education necessary to become competent practicing physician assistants.

VISION FOR THE PA PROGRAM
The physician assistant course of study will produce outstanding new physician assistants. Using innovative learning methods and a commitment to mentor and empower students, Kettering College educates its PA students to exhibit the highest standards of intellectual, ethical, and spiritual maturity. They exemplify professional excellence and leadership in meeting the challenges of the profession in an evolving healthcare environment.

CREDITS AND RESIDENCY REQUIREMENTS
The MPAS degree requires a minimum of 45 graduate level credits for graduation. All physician assistant (PHAS) courses must be taken at Kettering College.
DESCRIPTION OF THE PHYSICIAN ASSISTANT PROFESSION

The Standards and Guidelines for an Accredited Educational Program for the Physician Assistant provides the following description of the profession:

The physician assistant is academically and clinically prepared to provide healthcare services with the direction and responsible supervision of a doctor of medicine or osteopathy. Within the physician/physician assistant relationship, they make clinical decisions and provide a broad range of diagnostic, therapeutic, preventive, and health maintenance services. Their clinical role includes primary and specialty care in medical and surgical practice settings. Physician assistant practice is centered on patient care and may include educational, research, and administrative activities.

The role of the physician assistant demands intelligence, sound judgment, intellectual honesty, appropriate interpersonal skills, and the capacity to react to emergencies in a calm and reasoned manner. An attitude of respect for self and others, adherence to the concepts of privilege and confidentiality in communicating with patients, and a commitment to the patient’s welfare are essential attributes.

The tasks performed by individual physician assistants cannot be delineated precisely because of the variations in practice requirements mandated by geographic, political, economic, and social factors. At a minimum, however, physician assistants are educated in areas of basic medical science, clinical disciplines, and discipline-specific problem solving. Physician assistant practice is characterized by clinical knowledge and skills in areas traditionally defined by family medicine, internal medicine, pediatrics, obstetrics, gynecology, surgery, and psychiatry/behavioral medicine. Physician assistants practice in ambulatory emergency, inpatient, and long-term care settings. Physician assistants deliver healthcare services to diverse patient populations of all ages with a range of acute and chronic medical and surgical conditions. They need knowledge and skills that allow them to function effectively in a dynamic healthcare environment.

END-OF-DEGREE STUDENT LEARNING OUTCOMES:

Graduates of the physician assistant program will possess skills in the following areas:

- Medical knowledge
- Interpersonal communication skills
- Patient care
- Professionalism
- Practice-based learning and improvement
- Systems-based practice
ACCREDITATION/PROFESSIONAL ASSOCIATION

The physician assistant program at Kettering College is accredited through the Accreditation Review Commission on Education for the Physician Assistant and the Higher Learning Commission. The physician assistant program is also an active member of the Physician Assistant Education Association (PAEA).

CERTIFICATION

Successful completion of the program leads to a Master of Physician Assistant Studies (MPAS). Graduates are eligible for the examination administered by the National Commission on Certification of Physician Assistants (NCCPA). Certification is a requirement for registration/licensure to practice in all states.

APPLICATION PROCESS

Applicants who are not pre-PA students at Kettering College or enrolled in the Bachelor of Science human biology major “3+2”-year MPAS accelerated curriculum must apply through Central Application Service for Physician Assistants (CASPA) at www.caspaonline.org. Applications must be officially submitted to CASPA no later than Oct. 1 of the year prior to matriculation.

All Kettering College students wishing to apply to the PA program must complete the MPAS application, which is available from the PA admissions coordinator. Applications are due in the PA office no later than Oct. 1 of the year prior to matriculation. For those Kettering College students considering the accelerated curriculum, please refer to the program of study for the human biology major.

International medical graduates: Applications are accepted from international medical graduates (IMGs). The following is important information pertinent to the IMG:

- Advanced placement is not offered for IMGs; all PA students must complete the entire curriculum.
- IMGs must meet all prerequisite coursework.
- International transcripts will need to be evaluated by a service to establish equivalencies to U.S. university courses and grades. Evaluations are currently accepted from:
  World Education Services: www.wes.org (preferred)
- Applicants who are not permanent residents should refer to the admission section of the undergraduate Bulletin for information for international students.
• IMG applicants who have completed the USMLE Step 1 must submit a copy of their Score Report and USMLE Step 1 Performance Profile to the PA admissions coordinator.

• The role of a PA is a dependent practitioner under the supervision of a physician. IMGs who have worked as physicians in other countries may have difficulty accepting this role change.

For all students, the application process is structured on a two-tiered system composed of a pre-interview selection process and selection for admission to the program.

A. Pre-interview process: Interviews are conducted from September through December. The following qualifications must be met in order to be considered for the interview process:

1. Only completed applications will be considered.

2. Applicant must have taken the Graduate Record Examination.

3. Transcripts must reflect a cumulative GPA of 3.00 for all prerequisite courses with no grade lower than a C. Selection for the interview is based on the following:
   o Completion and nature of the degree:
     ▪ Completion of a bachelor’s degree and prerequisite courses from a regionally accredited institution OR enrollment in the BS degree, human biology major
     ▪ Nature of the degree (BA, BS, MS, PhD, etc.)
   o GPA analysis of complete academic history:
     ▪ Prerequisite courses as listed below
     ▪ Cumulative college GPA
     ▪ Any grades of C and/or below on college transcript

4. **Prerequisite courses:** Completion of prerequisite courses/degree must be at a regionally accredited college or university. Prerequisite courses may be in process at the time of application; however, applicants must have completed at least 18 credits total with 12 of the natural science courses and 6 in the other courses.

5. **Natural sciences prerequisites** (all must include lab component except biochemistry:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>General biology</td>
<td>4</td>
</tr>
<tr>
<td>Organic chemistry (full sequence)</td>
<td>8</td>
</tr>
<tr>
<td>Biochemistry (lab preferred)</td>
<td>4</td>
</tr>
<tr>
<td>Human anatomy and physiology (full sequence)</td>
<td>8</td>
</tr>
<tr>
<td>Microbiology</td>
<td>4</td>
</tr>
</tbody>
</table>

**TOTAL** 28 semester credits
Note: Natural science courses need to have been taken within 10 years of date of application; if older than 10 years, please consult the PA admission coordinator.

Other prerequisites:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>3 semester</td>
</tr>
<tr>
<td>Developmental OR abnormal psychology</td>
<td>3 semester</td>
</tr>
<tr>
<td>Statistics</td>
<td>3 semester</td>
</tr>
</tbody>
</table>

TOTAL 9 semester credits

6. **Verification of prerequisite course completion:** Students must complete any outstanding prerequisite courses prior to the beginning of the summer semester with submission of the course grades to the admissions office prior to the end of the first summer semester of the PA program. Official transcripts need to be submitted to admissions to demonstrate completion of outstanding classes. Students will be blocked from registering for fall classes until completion of outstanding prerequisite courses is verified.

7. **Quality and quantity of healthcare hours:** Applicants will be rated on both the type of healthcare hours and the number of completed experiential hours at the time of application. It is highly recommended that applicants complete at least 1,000 hours, which could be obtained in, but not limited to the following roles: STNA, CNA, EMT or paramedic, lab tech/phlebotomist, medical scribe, EKG technician, surgical technician, pharmacy technician, respiratory care practitioner, radiological technologist, medical mission worker. It is also highly recommended that the applicant gain some exposure to the PA profession by shadowing a PA.

8. **Evaluation of recommendation letters:** Applicants will need to submit three letters of reference (to CASPA or directly to the PA department if a current Kettering College student). Letters must be written no more than 12 months prior to the application deadline. No more than one letter should be from a professor; one should be from a healthcare professional if possible.

9. **Bonus consideration** will be awarded to those students taking at least 7 semester credits at Kettering College.

B. Selection is based upon the results of the pre-interview process evaluation and the interview.

1. Evaluation of communication skills: Applicants must demonstrate strong written and oral communication skills.
2. Written communication skills will be determined from an essay to be completed at the time of the interview.
3. Oral skills will be determined during the interview process.
4. Documented plans for completion of any outstanding prerequisite courses (if applicable).

The PA admission committee selects and recommends applicants for admission to the PA program; this roster is shared with the College admission office for final acceptance.

ADMISSION PROCESS

Applicants will be notified by both the PA admission coordinator and the College admission director regarding their selection for admission to the PA program approximately three to four weeks following the interview process. Final selections will be made no later than Feb. 1. Each applicant has 10 business days to submit a $500 non-refundable deposit to secure a seat in the program.

All applicants must meet all other requirements for admission to Kettering College.

Pre-enrollment notes:

• Admitted students must have current CPR certification completed prior to the beginning of the first fall semester of the program.
• A criminal background check is required prior to beginning clinical rotations.
• A felony or misdemeanor conviction may result in denial to participate in clinical rotations and/or rejection by professional certification agencies and state licensure boards. Please contact program officials for details.
• Students must be able to perform the technical standards of Kettering College and the PA program. The standards will be distributed to each applicant selected for an interview; if accepted, the student must sign a statement affirming that he or she has read, understood, and is able to comply. Technical standards refer to the physical, cognitive, and behavioral abilities required for satisfactory completion of the curriculum; they include motor, sensory, communicative, intellectual, behavioral, and social aspects.

Kettering College technical standards:

a. Think critically with sound judgment, emotional stability, maturity, empathy, and physical and mental stamina.

b. Learn and function in a variety of didactic and clinical settings.

c. Communicate effectively, both verbally and in writing, using appropriate grammar, spelling, and vocabulary.

d. Immediately comprehend and respond to auditory instructions or requests.

• Think clearly and act calmly in stressful situations.

• Perform a clinical experience up to 12 hours long in a single 24-hour period.
g. Work cooperatively, preserving relationships with others on the healthcare team.

h. Perform fine and gross motor skills with both hands.

i. Apply adequate pressure to stop bleeding.

j. Perform cardiopulmonary resuscitation (CPR).

**Technical standards for graduate students in the PA program at Kettering College:** The mission of the Kettering College PA program is to provide, in a Christian environment, the academic and clinical experience necessary to develop competent, empathetic professional healthcare providers who are dedicated to lifelong learning. In order to become a competent PA healthcare provider, the student, in addition to meeting academic and other entry requirements, must be able to demonstrate skills in the areas described below:

a. **Observation/sensation:** Students must be able to acquire information in all didactic and clinical settings through sources including but not limited to oral presentation, written material, visual media, and live presentations/demonstrations. Students must possess function of visual, tactile, and auditory senses in order to perform necessary skills for physical examination.

b. **Communication:** Students must be able to effectively communicate, both verbally and in writing, at a level consistent with graduate-level work, using proper English grammar, spelling, and vocabulary, which is needed both for patient evaluation and documentation. Additionally, students must communicate in a professional manner to all patients and their families, peers, and other members of a healthcare team.

c. **Intellectual-conceptual abilities:** Students must be able to think critically, with sound judgment, in order to understand, assess, and solve clinical problems. This includes the ability to collect, organize, prioritize, reason, analyze, integrate, learn, and retain information, often in a limited time frame. Students must also be able to comprehend two- and three-dimensional structures and understand spatial relationships.

d. **Motor functions:** Students must possess the motor skills to perform physical examinations, maneuver instruments or diagnostic tools, and perform medical procedures. Students must have the physical capability, strength, and stamina to sit, stand, and move in classroom, laboratory, and clinical areas for long periods of time.

e. **Behavioral/social aspects:** Students must demonstrate psychological and emotional stability at a level necessary to deliver sound patient care in all settings and to interact with interdisciplinary healthcare teams. Students must be able to tolerate physical,
emotional, and intellectual stress during the educational period while responding appropriately and professionally and tolerate physically taxing workloads.

Note: Applicants whose responses indicate that they cannot meet the expectations will be further reviewed by the admissions committee to assess the extent of difficulty and the potential for compensating for such difficulty. The College is committed to providing reasonable accommodation to individuals with disabling conditions.

PROGRAM COSTS

Please refer to the tuition and fee schedule on the Kettering College website (www.kc.edu) for details. PA students are required to have an iPad or similar portable tablet as well as medical equipment. Medical equipment costs are included in lab fees. Certified background checks processed through Castle Branch are also required of all PA students in order to participate in clinical rotations. PA students are also responsible for AAPA and OAPA student membership fees as well as ACLS training fees. A complete breakdown of all costs related to the program is available at http://kc.edu/academics/physician-assistant/cost/.

PA PROGRESSION REQUIREMENTS

To progress in the physician assistant program, a student will:

• Continue to demonstrate professional and ethical behavior.

• Meet the standards for progression in each PHAS course. Each course syllabus delineates specific requirements as set by the department. All clinical medicine modules (CMM) have specific progression requirements; these are outlined in the student manual.

• Maintain a GPA of 3.00 in each term. Students with a term GPA below 3.00 will be placed on academic probation. Failure to achieve a 3.00 in any future semester will result in dismissal from the program. Note about academic probation: Only students meeting the progression requirements will be candidates for academic probation.

• Maintain compliance with technical standards.

CONDITIONS FOR DISMISSAL

A student will be dismissed from the PA program for:

• Failing to meet progression requirements.

• Earning a failing grade in two different clinical courses or the same clinical course twice.

• Earning a GPA lower than 3.00 during the academic probation term.
• Breaching professional ethics or exhibiting any behavior that might pose a threat to the student or others.

Students dismissed under the first three criteria may reapply. Those dismissed for ethical or behavioral issues forfeit the ability to reapply.

READMISSION CRITERIA
• A student wishing to reapply to the MPAS program must submit a readmission form to the director of admissions and records.
• A student may not enroll more than twice in any course.
• A grade of W does not apply.
• A grade of WP or WF counts as enrollment in a course.
• Students will be readmitted under the current academic year’s Bulletin, curriculum, and policies. The decision for readmission will be based upon:
  a. Available space in the program.
  b. Review and evaluation of the student’s standing relative to any revisions that may have occurred in the program.
  c. Review and evaluation of academic and clinical performance.
  d. Submission of evidence demonstrating potential for academic success.

GRADUATION REQUIREMENTS FOR MPAS DEGREE
• Satisfactorily complete all clinical rotations.
• Complete didactic and clinical courses as outlined in program of study.
• Successfully complete the summative evaluation for knowledge, clinical skills, and professionalism.
• Complete all other College requirements for graduation, including residency requirements.
**PROGRAM OF STUDY FOR MPAS: TRANSITION YEAR INTEGRATED SYSTEMS-BASED CURRICULUM**

**NOTE:** To progress from summer to fall semester, official record of degree and/or prerequisite requirements must be documented in the admissions office prior to the end of the summer semester.

### SUMMER I

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHAS 500</td>
<td>Introduction to the PA Profession</td>
<td>1</td>
</tr>
<tr>
<td>PHAS 501</td>
<td>Basics of Pharmacology</td>
<td>1</td>
</tr>
<tr>
<td>PHAS 502</td>
<td>Patient Interviewing and Documentation</td>
<td>2</td>
</tr>
<tr>
<td>PHAS 531</td>
<td>Introduction to Pathophysiology</td>
<td>2</td>
</tr>
<tr>
<td>PHAS 512</td>
<td>CMM Dermatology</td>
<td>1</td>
</tr>
<tr>
<td>PHAS 551</td>
<td>Behavioral Medicine</td>
<td>2</td>
</tr>
<tr>
<td>PHAS 553</td>
<td>Clinical Genetics</td>
<td>2</td>
</tr>
<tr>
<td>RELP 507</td>
<td>Clinical Ethics I</td>
<td>1</td>
</tr>
<tr>
<td>RELP 316</td>
<td>(Spirituality in Healing and Health Care – 3+2 Human Biology students only)</td>
<td>(3)</td>
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TOTAL 12 (15)

### FALL II

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PHAS 508</td>
<td>Evidence-Based Medicine</td>
<td>1</td>
</tr>
<tr>
<td>PHAS 570</td>
<td>CMM Hematology and Oncology</td>
<td>2</td>
</tr>
<tr>
<td>PHAS 571</td>
<td>CMM Infectious Disease</td>
<td>2</td>
</tr>
<tr>
<td>PHAS 516</td>
<td>CMM ENT</td>
<td>3</td>
</tr>
<tr>
<td>PHAS 522</td>
<td>CMM Endocrinology</td>
<td>3</td>
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<tr>
<td>PHAS 529</td>
<td>CMM Nephrology</td>
<td>3</td>
</tr>
<tr>
<td>PHAS 517</td>
<td>CMM Cardiovascular Medicine</td>
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TOTAL 23
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<tr>
<th>Semester</th>
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<tbody>
<tr>
<td>WINTER III</td>
<td>PHAS 518</td>
<td>CMM Pulmonology</td>
<td>5</td>
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<tr>
<td></td>
<td>PHAS 526</td>
<td>CMM Gastroenterology</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>PHAS 572</td>
<td>CMM Musculoskeletal Medicine</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>PHAS 573</td>
<td>CMM Neurology</td>
<td>5</td>
</tr>
<tr>
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<td><strong>TOTAL</strong></td>
<td><strong>22</strong></td>
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<tr>
<td>SUMMER IV</td>
<td>PHAS 561</td>
<td>Pediatrics</td>
<td>2</td>
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<tr>
<td></td>
<td>PHAS 574</td>
<td>Women’s Health</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PHAS 566</td>
<td>Surgical and Emergency Care</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PHAS 567</td>
<td>Integration of Clinical Medicine Seminar</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>RELP 508</td>
<td>Clinical Ethics II</td>
<td>1</td>
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<td><strong>TOTAL</strong></td>
<td><strong>10</strong></td>
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<tr>
<td>FALL V</td>
<td>RELP 615</td>
<td>Applied Spiritual Care</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>PHAS 642-644</td>
<td>Clinical Rotations</td>
<td>9</td>
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<tr>
<td></td>
<td>PHAS 637</td>
<td>Capstone Prep I</td>
<td>1</td>
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<td><strong>TOTAL</strong></td>
<td><strong>12</strong></td>
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<tr>
<td>WINTER VI</td>
<td>PHAS 631</td>
<td>Health Policy and PA Professional Practice</td>
<td>1</td>
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<td></td>
<td>PHAS 638</td>
<td>Capstone Prep II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>PHAS 615</td>
<td>Objective Structured Clinical Examination</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>PHAS 645-647</td>
<td>Clinical Rotations</td>
<td>9</td>
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<tr>
<td></td>
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### SUMMER VI

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<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHAS 648-649</td>
<td>Clinical Rotations</td>
<td>6</td>
</tr>
<tr>
<td>PHAS 641</td>
<td>Capstone Project</td>
<td>1</td>
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</tbody>
</table>

**TOTAL** 7

**TOTAL CREDITS FOR THE PROGRAM** 98 (101)
Graduate Program:
Occupational Therapy Doctorate

DEPARTMENT PERSONNEL
Terrance Anderson, Department Chair and Program Director; Susan Aebker; Jessica Carpenter; Michael Davis-Cheshire; Rhonda Davis-Cheshire; Shanese Higgins; Tiffany Lester; Danielle McPeck

MISSION
The Occupational Therapy Doctoral Program at Kettering College is committed to excellence in the education of self-reflecting, trustworthy, innovative, caring, competent, collaborative, culturally aware, and culturally sensitive entry-level occupational therapists to serve the community in southern Ohio.

DESCRIPTION
The American Occupational Therapy Association gives the following definition of the profession: In its simplest terms, occupational therapists and occupational therapy assistants help people across the lifespan participate in the things they want and need to do through the therapeutic use of everyday activities (occupations). Common occupational therapy interventions include helping children with disabilities to participate fully in school and social situations, helping people recovering from injury to regain skills, and providing supports for older adults experiencing physical and cognitive changes. Occupational therapy services typically include:

• An individualized evaluation, during which the client/family and occupational therapist determine the person’s goals.
• Customized intervention to improve the person’s ability to perform daily activities and reach the goals.
• An outcomes evaluation to ensure that the goals are being met and/or make changes to the intervention plan.
Occupational therapy services may include comprehensive evaluations of the client’s home and other environments (e.g., workplace, school), recommendations for adaptive equipment and training in its use, and guidance and education for family members and caregivers. Occupational therapy practitioners have a holistic perspective in which the focus is on adapting the environment to fit the person, and the person is an integral part of the therapy team.

**OCCUPATIONAL THERAPY DOCTORAL PROGRAM PHILOSOPHIES**

The Kettering College occupational therapy program has adapted philosophies of occupation and occupational therapy from the *Occupational Therapy Practice Framework: Domain and Process*, 3rd Ed. (AOTA, 2014; DOI: https://doi.org/10.5014/ajot.2014.682006). The fundamental beliefs about humans and how people learn is adapted from the field of andragogy.

**OCCUPATION**

“The term occupation ... refers to the daily life activities in which people engage. Occupations occur in context and are influenced by the interplay among client factors, performance skills, and performance patterns. Occupations occur over time; have purpose, meaning, and perceived utility to the client; and can be observed by others or be known only to the person involved” (AOTA, 2014, p. 53).

Occupations are the activities in which human beings engage that provide meaning and purpose. Engagement in occupation improves health and well-being. Specific occupations are differentiated by the unique characteristics of each individual person, task, and context. Occupational contexts include cultural, temporal, physical, and social diversity. Engagement in occupation creates the fabric and meaning of our human experience.

**OCCUPATIONAL THERAPY**

In its simplest terms, occupational therapists and occupational therapy assistants help people across the lifespan participate in the things they want and need to do through the therapeutic use of everyday activities (occupations). Common occupational therapy interventions include helping children with disabilities to participate fully in school and social situations, helping people recovering from injury to regain skills, and providing supports for older adults experiencing physical and cognitive changes. Occupational therapy services typically include:

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The art and science of occupational therapy is to support full participation in life through identified meaningful occupations, which leads to increased health and well-being. Fundamental to occupational therapy is the belief that occupational engagement is the right of everyone regardless of circumstances. Occupational therapy is the only profession that provides treatment focused on increased participation in meaningful occupations as a method to maximize function, adaptation, and health. Occupational therapy interventions comprise a variety of approaches including the promotion, restoration, and maintenance of health, well-being, and quality of life; modifications to support health and occupational engagement; and prevention of changes that could negatively impact health and participation in life. Occupational therapists strive to provide occupation-based, evidence-based, client-centered, and culturally appropriate interventions for individuals, communities, or populations. Maintaining high levels of quality in occupational therapy requires continued professional engagement of therapists in research, education, advocacy, cultural competency, and clinical practice.

Occupational therapy practitioners use their knowledge of the transactional relationship among the person, his or her engagement in valuable occupations, and the context to design occupation-based intervention plans that facilitate change or growth in client factors (body functions, body structures, values, beliefs, and spirituality) and skills (motor, process, and social interaction) needed for successful participation. Occupational therapy practitioners are concerned with the end result of participation and thus enable engagement through adaptations and modifications to the environment or objects within the environment when needed. Occupational therapy services are provided for habilitation, rehabilitation, and promotion of health and wellness for clients with disability- and non-disability-related needs. These services include acquisition and preservation of occupational identity for those who have or are
at risk for developing illness, injury, disease, disorder, condition, impairment, disability, activity limitation, or participation restriction (AOTA, 2014, p. 51).

**FUNDAMENTAL BELIEFS ABOUT HUMANS AND HOW THEY LEARN**

Human beings have an innate drive to learn. Learning prepares people for full participation in the occupations of life. The learning process is unique for each individual and based on multiple dynamic variables including the purpose for learning, the preferred learning style, the learning environment, the time frame for learning, and the complexity of information to be learned. Adult learners are capable of identifying areas that need to be improved, setting their own goals and desired outcomes, and choosing which approaches to learning will help them achieve these outcomes. Acquisition of knowledge and skills occurs through seeking, reflecting, hands-on practice, and self-assessment. Successful educators facilitate and mentor adult learners in methods that support lifelong learning.

**CURRICULUM DESIGN**

The occupational therapy curriculum design is organized based on the human developmental model (biological and psychological) for a conceptual framework and the three domains of Bloom’s Taxonomy of Learning Domains as the categories of educational activities. The human development model is used to guide the student in learning and understanding the impact of challenges on occupational performance during the life span of individuals. This provides the framework for students to develop their clinical skills. The three domains of Bloom’s taxonomy (knowledge, skills, and attitude) are also applied throughout the curriculum. The curriculum involves the acquisition of knowledge and the development and shaping of intellectual skills, as students begin to recognize facts, procedural patterns, and concepts that help in developing cognitive skills. The acquisition of skills pertinent to the profession, such as practice of hands-on activities, is of utmost importance and is used extensively in the curriculum. Personal attitude is important in a clinical profession such as occupational therapy. Therefore, the curriculum emphasizes students’ personal awareness of behavioral strengths and weaknesses that can affect attitude. This is accomplished through self-assessment of behavior using a portfolio-based reflection tool and professional skills assessments.

**STUDENT LEARNING OUTCOMES AND MAIN THREADS OF CURRICULUM**

- **Student-centered learning:** The concept of student-centered learning drives the occupational therapy curriculum. Students benefit most from active, experiential learning including laboratory experiences, case-based problem-solving exercises, fieldwork, and participation in projects and discussions.
**OTD student learning outcomes:** The student will become a committed lifelong learner and will practice a client-centered approach with a broad exposure to occupational therapy areas of practice (broad integrative learning).

- **Occupation-based practice:** Woven throughout the curriculum and emphasized in all core theoretical and clinical courses is the importance of the use of occupations as a means and ends of clinical practice. Students are encouraged to use occupation as the main therapeutic tool.

  **OTD student learning outcomes:** The student will demonstrate the use of occupations not only in the assessment of clients but also as therapeutic tools to assist clients in regaining occupational identity (applied learning, intellectual skills).

- **Client-centered practice:** Also woven throughout the curriculum and emphasized in all core theoretical and clinical courses is the importance of a client-driven therapeutic approach and the collaborative manner in which occupational therapists relate to clients.

  **OTD student learning outcomes:** The student will uphold the knowledge that increased client participation in the rehabilitation process results in enhanced functional and occupational outcomes (applied learning).

- **Evidence-based practice:** The first year includes didactic coursework on the core concepts of evidence-based practice and advanced measurement. Woven into the coursework for the rest of the curriculum are opportunities to apply evidence to case examples in OT practice.

  **OTD student learning outcomes:** Student will use and apply critical analysis of evidence during the occupational therapy process and in clinical research (specialized learning, intellectual skills).

- **Social-cultural interactions:** Throughout the curriculum, students gain an appreciation for diversity of cultures, interests, roles, abilities, and opportunities prevalent in society and in the border communities of southern Ohio.

  **OTD student learning outcomes:** The student will demonstrate knowledge of and appreciation for the role of clients’ sociocultural backgrounds on health and participation in occupations (applied learning, civic engagement).

- **Reflective learning:** Throughout the curriculum, students are required to assess their professional behavior using a portfolio-based reflection tool and a professional skills assessment tool. This tool encompasses areas such as communication, commitment to learning, time management, problem solving, and critical thinking. Students identify areas that need to be improved and document their goals, desired outcomes, and approaches to reach those outcomes. Students meet at midterm each
semester to discuss with advisors their goals and outcomes. This process encourages students to become reflective learners and clinicians.

**OTD student learning outcomes:** Student will display a transformation from student to healthcare professional who can communicate and demonstrate use of self and modify behavior as required (broad integrative learning, intellectual skills).

- **Christian service:** Beginning the first semester, students are guided to understand the Christian concepts of self-giving love and whole-person wellness and how these concepts shape the ideal of service. Throughout the curriculum, students have classroom and community opportunities to do service, developing a habit of service, so that it informs personal and professional choices and builds commitment to others in both local and global communities.

  **OTD student learning outcomes:** Student will uphold the Christian concepts of service and advocate for clients who are experiencing occupational dysfunction, alienation, or deprivation (civic engagement).

**ACCREDITATION**

The entry-level occupational therapy doctoral degree program has been granted preaccreditation status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449; 301-652-AOTA; www.acoteonline.org (see Accreditation Council for Occupational Therapy Education Accreditation Manual VI.E., revised December 2015).

The program must complete an onsite evaluation and be granted accreditation status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT); after successful completion of this exam, an individual is an Occupational Therapist, Registered (OTR).

All states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT certification examination. Note that a felony conviction may affect a graduate’s eligibility to sit for the NBCOT certification exam or to obtain state licensure.

**APPLICATION INFORMATION**

Minimal requirements for admission:

1. A bachelor’s or master’s degree from a regionally accredited higher education institution with a minimum cumulative GPA of 3.0 on a 4-point scale. For students with a degree in progress and admitted on a conditional basis, evidence of completing the bachelor’s degree must be
submitted to the Kettering College occupational therapy department at least 30 days prior to
the first day of class.

2. Completion of the following prerequisite courses (semester credit hours) within the past 10
   years with a minimum grade of C or evidence of use of content in work within the past 10
   years:
   • Anatomy and Physiology with lab .................................8 semester credits
   • Developmental Psychology ........................................3 semester credits
   • Abnormal Psychology ..................................................3 semester credits
   • Sociology .................................................................3 semester credits
   • Statistics ......................................................................3 semester credits
   • Writing and Rhetoric II ..................................................3 semester credits
   • Medical Terminology ....................................................1 semester credit

   **Notes:** Students earning less than a C during a retake of any of the prerequisite courses will
   not be considered for admission. Evidence of completion of all prerequisite courses must be
   submitted to the occupational therapy department at least 30 days prior to the first day of
   class.

3. Five letters of recommendations from individuals with direct experience in evaluating the
   student’s academic or work performance (e.g., work supervisor, course instructor).

4. Twenty (20) hours of observation of an occupational therapist (OTR).

5. Submission of official GRE results to the Kettering College main campus: 3737 Southern Blvd.
   Kettering, OH 45429.

**APPLICATION PROCESS**

An applicant must complete the application process on the Occupational Therapy Centralized
Admission System (OTCAS) at [https://portal.otcas.org/](https://portal.otcas.org/) and have the application completed and
verified by the deadline published on www.kc.edu/occupational-therapy to be considered for
admission. It can take several weeks for applications to be verified by OTCAS; applicants should plan
accordingly. During the application process, all official transcripts should be sent directly to OTCAS.
However, if an applicant received college credit from any international college or university, official
transcripts need to be mailed to OTCAS and Kettering College directly from the institution(s), and the
applicant needs to have the transcript(s) officially translated by a company that provides credential
evaluation, such as WES ([www.wes.org](http://www.wes.org)), ECE ([www.ece.org](http://www.ece.org)), or Josef Silny ([www.jsilny.com](http://www.jsilny.com)).
It is Kettering College’s policy to use the cumulative GPA calculated by OTCAS when assigning admissions points and determining eligibility. This applies to those who have completed their bachelor’s and/or master’s degrees, as well as those who have degrees in progress. OTCAS calculates GPAs based on all academic course work completed. For more information on how OTCAS calculates GPAs, please read the OTCAS Frequently Asked Questions (FAQ) on the OTCAS website.

Once completed applications are reviewed and verified by the admission committee, select applicants are invited for interviews. The interview consists of a series of set questions for all applicants; responses during the interview are scored.

Scores are compiled based on:
- Overall GPA
- Prerequisite GPA
- GPA of last 60 credits completed
- Five letters of recommendation
- GRE scores
- Interview scores
- Previous enrollment and/or a degree from Kettering College or a college/university accredited by the Accrediting Association of Seventh-day Adventist Colleges, Schools, and Universities (AAA)
- Kettering Health Network employment

Following interviews, all applicants will be ranked in total score from highest to lowest. Positions in the program will be offered in writing to the top applicants. Applicants accepting the offers will be required to submit a formal written acceptance and a $500 non-refundable deposit. The $500 will be applied to the first semester’s tuition. If any applicant does not accept an offer or fails to submit the deposit, the next person in the ranking will be offered the position. This will continue until all positions are filled. Once all positions are filled, any applicants left on the ranking list will be placed on a wait list. If any seats remain open following the standard admission process, applications will be accepted and reviewed as they are received, with admission offered to qualified applicants until the cohort reaches full enrollment or until the first day of classes, at which time the admissions process will officially close for the academic year.

FOREIGN APPLICANTS

**Required TOEFL scores:** Students from non-English-speaking countries need to submit TOEFL scores. A minimum total score of 90 is required for all Internet-based tests; a minimum total score of 577 is required for all written tests. The TOEFL exam must be taken within the past two years, and the official test scores must be mailed directly from the testing site to the Kettering College admissions office, 3737 Southern Blvd., Kettering, OH 45429.

**Note:** International students must provide proof of ability to pay for at least one academic year at Kettering College.

**PROGRESSION REQUIREMENTS**

Students must maintain continuous enrollment and meet all program requirements.

Grading scale:

- 90 - 100 percent = A  
- 80 - 89 percent = B  
- 70 - 79 percent = C*  
- 60 - 69 percent = D*  
- < 60 percent = F*  

*Any grade less than a B is considered failing.

Students must request and pay to have a criminal background check performed by a College-approved service no more than six months prior to beginning a clinical experience. Please contact the admissions office for an approved service.

Commencement of the clinical portion of the program is contingent upon successful clearance of the background check.

**CONDITIONS FOR DISMISSAL**

A student will be dismissed from the OTD program for any one of the following:

- Earning a grade lower than B in any course  
- Breaching professional ethics  
- Exhibiting behavior that might pose a threat to other people or property  
- Professional skills probation for more than two semesters

A student may be dismissed from the OTD program for any violation of a program policy.
GRADUATION REQUIREMENTS

Students must complete all coursework (100 credits) in the OTD curriculum with a minimum of a B or Pass. All fieldwork and doctoral experiences must be successfully completed within three years of completion of the didactic coursework in the sixth semester.

PROGRAM OF STUDY

**Semester 1:** The first semester begins with the “big picture” of occupational therapy by outlining and exploring occupation, occupational therapy, client-centered practice, and ethics. This will set the students firmly in the overarching values and beliefs of occupational therapy and Kettering College’s mission and values. In addition, detailed foundational knowledge of kinesiology, occupation (task) analysis, occupation models, occupational science, and evidence-based practice will be built.

**Semester 2:** The second semester continues with building foundational information on neuroscience, evidence-based practice, and delivery management of pediatric intervention. Students will begin developing pediatric evaluation, intervention, and outcomes skills including use of frames of reference. Students will reflect on internal and personal assets, challenges, and reactions as they may impact professional interactions with clients and colleagues to determine plans for professional growth. A pediatric level I fieldwork is an experiential opportunity for students to synthesize curriculum content during a clinical experience.

**Semester 3:** The curriculum continues building pediatric OT skills, culminating in a case application and comprehensive exam. Students will apply their evidence-based practice knowledge in designing a group research project.

**Semester 4:** In this semester, students will develop knowledge in delivery management of adult intervention. They will develop adult OT evaluation, intervention, and outcomes skills including frames of reference in orthopedic, PAMS/orthotics, and psychosocial conditions. Students will apply their evidence-based practice knowledge in implementing a group research project.

**Semester 5:** Students develop adult OT evaluation, intervention, and outcomes skills in neurological and medical conditions. Students synthesize all adult OT skills during Level I fieldwork, a case application, and a comprehensive exam. Students also develop a detailed understanding of various organizational leadership styles. They apply their evidence-base practice knowledge in disseminating a group research project. They reflect on knowledge and skills developed in courses and determine a professional development plan to prepare for Level II fieldwork.
**Semester 6:** Students start with an advocacy/occupational justice seminar and integrate curriculum in their Level II fieldwork. They explore and discuss complex occupational therapy management issues they encounter and present, brainstorm, and determine potential resolutions or action steps.

**Semester 7:** Students continue their Level II fieldwork and online discussions. They reflect and synthesize concepts of interprofessional collaboration in spiritual care. A comprehensive exam determines eligibility to begin the doctoral experience.

**Semester 8:** In the doctoral experience, students advance in one of the following areas:

- Clinical practice skills
- Research
- Administration
- Leadership
- Program and policy development
- Advocacy
- Education
- Theory development

The experience is designed by faculty collaborating with the student and the mentor; it includes a capstone project, seminar course on the transition from a student to a practitioner, and a detailed preparation plan for the NBCOT exam.

**COURSE SEQUENCE**

**SEMESTER 1 (FALL)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>OTD 500</td>
<td>Human Occupation</td>
<td>3</td>
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<tr>
<td>OTD 501</td>
<td>Occupation Paradigms, Science, and Models</td>
<td>3</td>
</tr>
<tr>
<td>OTD 510</td>
<td>Evidence-based Practice I</td>
<td>3</td>
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<tr>
<td>OTD 520</td>
<td>Kinesiology</td>
<td>4</td>
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<td>RELP 511</td>
<td>Bioethics from Occupational Therapy and Christian Perspectives</td>
<td>3</td>
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<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>Semester 2 (Winter)</td>
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<tr>
<td>OTD 511</td>
<td>Evidence-based Practice II</td>
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<td>OTD 521</td>
<td>Neuroscience</td>
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<td>OTD 530</td>
<td>Dimensions of Therapeutic Relationships (seminar)</td>
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<td>OTD 540</td>
<td>OT Management with Pediatrics</td>
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<td>OTD 550</td>
<td>Pediatric OT Practice I</td>
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<td>OTD 560</td>
<td>Pediatric Level I Fieldwork</td>
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<td>RELP 516</td>
<td>Christian Service and Human Flourishing</td>
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<td>Semester 3 (Summer)</td>
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<td>OTD 551</td>
<td>Pediatric OT Practice II</td>
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<td>OTD 610</td>
<td>Research I</td>
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<td>EBP Case Application and Exam I</td>
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<td>Semester 4 (Fall)</td>
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<td>OTD 611</td>
<td>Research II</td>
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<td>OTD 633</td>
<td>OT Practice with Psychosocial Conditions</td>
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<td>OTD 633L</td>
<td>OT Practice with Adult Psychosocial Conditions Lab experience (Group)</td>
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<td>OTD 640</td>
<td>OT Management with Adults</td>
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<tr>
<td>OTD 650</td>
<td>OT Practice with Adult Orthopedic Conditions</td>
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<tr>
<td>OTD 651</td>
<td>OT Practice with PAMS/Orthotics</td>
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<tr>
<td>OTD 652</td>
<td>Assistive Technology for Occupational Engagement</td>
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<td>Semester 5 (Winter)</td>
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<td>OTD 660</td>
<td>Adult Psychosocial Level I Fieldwork</td>
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<td>OTD 710</td>
<td>Research III</td>
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<td>OTD 730</td>
<td>Professional Preparation for Clinical Practice</td>
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<td>OTD 740</td>
<td>Organizational Leadership (seminar)</td>
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<td>OTD 750</td>
<td>OT Practice with Adult Medical Conditions</td>
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<td>OTD 751</td>
<td>OT Practice with Adult Neurological Conditions</td>
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<td>OTD 790</td>
<td>EBP Case Application and Exam II</td>
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<td>SEMESTER 6 (SUMMER)</td>
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<td>OTD 800 Advocacy and Occupational Justice (seminar/online)</td>
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<td>OTD 840 OT Service Management I (online/seminar)</td>
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<td>SEMESTER 7 (FALL)</td>
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<td>OTD 761 Level II Fieldwork B</td>
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<td>OTD 841 OT Service Management II (online/seminar)</td>
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<td>OTD 890 Comprehensive Exam III</td>
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<td>RELP 615 Applied Spiritual Care</td>
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<td>SEMESTER 8 (WINTER)</td>
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<td>OTD 810 Doctoral Experience</td>
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<tr>
<td>OTD 830 Transformation to Practitioner (online/seminar)</td>
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Course Descriptions

ACCT 201 Principles of Accounting 3 credits
An introduction to the basic concepts and standards underlying financial accounting systems. Several important concepts will be studied in detail, including revenue recognition; inventory; long-lived assets; present value; and long-term liabilities. The course emphasizes the construction of the basic financial accounting statements — the income statement, balance sheet, and cash flow statement — as well as their interpretation.

ADIM 300 CT Theory 3 credits
An introduction to sectional imaging accomplished with computed tomography technology. Topics covered include but are not limited to the history of CT development, data acquisition, data processing, imaging production, image artifacts and quality, radiation dose, and quality assurance measures. Review for the ARRT Registry in CT is included. Course requirements include a typed paper or presentation.

Prerequisite: BIOL 263 with minimum grade of C

ADIM 303 MRI Theory 4 credits
Topics include but are not limited to the history of magnetic resonance, the physical properties of MRI, image weighting and contrast, pulse sequences, flow phenomena, instrumentation and equipment, contrast agents, patient and staff safety issues, and image artifacts and quality. Review for the ARRT Registry in MRI is included. Course requirements include a typed paper or presentation.

Prerequisite: BIOL 263 with minimum grade of C

ADIM 304 Practicum I (CT) 4 credits
Supervised, competency-based education in computed tomography at an affiliated clinical education site. The student observes, assists with, and eventually performs all routine CT examinations. It is recommended that the student enter the course with a functional knowledge of Windows operations for the clinical setting.
ADIM 311 Vascular Interventional Technology 3 credits

An introduction to vascular and interventional procedures. Discussion topics include general vascular procedures including cerebral, visceral, and peripheral studies using conventional and digital imaging techniques. Discussions and demonstrations also cover vascular equipment and techniques. Incorporates preparation for the ARRT Registry examination. Course requirements include a typed paper or article reports.

ADIM 314 Practicum II (MRI) 4 credits

Supervised competency-based education in magnetic resonance imaging at an affiliated clinical education site. The student observes, assists, and eventually performs all routine MRI examinations. It is recommended that the student enter the course with a functional knowledge of Windows operations for the clinical setting.

ADIM 324 Practicum III (Vascular Interventional Technology) 4 credits

Supervised competency-based education in vascular interventional technology at an affiliated clinical education site. The student observes, assists, and eventually performs varied routine vascular examinations.

ADIM 328 Clinical Aspects of CT 3 credits

Study of the clinical aspects of CT scanning that emphasizes the practical applications of CT technology: identifying gross sectional anatomy and pathology. Image artifacts and improvements and examination protocols are discussed using case studies, lectures, and demonstrations. Course requirements include a typed paper or presentation.

Prerequisite: BIOL 263 with minimum grade of C

ADIM 395 Variable Independent Clinical Rotation 1-4 credits

An additional clinical opportunity for advanced imaging students to obtain the ARRT exams in order to sit for the Registry. Variable credits are associated with this course based on the amount of clinical days per week. Two days a week - one credit; three days - two credits; four days - three credits; five days - four credits. The above credits are in addition to but not in replace of credits for the bachelor’s program. Standard clinical requirements (Performance evaluations, midpoint and end of semester clinical meetings) would be required including a Summer Trajecsys account. The clinical rotation is to occur within the same consecutive modality.

Prerequisites: ADIM 304, ADIM 311, ADIM 314, and ADIM 324 with minimum grade of C
ADIM 412 Cardiovascular Interventional Technology 6 credits

Focus on cardiac diagnostic and interventional procedures not previously covered. An in-depth method of monitoring as well as assessing the patient’s status and therapy response. Acquired knowledge and skills in advanced cardiac life support (ACLS) and techniques. Upon successful completion of the ACLS course, the student will receive American Heart Association certification as an ACLS provider. The ACLS course will be graded on a pass/not pass basis. Passage is required to proceed with the program. Prerequisite for ACLS is current certification in Basic Life Support (CPR). Incorporates preparation for the ARRT Registry examinations. Course requirements include a typed paper or article reports.

Prerequisites: Minimum grade of C in both HESC 360 and RTCA 210

ADIM 428 Clinical Aspects of MRI 3 credits

Study of clinical MRI emphasizing the practical application of the technology, identifying gross sectional anatomy and pathology. Image artifacts and improvements and examination protocols are discussed using case studies, lectures, and demonstrations. Course requirements include a typed paper or a presentation.

Prerequisite: BIOL 263 with minimum grade of C

ADIM 434 Practicum IV (Cardiovascular Interventional Technology) 4 credits

Supervised competency-based education in general cardiovascular interventional technology at an affiliated clinical education site. The student observes, assists, and eventually performs varied duties in the cardiac diagnostic laboratory. It is recommended that the student enter the course with a functional knowledge of Windows operations for the clinical setting.

BIOL 105 Foundations of Biology I 4 credits

The structure and function of the cell and its importance as the basic unit of life; the nature and function of organelles; an introduction to Mendelian and molecular genetics, cellular energetics, and the molecules essential to life. Three hours of lecture and three hours of laboratory weekly.

Prerequisites: Meet admission requirements to the BS with a major in human biology or nuclear medicine program, or hold a previous baccalaureate degree.
BIOL 110 Foundations of Biology II  4 credits

Basic structural and functional characteristics that are fundamental to the kingdoms of living organisms; biodiversity, ecological principles, and evolution. Three hours of lecture and three hours of laboratory weekly.

Prerequisites: Meet admission requirements to the BS with a major in human biology or nuclear medicine program, or hold a previous baccalaureate degree.

BIOL 119 Human Anatomy and Physiology I  4 credits

A practical, systematic study of the human body including both gross and microscopic anatomy and basic physiology. Topics covered include anatomical terminology, cell structure and function, body tissues, integumentary system, skeletal system, muscular system, nervous system, special senses, and endocrine system. Laboratory experiences are designed to supplement lecture topics and include dissection, cadaver study, microscopy, and physiology. Three hours of lecture and two hours of laboratory weekly.

Note: This course does not meet requirements for the human biology major.

BIOL 129 Human Anatomy and Physiology II  4 credits

A practical, systematic study of the human body including both gross and microscopic anatomy and basic physiology. Topics covered include the cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems; metabolism, fluid, and electrolyte balance; and acid-base balance. Laboratory experiences are designed to supplement lecture topics and include dissection, cadaver study, microscopy, and physiology. Three hours of lecture and two hours of laboratory weekly.

Prerequisite: BIOL 119 with minimum grade of C.

Note: This course does not meet requirements for the human biology major.

BIOL 130 Career Explorations  1 credit

Exposure to careers for which the major in human biology is preparation.

BIOL 151 Microbiology  4 credits

An introduction to general topics in microbiology. Topics include fundamentals of microbiology, survey of medically significant microorganisms, principles of immunology, infectious diseases and their causes, biotechnology, and some applied microbiology. Laboratory exercises focus on a broad range of microbiological techniques and procedures. Three hours lecture and four hours laboratory weekly.
BIOL 263 Sectional Anatomy 3 credits

The study of human gross anatomy from the perspective of transverse, sagittal, and coronal views. Course uses a regional approach, which includes the head and neck as well as the thorax, abdomen, pelvis, extremities, and selected articulations. Particular emphasis is given to organ and vessel relationships important in understanding anatomy and applicable to radiologic science and imaging modalities. Three hours’ lecture weekly.

Prerequisites: BIOL 119 and 129 (Human Anatomy and Physiology I and II) or BIOL 306 (Human Anatomy) with minimum grade of C

BIOL 305 Human Physiology 4 credits

Function and functional relationships of the human organ systems with an emphasis on homeostatic mechanisms. Three hours of lecture and three hours of laboratory weekly.

Prerequisites: BIOL 105, BIOL 110, and CHEM 121 with minimum grade of C

BIOL 306 Human Anatomy 4 credits

Structure and structural relationships of the human body including topographical, histological, and developmental features. Body structure studied by organ systems with an emphasis on form-function relationships from the perspectives of histology and gross anatomy using models and cadavers. Three hours of lecture and three hours of laboratory weekly.

Prerequisite: BIOL 110 and CHEM 121 with minimum grade of C

BIOL 315 Molecular Biology 4 credits

Composition, structure, and function of the cell and its organelles; emphasis on intracellular and intercellular communication and control principles, including an introduction to the replication, control, and transmission of genetic information. Molecular techniques are emphasized in the laboratory. Three hours of lecture and three hours of laboratory weekly.

Prerequisites: BIOL 105 and 110, CHEM 211 and 222 with minimum grade of C

BIOL 330 Seminar in Human Biology 1 credit

Topics of current interest in human biology, usually presented by guest lecturers. Majors in human biology are required to enroll in the course twice during their junior year. One hour weekly.

Prerequisite: Completion of freshman and sophomore years of the human biology major or permission of department chair and human biology coordinator
BIOL 335 Genetics  
Basic principles of genetic organization, chromosome mapping, prokaryotic and eukaryotic genetic control, and molecular genetic techniques. Three lectures and one laboratory per week.

Prerequisites: BIOL 105 and 110 with minimum grade of C

BIOL 341 Biochemistry I  
Principles of chemistry as they apply to living systems. Topics covered include: structure, function, and metabolism of amino acids, carbohydrates, and lipids; enzymatic reactions and kinetics; and essential metabolic pathways. Laboratory activities highlight basic techniques used to study the properties of proteins. Three hours of lecture and three hours of laboratory weekly.

Prerequisite: BIOL 105 and CHEM 211 with minimum grade of C
Corequisite: CHEM 212

BIOL 342 Biochemistry II  
Principles of chemistry as they apply to living systems. Topics covered include: structure, function, and metabolism of amino acids and nucleic acids; regulation of gene expression; and cellular signaling pathways and their regulation. Students will design and carry out an individualized research laboratory project. Three hours of lecture and three hours of laboratory weekly.

Prerequisite: BIOL341 with minimum grade of C

BIOL 350 Pathophysiology  
A study of homeostatic changes that occur with disease and the implications of those changes in the progression and treatment of disease. Generalized mechanisms of disease as well as diseases of individual organ systems will be examined, with a view to understanding homeostatic compensations that occur as a result of altered function.

Prerequisites: BIOL 119 and BIOL 129, or BIOL 305 with minimum grade of C

BIOL 420 Topics in Biological Science  
Study of one the traditional areas of the biological sciences such as immunology, developmental biology, medical genetics, or any of a variety of field-oriented courses. Lectures, laboratory times, and prerequisites will vary according to the topic offered.

Prerequisite: A year of college-level biology and chemistry

BIOL 422 Mechanisms of Human Diseases  
Biological mechanisms of various disorders and diseases of biomedical interest. Topics include the mechanisms of genetic disorders, viral diseases, and cancer within a biochemical context.

Prerequisite: BIOL 105, BIOL 110, CHEM 211 and CHEM 222 with minimum grade of C.
BIOL 430 Seminar in Human Biology 1 credit

Topics of current interest in human biology, usually presented by guest lecturers. Majors in human biology are required to enroll in the course twice during their senior year. One hour weekly.

Prerequisite: Completion of 2 credits of BIOL 330 or permission of department chair and human biology coordinator

CHEM 105 Chemistry for Health Sciences 4 credits

Introduction to inorganic, organic, and biological chemistry with emphasis given to chemical principles applied to cellular biochemistry and human physiology. Designed for students preparing for health sciences careers, not majoring in chemistry, by establishing the chemical foundations for physiology, nutrition, microbiology, and pharmacology. Three hours of lecture and three hours of laboratory weekly.

CHEM 121 General Chemistry I 4 credits

Part one of the one-year general chemistry sequence. Examination of the fundamental principles and laws of general inorganic chemistry: states of matter, atomic and molecular orbital theory, molecular structure, chemical bonding, stoichiometry, properties of solutions, chemical reactions, and qualitative analysis. Students gain skills in developing hypotheses, observing chemical phenomena, collecting data, and evaluating results critically. Three hours of lecture and three hours of laboratory weekly.

Prerequisite/corequisite: MATH 165

CHEM 122 General Chemistry II 4 credits

A continuation of the one-year general chemistry sequence with focus on: kinetic molecular theory, acid-base theory, chemical kinetics and thermodynamics, chemical equilibria, electrochemistry, nuclear chemistry, and quantitative analysis. Students continue to develop relevant laboratory techniques. Three hours of lecture and three hours of laboratory weekly.

Prerequisite: CHEM 121 with minimum grade of C

CHEM 211 Organic Chemistry I 4 credits

Investigation of the principles and application of functional groups, stereochemistry, basic reaction mechanics, organic spectroscopy (mass spectrometry, UV-Vis, IR, 1H and 13C NMR), and fundamental organic reactions (addition, SN1, SN2, E1, E2, radicals). First in a two-semester sequence. Three hours of lecture and three hours of laboratory weekly.

Prerequisites: CHEM 121 and 122 with minimum grade of C
CHEM 222 Organic Chemistry II  4 credits

Investigation of the applications of spectroscopy (IR, NMR, CMR, UV-Mass) to identification of organic molecules. Introduction to aromatic substitution reactions, addition and substitution to carbonyl groups, substitution at the carboxyl group, enolates, organic radicals, and pericyclic reactions. Second in a two-semester sequence. Three hours of lecture and three hours of laboratory weekly.

Prerequisite: CHEM 211 with minimum grade of C

CHEM 295 Independent Study in Chemistry  1-3 credits

A course intended primarily for transfer students whose previous coursework does not meet content or credit equivalency. Other extenuating circumstances may also require the use of an independent study. A student must submit the independent study request form, available from the records office, before an independent study is granted. Permission is given on an individual basis.

COMM 215 Introduction to Human Communication  3 credits

An introduction to the fundamental components of the human communication process, focusing on intrapersonal communication, interpersonal relationships, and public performance. The course emphasizes the skills necessary for success in personal and professional life and includes the study of verbal and nonverbal communication, group dynamics, cultural diversity, and basic public speaking.

COMM 315 Communication for Health Care Teams  3 credits

An examination of the traditional structures and functions from both interpersonal and small-group perspectives. The course begins with an overview of the fundamentals of effective interpersonal communication and moves on to examine small-group interaction and participation from a communication systems perspective. Includes discussion of group processes and leadership in group interaction.

CPTR 101 Introduction to Computers  1 credit

A five-week course for those with little or no knowledge of Windows-based PCs, it is the basis for subsequent computer offerings. Skills include basic mouse operations, computer terminology and acronyms, components of a computer system, navigating Windows and using it to manage/control a PC, using integrated Windows applications and tools, and using the Internet and email. Early class sessions are in a traditional classroom, and later sessions are online. Access to a Windows PC with Internet access required.
**CPTR 102 Using Microsoft Word**  
A five-week online tutorial on Microsoft Word. Requires a working knowledge of content from CPTR 101. Access to a PC with the appropriate software installed and an Internet connection is necessary. On satisfactory completion of this course, students can describe and navigate the software; format pages, paragraphs, and text; use watermarks; insert graphics and saved documents into open documents; change text format and style; edit text; use spelling and grammar tools; create and edit tables and lists; and manage non-printing characters. Includes a unit on the creation and management of reference lists, citations, and bibliographies.

**CPTR 103 Using Microsoft Excel**  
On satisfactory completion of this five-week course, learners can describe and navigate Microsoft Excel; use its editing, math, and logical functions; create formulas; use absolute cell references; use “if” conditions in formulas; format and edit cells, rows, columns, and worksheets; create and edit charts from table data (both embedded and as separate sheets); sort data; print specific parts of a workbook; work with worksheets larger than the screen; and rename sheet tabs. Requires working knowledge of concepts presented in CPTR 101. Access to a PC with the appropriate software installed and an Internet connection required.

**CPTR 104 Using Microsoft PowerPoint**  
On satisfactory completion of this five-week course, learners will be able to describe and navigate PowerPoint; select a design template; create and format slides with various layouts; modify slide masters; change slide layout; insert clip art and other enhancements; apply animations, transitions, and sound effects; sort slides; and change slide timing. Requires working knowledge of concepts presented in CPTR 101. Access to a PC with the appropriate software installed and an Internet connection required.

**ECON 101 Fundamentals of Economics**  
An introduction to the basic concepts of economics, both macro and micro. Economics is the study of how individuals and societies use the resources available to them. Economic issues have an important impact on individuals, firms, industries, countries, and the world.
ENGL 101 Writing and Rhetoric I  
An introduction to the fundamentals of academic reading, writing, and critical thinking. Writing assignments focus on personal narrative or response; exposition; evaluation; and persuasion. Emphasis is placed on the development of appropriate rhetorical strategies. Students are introduced to a rhetorical context for creating multimodal texts. In addition, students learn to use source material effectively and ethically. ENGL 101 prepares students for ENGL 102, Writing and Rhetoric II.

ENGL 102 Writing and Rhetoric II  
A continuation of the skills mastered in ENGL 101; course is designed to help students develop advanced levels of reading, writing, and critical thinking by examining a variety of texts and responding to selected issues and ideas. Students advance their abilities to use source material effectively and ethically. Writing assignments include responses, rhetorical analysis, a proposal, an annotated bibliography, a fully documented research paper; students also complete a multimodal project.

Prerequisite: ENGL 101 with a minimum grade of C and word processing skills

ENGL 118 Writing and Research in the Health Care Professions  
A course designed to build on those skills mastered in Writing and Rhetoric I with an emphasis on the discourse of the healthcare professions, including document design and genres in the health professions. Course content includes information literacy and research methodology. Students will produce a variety of writing assignments, including a discourse analysis and a research paper consisting primarily of a literature review, and then present their findings to the class in a multimedia presentation. While specialized, this course emphasizes the research and writing skills that are central to any freshman composition research class.

Prerequisites: ENGL 101 with a minimum grade of C and enrollment in a professional program of study; ENGL 118 is to be taken concurrently with a specific program course as outlined in the program course of study.

ENGL 215 Literature of the British Experience  
Readings in British literature selected to offer the student an introduction to the literary heritage of Britain.

Prerequisite: Two semesters of college English or instructor’s permission.
ENGL 216 Literature of the American Experience 3 credits
Readings in American literature that will enable the student to explore America's literary heritage. Students will be encouraged to compare and contrast literary themes with their personal experience of growing up in the United States.
Prerequisite: Two semesters of college English or instructor's permission.

ENGL 218 Writing and Research in the Sciences 3 credits
A course providing a rhetorical context in which to master the discourse of science. The emphasis is upon familiarizing students with the conventions of the major scientific genres and developing their proficiency in reading and writing in these genres, all while examining their rhetorical dimensions. Assignments include a discourse analysis, a literature review, and a poster presentation of their research findings. This course meets the requirements for the second of a two-course composition sequence.
Prerequisite: ENGL 101 with a minimum grade of C

ENGL 220 Topics in English 3 credits
A course examining literary works and/or popular media from a number of different perspectives: historical, critical, developmental, and rhetorical, among others. The course focuses on various social and cultural issues as well as literary scholarship. Possible topics may include children's literature, young adult literature, popular culture, male/female relationships, theater appreciation, cultural diversity, and language of faith.

ENGL 296 Independent Study in Composition 1-3 credits
Primarily for transfer students whose previous coursework does not meet content or credit equivalency. Other extenuating circumstances may also require the use of an independent study. A student must submit the independent study request form, available from the records office, before an independent study is granted. Permission is given on an individual basis.

ENGL 297 Independent Study in Literature 1-3 credits
Primarily for transfer students whose previous coursework does not meet content or credit equivalency. Other extenuating circumstances may also require the use of an independent study. A student must submit the independent study request form, available from the records office, before an independent study is granted. Permission is given on an individual basis.
ENGL 320 Topics in Literature  
3 credits  
An exploration of various social and cultural issues as manifested in the world of literature and media. The course will focus both on issues themselves as well as literary scholarship. Possible topics may include male/female relationships, medicine in literature, or race relationships in America.  
Prerequisite: Two semesters of college English or instructor’s permission.

ENGL 325 Medicine in Literature and Other Media  
3 credits  
An exploration of medicine and healthcare within a paradigm based on the tradition of the humanities. The course deals with how illness and disease are constructed in literature and other forms of media and how the study of medicine within these venues reveals societal attitudes toward healthcare and the profession.

FINC 101 Principles of Finance  
3 credits  
An introduction to the theory, the methods, and the concerns of corporate finance. Finance is the study of how firms plan, raise funds, make investments, control costs, and deal with financial markets.

GSCI 410 History and Philosophy of Science  
3 credits  
The nature and development of modern science; the nature and limits of scientific methodology and knowledge; interfaces between science and other human intellectual endeavors. Special emphasis is given to the boundaries and relationship between religion — particularly Christianity — and science. Some consideration is given to epistemology and logic.  
Prerequisite: One full year sequential college science course

HESC 201 Introduction to the Health Professions  
2 credits  
An introduction to health professional careers in multiple health settings including acute care, long-term care, community healthcare, and healthcare office settings. Guest speakers from different health professions will present their roles. Examination of each healthcare profession is discussed and viewed with the context of a healthcare system. The role of the healthcare manager is examined within different healthcare settings. Must be taken before any other HESC courses.

HESC 300 Introduction to the Health Sciences Program  
1 credit  
Introduction to the Bachelor of Science completion program and an ongoing portfolio project that will be completed at the end of the program in HESC 481. Students are given the tools to develop and produce a professional learning portfolio based on the end-of-degree student learning outcomes and institutional outcomes. Other topics include learning skills necessary for online learning and use of APA formatting. Must be taken in the first semester once a student is admitted to the BSHS program.
HESC 302 Mission Experience in Cultural Diversity 3 credits

An elective course for students interested in experiencing cultural diversity in a regional setting. Students practice healthcare skills, emphasizing cultural concepts in a medically underserved area. National and international healthcare issues and trends are discussed. A mission trip is required with additional laboratory fees applied. Theory and laboratory.

Prerequisite/corequisite: SOCI 375; enrollment in a professional program or permission of instructor; BSN-P students who are registered for or have taken NRSB 341/351 do not need to take SOCI 375 to take this course.

HESC 310 Health Care Economics and Finance 3 credits

Perspectives of the healthcare economy including influencing forces, reimbursement models, market development, and healthcare finance applied to various work settings. Students have the opportunity to integrate these economic factors with quality improvement processes and validate them through interactions with healthcare managers.

HESC 315 Communication, Negotiations, and Conflict Resolution in Healthcare Organizations 3 credits

Explores barriers and effective communications within healthcare systems and the role that the healthcare manager has in strategies for effective communication within healthcare organizations. Focus is on conflict resolution and negotiation within healthcare organizations using knowledge of organizational political and personal power. Students will practice conflict resolution and negotiation skills using effective communication processes through case study methods.

HESC 318 Introduction to Health Care Research 3 credits

Introduction to basic research concepts necessary to evaluate published research for evidence-based nursing and health professions practice. Focus on research process, reading and interpreting research articles, and evaluating the appropriateness of using the findings to guide professional practice.

Prerequisite/corequisite: HESC 300 or NRSA 331 or RESB 420; recommended: Statistics

HESC 320 Human Resources in Healthcare 3 credits

An introduction to the study of the essential role of human resources management within healthcare organizations. The course examines all aspects of human resources planning, development, and administration that are vital to both the human resource professional and the healthcare manager. Students will obtain tools to manage people in all aspects of their work: recruiting, the hiring interview, compensation, benefits, motivational strategies, performance appraisals, promotions, and terminations. Current research, theory, and best practices for the effective management of people in healthcare organizations will be explored and discussed.
HESC 326 Trends and Issues in Health Care 3 credits

Examination of national healthcare trends and issues and their impact on the delivery of healthcare and on the practice of healthcare professionals. Past, present, and future trends related to healthcare in the United States will be reviewed. Legal, ethical, cost, payment, access, and political issues and trends will be explored. Emphasis on the role of the healthcare professional in healthcare issues.

HESC 330 Healthcare Organizational Systems 3 credits

Examines managerial systems in contemporary healthcare organizations along the continuum from primary care to acute and long-term care. The course will discuss the impact of market forces and the regulatory environment on cost containment and quality improvement, purchasing, inventory control, contracting, billing, information and scheduling systems, corporate compliance, fraud, and abuse. Measures of organizational effectiveness will be analyzed using current research, theory, and best practices, facilitating understanding and application of managerial practice in healthcare organizations.

HESC 340 Legal and Ethical Considerations in Health Care 3 credits

A study of the relationship of the healthcare professional to the regulatory and ethical issues affecting healthcare. Topics include the evolution of legal and ethical issues, trends in legislation affecting healthcare, risk management, and the process of collaborative decision making.

HESC 345 History of Health Care in the United States 3 credits

A study of changes in healthcare provision from the founding of the United States through the beginning of the 21st century. Emphasis is on the advancement of healthcare during the 19th and 20th centuries. Subjects include the public reform movement’s impact on healthcare during the early 1900s; gender and race in healthcare; the development of nursing and other specialty health occupations; and the changes in healthcare resulting from advances in science and technology.

HESC 348 Concepts of Management and Leadership in Health Care 3 credits

Exploration of management and leadership principles as practiced in the healthcare setting. The course addresses the role of the health professional in management and leadership positions focusing on departmental and organizational issues most likely to be encountered by leaders. Application of these principles is developed through a brief practicum experience.
HESC 350 Risk Management in Healthcare Organizations 3 credits

Overview of risk management and quality management in healthcare. Students will gain a broad perspective of risk management and quality management as applicable to all healthcare organizations. Research in these areas will be reviewed and evaluated. The role of healthcare manager in relation to risk and quality management will be discussed.

HESC 370 Special Topics in Health Professions 3 credits

An in-depth exploration of a topic of interest to the healthcare professional. Different topics may be offered, such as health policy, alternative therapies in health and illness, and professional issues. The course may be repeated for credit; specific topics may not be repeated.

HESC 371 Alternative Therapies for Health and Illness 3 credits

An introduction to the use of natural remedies and personal responsibility as aids in promoting health, preventing disease, and facilitating recovery from illness. A variety of complementary and alternative therapies is discussed, including Ellen White’s eight basic essentials to living. Critical thinking is used to explore evidence-based research on complementary and alternative therapies.

HESC 415 Health Care Informatics Applications for Health Professions 1 credit

Integration of healthcare professions information with information management, information processing, and communication technology to support the health of individuals worldwide. Addresses the role of informatics in healthcare professional practice; includes clinical practice, leadership and management; patient education; and research.

HESC 421 Healthcare Personnel Management 3 credits

Applies personnel law and government regulations to policies and practices in a variety of healthcare systems. A case study approach focuses on processes and solutions to problems impacting employer and employee dynamics. Emphasis is on communication techniques and managerial practices as a basis for providing effective healthcare personnel management.

Prerequisite/corequisite: HESC 348 or permission of instructor

HESC 430 Instructional Planning and Delivery 3 credits

Emphasizes the basic principles of instructional design and implementation. Students are introduced to the skills required for effective teaching in classroom, laboratory, clinical, and community settings.
HESC 431 Teaching Learners in Health Care  
Explores different types of healthcare learners in a variety of healthcare settings. Concepts include assessing and evaluating heterogeneous learner groups emphasizing age, gender, generation, and cultural considerations. Students discuss teaching different types of learners, whether individually, in a family, or in a group. They also examine differences in patient teaching and healthcare professional education.

HESC 432 Professional Development in Healthcare  
Assessment, planning, implementation, and evaluation of educational programs for healthcare professions. Students discuss and develop educational needs assessment, continuing education programs, and evaluations related to the educational needs of their chosen healthcare professions. Discussion includes policies, procedures, accreditation, and laws related to lifelong learning in health professions.

HESC 435 Community Health Perspectives  
A study of healthcare needs and healthcare delivery within the context of community. The changing demography of the United States is explored, highlighting the need to understand cultural diversity. Epidemiological thinking provides a foundation for assessing community factors affecting healthcare. Emphasis is on promotion of wellness and modification of patient behavior as a basis for improving healthcare delivery within communities, reflected by active engagement in a service learning project designed to address a specific need within the learner's own demographic region.

Prerequisite/corequisite: Enrollment in human biology program and/or honors program

HESC 440 Special Project in Health Professions  
Students pursue directed learning experiences in various aspects of health professions, including management, education, research, and other areas of interest. In consultation with a faculty advisor, the student develops a project from a list suggested by community healthcare organizations and institutions. Students have the opportunity to apply program competencies in a realistic setting. Course is available each semester and is scheduled on an individual basis. May be repeated once for credit.

Prerequisites/corequisites: Completion of six (6) credits of health professions courses and permission of the instructor.
HESC 445 Healthcare and Government Policy  
3 credits
Explores the role of government in the current U.S. healthcare system. Students will examine the history of the government’s role in healthcare reform and the challenges faced with healthcare reform in the United States. Topics covered will include the issues of employment-based health insurance; role of Medicare/Medicaid; the medical malpractice conundrum; the challenges surrounding access, cost, and quality; and the implementation of the Affordable Care Act. In addition, healthcare systems in other parts of the world will be examined and compared to the U.S. system of healthcare.

HESC 448 Leadership Theory in Healthcare  
3 credits
Expansion of leadership theory as applied to the healthcare professional’s role in healthcare settings. Students will explore their leadership strengths and development opportunities through self-assessment tests. Research in leadership will be explored related to present and future skills needed for leaders in healthcare.

Prerequisites/corequisites: HESC 348 or permission of instructor.

HESC 451 Interdisciplinary Team Practice in Community-Based Care  
3 credits
An introduction and exposure to conceptual modes of interdisciplinary practice in community settings. Concepts include managing change, resolving conflict, team dynamics, and issues of diversity within healthcare professional practice. Students explore the backgrounds of other healthcare professions, the relationships of the professions to each other, the roles each serves, and how the clinical workforce is organized. This course is be taught using the principles of service learning and grant writing in relationship to interdisciplinary practice.

Prerequisites/corequisites: HESC 348 or permission of instructor

HESC 480 Healthcare Management Internship  
6 credits
Synthesizes healthcare management concepts and theories to a practicum in a healthcare management setting. Students will participate in an internship in a healthcare setting and demonstrate healthcare management through a senior project.

HESC 481 Capstone/Senior Project  
1 credit
A senior project in which students demonstrate their healthcare professional growth through integration of knowledge and skill. Continuing from HESC 300, the student produces a professional portfolio that demonstrates achievement of the end-of-degree student learning outcomes and presents the final product to peers and/or other healthcare professionals. Must be taken in the last semester of the program.

Prerequisite/corequisite: HESC 300
HIST 101 History of Civilization I
3 credits
The development of civilization from antiquity to the end of the Middle Ages with emphasis on the study of political, economic, social, and cultural forces which have shaped the course of civilization throughout the world. A documented, typewritten paper is required for this course.

HIST 102 History of Civilization II
3 credits
The history of Western civilization from the mid-17th century (Treaty of Westphalia) to the present, featuring the political, economical, social, cultural, intellectual, and religious forces that shaped this development. A documented, typewritten paper is required for this course.

HIST 151 United States History I
3 credits
United States history from the age of exploration to Reconstruction with emphasis on the political, religious, cultural, and economic forces that shaped early America. Topics include the role of the Puritans on American heritage, the revolutionary era, Jacksonian America, the roots of the American Civil War and Reconstruction of the Union. A documented, typewritten paper is required for this course.

HIST 152 United States History II
3 credits
United States history from the Civil War to the present with emphasis on the political, cultural, and economic forces that have shaped the direction of modern America. Topics include the industrial revolution, the Progressive Era, and American involvement in the world wars and the Cold War. A documented, typewritten paper is required for this course.

HIST 221 History and Film
3 credits
Hollywood has always had a fascination with history from early films like Cleopatra in 1917 to modern films like Lincoln in 2012. Several major movies in recent years deal with our past. How does Hollywood interpret the past? Can films be a source of credible information, or are they simply entertainment? What should the historians’ reaction be to these films? These and other questions will be explored through this class.

HIST 315 Topics in History
3 credits
A focused exploration into diverse topics in history. May include the political, religious, social, economic, intellectual, and cultural forces in a variety of eras in American, European, and world history. A documented, typewritten paper is required for this course.
HIST 326 Recent American History 3 credits

A study of people and events that shaped U.S. policies and influence life in the United States today. The major emphasis is World War II to the present, understanding the emergence of the United States as a world power. The Korean and Vietnam wars and forces such as communism, the Cold War, and rise of Third World powers are explored. Includes the impact of technical and scientific development and the dynamics of social change that characterized the 20th century.

Prerequisite: Full freshman English sequence

HIST 345 History of Health Care in the United States 3 credits

A study of changes in healthcare coverage from the founding of the United States through the beginning of the 21st century. Emphasis is on the advancement of healthcare during the 19th and 20th centuries. Subjects include the public reform movement’s impact on healthcare during the early 1900s; gender and race in healthcare; the development of nursing and other specialty health occupations; and the changes in healthcare from advances in science and technology.

Prerequisite: Full freshman English sequence

HUMN 220 Topics in Humanities 3 credits

This is a course engaging works, relationships, practices, and structures from a humanities point of view. This lens may come from different perspectives, such as historical, philosophical, social, artistic, cultural, and political, among others. All chosen topics will include examination of the way disciplines within the humanities impact or shape human dynamics.

KETC 101 Medical Terminology 1 credit

A study of basic medical terminology used by healthcare professions. Focuses on the language of healthcare and the use of prefixes, suffixes, word roots, and their combining forms. It also emphasizes word construction, spelling, usage, comprehension, and pronunciation. The course uses a self-study online format.

KETC 120/320 Topics in Health Care 1–3 credits

An exploration of a topic in healthcare relevant to the various healthcare professions. Different topics may be offered at the lower or upper division level. The course may be repeated for credit; specific topics may not be repeated.

LART 320 Topics in Fine Art 3 credits

An exploration of topics designed to foster awareness of and appreciation for a variety of forms of artistic media.
LART 321 Music Appreciation  
A course of discovery through an introduction to the basic elements of music to enable students to respond, ask questions, and develop an appreciation for diverse musical styles from 500 A.D. to the present.

LART 327 Introduction to Western Arts  
An overview of the stylistic character and cultural climate of the important epochs of Western civilization, including the relationship of painting, sculpture, and architecture. Emphasis is on examining the fine arts in relationship to one another and in the context of social and political happenings of the time, leading to an awareness of fine arts as a mirror of the human condition.

MATH 105 Fundamentals of Mathematics  
A wide variety of mathematical concepts. Topics include algebraic expressions and polynomials, factoring polynomials, laws of exponents, introduction to logarithms, measurement conversions within the metric and English systems, solving linear equations and inequalities in one variable, solving quadratic equations, graphing equations, right triangle trigonometry, estimating, and interpreting graphs.

Note: Students scoring less than 40 percent on the math placement test are encouraged to take a basic algebra and/or math refresher course before enrolling in this course.

MATH 165 College Algebra and Trigonometry  
Foundational algebra and trigonometry. Topics include order of operation, laws of exponents, radicals and rational exponents, solving linear equations and inequalities up to three variables, solving quadratic equations, factoring polynomials, operations on rational expressions, graphing linear and quadratic equations, relations and functions, solving systems of linear equations in two and three variables, trigonometry, exponential and logarithmic functions.

Prerequisite: One of the following must be met:
- MATH 105 with a grade of C or above
- Kettering College math placement test score of 70 percent or greater
- Transfer credit equivalent to MATH 105
- ACT/SAT math sub score at or above the 50th percentile within the last five years
MATH 215 Probability and Statistics  4 credits

Introduction to probability and statistics. Topics include sampling methods, descriptive statistics, frequency distributions, probability, probability distributions (binomial and normal), sampling distributions, central limit theorem, correlation, regression, confidence interval limits, sample size estimates, hypothesis testing for one and two variables, one-way ANOVA, and chi square.

MESO 400, 401 Advanced Project in Medical Sonography I, II  3 credits each

Allows students to pursue advanced learning experiences in various aspects of sonography, including clinical opportunities, applications, education, management, mission work, research, and other areas of interest. Students will develop a project in consultation with a sonography faculty advisor. The course is graded on a pass/not pass basis.

Prerequisite: Acceptance to the BSHS program

MKTG 201 Principles of Marketing  3 credits

An introduction to the concepts, analyses, and activities that make up marketing management, including practice in assessing and solving marketing problems. Marketing is the study of the dynamic processes used by individuals and organizations to anticipate and satisfy customers’ needs and wants.

Note: The following NMED courses are taken at and administered by the University of Findlay. Courses and programs are subject to change according to the decisions of the administration at the University of Findlay.

NMED 406 Molecular Imaging Mathematics  3 credits

This course covers the mathematics applicable to the field of clinical nuclear medicine. Topics include activity units, the decay formula, radionuclide dose and dosage calculations, radionuclide equilibrium, radiation counting statistics, and MDA.

NMED 416 Molecular Imaging Physics  2 credits

Starting with applicable concepts of classical physics, this course covers atomic structure, mass-energy relationships, electromagnetic radiation, decay modes, half-life, and the interaction of radiation with matter. Inverse square law, shielding, and exposure calculations are also covered. Radionuclide production methods are presented.
NMED 425 Molecular Imaging Radiobiology  
Basics of radiobiology, including the molecular and cellular effects of radiation, the acute and chronic effects of radiation, and how radiation affects the various tissues and organ systems of the body, will be covered. Stochastic and nonstochastic effects are covered.

NMED 435 Molecular Imaging Radiation Protection  
Topics include licensing requirements; guidelines and regulations for radiation protection; governing agencies; radiation signs; record keeping; personnel and area monitoring; radionuclide receipt, storage and disposal; and management of clinical radiation spills and accidents.

NMED 445 Molecular Non-Imaging Procedures  
In vivo non-imaging clinical procedures are covered in this course, including venipuncture, standard precautions, blood volume procedures, patient care, ECG, and non-imaging physiologic studies. Department organization, medical/legal issues of patient care, and medical/legal terminology are also covered.

NMED 455 Molecular Imaging Procedures  
This course introduces topics that encompass the interrelated aspects of performing patient organ visualization procedures. Included are a review of the anatomy, physiology, and pathology of the various organs; radiopharmaceuticals; pharmaceuticals; applicable instrumentation; and a discussion of the methodologies and techniques used in performing the imaging procedure. Representative images are shown. The course will include a self-study assignment on pediatric nuclear medicine.

NMED 462 Radionuclide Therapies  
Therapeutic clinical procedures are covered in this course, including the properties and selection of therapeutic radiopharmaceuticals; forms of therapy and radiation safety techniques involved with systemic therapy procedures.

NMED 465 Radiochemistry and Radiopharmaceuticals  
Topics include radiochemistry, radionuclide generators, transient and secular equilibrium, radiopharmaceutical properties, pharmacological actions, localization methods, basic principles of immunology, and radiopharmaceutical preparation and quality control.
NMED 472 Molecular Imaging Instrumentation 3 credits

This course is an introduction to the basic principles of molecular imaging radiation detection instrumentation and gamma spectroscopy. The design, operation, and quality control of gas-filled and scintillation instruments are covered. Detailed discussion of the components of a planar gamma camera system and dedicated computer, both hardware and software, is included.

NMED 475 Molecular Imaging SPECT 1 credit

Detailed discussion of the components of a SPECT gamma camera system and dedicated computer, both hardware and software, image reconstruction, filtering, and other computer applications are covered. Data reduction and image analysis are described.

NMED 477 Molecular Imaging PET 1 credit

Physics, radiopharmaceutical production and applications, imaging systems, and procedures and radiation safety for PET are discussed. Image reconstruction, data reduction, image analysis, and other computer applications for PET imaging are also covered.

NMED 485 Clinical Nuclear Medicine I 12 credits

In the Clinical Nuclear Medicine series, students receive clinical training at one of the affiliate hospitals and possibly an affiliate radiopharmacy. The student receives instruction and participates in the performance of all types of clinical nuclear medicine procedures; patient care; administrative duties; radiopharmaceutical preparation and quality control; instrumentation usage and quality control; and radiation safety. Students also complete assigned clinical projects involving the clinical correlation between academic and practical experience.

NMED 486 Clinical Nuclear Medicine II 12 credits

While enrolled in the Clinical Nuclear Medicine series, students receive clinical training at one of the affiliate hospitals and possibly an affiliate radiopharmacy. The student receives instruction and participates in the performance of all types of clinical nuclear medicine procedures; patient care; administrative duties; radiopharmaceutical preparation and quality control; instrumentation usage and quality control; and radiation safety. Students are also required to complete assigned clinical projects involving the clinical correlation between academic and practical experience. This course is a continuation of NMED 485.

NMED 487 Capstone 1 credit

This course is a capstone for the NMI program. A one-year comprehensive final exam will be administered. This course will assist students in transitioning from academics into the profession of nuclear medicine technology.
Note on all nursing courses

Each credit for theory equals one clock hour. Each credit for seminar equals two clock hours. Each credit for clinical experience equals three clock hours.

NRSA 200 Nursing Extern Elective: Acute Care Nursing Roles 2 credits

This course provides opportunities for nursing students to enhance knowledge, skills, and attitudes necessary to provide whole-person care in the acute care setting. Exploration of acute care nursing roles is accomplished through classroom presentations offered by Kettering College. Employment-based clinical experiences are conducted by Kettering Health Network at one of its acute care centers. The development of critical thinking skills is enhanced through interactive activities and through discussions of clinically relevant topics and current nursing issues based on needs analysis. *(The extern program consists of 4 didactic hours per week for 6-8 weeks.)*

NRSA 313 BSN Success Strategies and Nursing Informatics 3 credits

Orients students to the philosophy and online learning approach of the KC BSN completion program and creation of a professional learning portfolio. Integration of nursing information with information management, processing, and communication technology to support the health of individuals, families, communities, and populations. Addresses the role of informatics in evidence-based nursing practice, including clinical, administrative, educational, and research environments. Must be the first nursing course taken in the BSN completion program. *(3 theory credits)*

NRSA 316 Theoretical and Conceptual Foundations of Professional Nursing Practice 3 credits

Explores concepts and theories that influence professional nursing and the characteristics of professionalism; the development and use of theory and science in contemporary nursing practice; and the nurse’s responsibility for exercising sound clinical judgment and reasoning. *(3 theory credits)*

Prerequisite or corequisite: NRSA 313

NRSA 318 Introduction to Health Care Research 3 credits

Introduction to the fundamental concepts necessary to use research methods for evidence-based nursing practice. Emphasis is placed upon the application of the research process to quality improvement projects. *(3 theory credits)*

Prerequisite or corequisite: NRSA 313; recommended: statistics
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NRSA 326</td>
<td>Trends and Issues in Health Care</td>
<td>3</td>
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<td></td>
<td>Examination of local, national, and global healthcare trends and issues and their impact on the delivery of healthcare and on the practice of healthcare professionals. Emphasis on the role of the healthcare professional in current healthcare issues.</td>
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<td>(3 theory credits)</td>
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<td>Prerequisite or corequisite: NRSA 313</td>
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<tr>
<td>NRSA 355</td>
<td>The Role of the Professional Nurse in Promoting Health</td>
<td>3</td>
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<tr>
<td></td>
<td>Explores the role of the nurse in health promotion in local, national, and global settings. Focus on strategies to foster healthy behaviors in individuals, families, community, and populations.</td>
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<td>(3 theory credits)</td>
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<td></td>
<td>Prerequisite or corequisite: NRSA 313</td>
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<tr>
<td>NRSA 419</td>
<td>Community Health Perspectives</td>
<td>4</td>
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<tr>
<td></td>
<td>Examines fundamental concepts of public and community health practice and the nurse’s role related to health needs of individuals, families, communities, and populations.</td>
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<td>(3.75 theory credits; 0.25 clinical credit)</td>
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<td></td>
<td>Prerequisite or corequisite: NRSA 313</td>
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<tr>
<td>NRSA 439</td>
<td>Nursing Leadership and Management</td>
<td>4</td>
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<td>Explores the role of the nurse as leader and manager within the context of Christian caring. Emphasis is placed on concepts related to professional goal setting, delegation, conflict management, organizational structure, interdisciplinary healthcare, and management of cost-effective and evidence-based whole-person care.</td>
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<tr>
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<td>(3.75 theory credits; 0.25 clinical credit)</td>
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<td>Prerequisite or corequisite: NRSA 313</td>
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<tr>
<td>NRSA 446</td>
<td>Senior Capstone</td>
<td>1</td>
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<tr>
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<td>A capstone course in which students demonstrate their professional growth through integration of knowledge and skills showing achievement of the program’s student learning outcomes. Must be completed in the final semester of the BSN completion program.</td>
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<td>(1 theory credit)</td>
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<td></td>
<td>Corequisite: May be taken with last NRSA courses in the last semester of BSN completion program</td>
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</tr>
</tbody>
</table>
NRSB 301 Wellness and Health Promotion  
3 credits

Concepts from nursing, nutrition, pharmacology, and bio-psychosocial sciences are used to critically examine the determinants of health, wellness, and illness across the lifespan. Environmental, sociocultural, and economic factors that influence healthcare practices are emphasized, as well as the collaborative relationship that exists between the patient and the nurse in this process. Explores strategies of health promotion and primary prevention for individuals and healthy populations. (Semester 4) *(3 theory credits; 0 laboratory credits; 0 clinical credits)*

Prerequisites: Successful completion of semesters 1-3 of the prelicensure BSN program  
Corequisites: NRSB 311, BIOL 350

NRSB 311 Foundations of Nursing  
5 credits

Introduces the fundamental concepts of nursing, Christian caring and professional role development for the baccalaureate nurse. Students develop beginning knowledge and clinical competencies in the areas of health assessment, communication, and clinical judgment. Emphasis is placed on creating a basic plan to provide whole-person care in a variety of settings. (Semester 4) *(3 theory credits; 0.5 laboratory credits, 1.5 clinical credits)*

Prerequisites: Successful completion of semesters 1-3 of the prelicensure BSN program  
Corequisites: NRSB 301, BIOL 350

NRSB 312 LPN-to-BSN Transition  
3 credits

Provides concepts for transitioning from the role of LPN to a baccalaureate nurse. Emphasis is placed on Christian caring and professional role development. Included is the role of the baccalaureate nurse in analysis of patient data and use of clinical judgment to formulate, implement, and evaluate outcomes for whole person care. (Semester 4) *(2 theory credits; 0.25 laboratory credits, 0.75 clinical credits)*

Prerequisites: Successful completion of semesters 1-3 of the prelicensure LPN-to-BSN degree track  
Corequisite: BIOL 350

NRSB 321 Care of Older Adults  
5 credits

Provides foundational nursing concepts to provide Christian caring for older adult individuals experiencing health promotion needs and health alterations. Emphasis is placed on analysis of patient data and use of clinical judgment to formulate, implement, and evaluate outcomes for a whole-person plan of care. (Semester 5) *(3 theory credits; 0.5 laboratory credits, 1.5 clinical credits)*

Prerequisites: NRSB 301, NRSB 311, BIOL 350  
Corequisite: NRSB 331
**NRSB 331 Psychiatric/Mental Health Nursing Concepts**  
4 credits

Provides foundation for beginning competence in psychiatric and mental health nursing. Emphasis is placed on emotional, spiritual, and culturally sensitive nursing care to individuals and families experiencing health promotion needs and mental health changes in acute and chronic populations. Students develop an awareness of how the therapeutic use of self provides a supportive presence to others, while managing the therapeutic environment. Students use professional and therapeutic communication, Christian caring, and clinical judgment skills to formulate, implement, and evaluate outcomes for a basic whole-person plan of care. (Semester 5) *(2 theory credits; 0.5 laboratory credits, 1.5 clinical credits)*

Prerequisites: NRSB 301, NRSB 311, NRSB 312, BIOL 350
Corequisites: NRSB 321

**NRSB 341 Family Nursing Concepts**  
6 credits

Establishes foundation for beginning competence in providing family-centered care to maternal, newborn, and pediatric individuals and families. Emphasis is placed on health promotion needs and health alterations and using clinical judgment and Christian caring to formulate, implement, and evaluate outcomes of a basic plan of whole-person care for the childbearing and childrearing family. (Semester 6) *(3 theory credits; 0.5 laboratory credits, 2.5 clinical credits)*

Prerequisites: NRSB 321, NRSB 331
Corequisites: NRSB 351

**NRSB 351 Community Nursing Concepts**  
4 credits

Provides foundation for understanding the health needs of individuals and families within the community setting. Emphasis is placed on levels of prevention and the role of the nurse as patient advocate. Students use clinical judgment and Christian caring to formulate, implement, and evaluate outcomes for plans of care for individuals and families. (Semester 6) *(3.5 theory credits; 0 laboratory credits, 0.5 clinical credits)*

Prerequisites: NRSB 321, NRSB 331
Corequisites: NRSB 341
NRSB 361 Theory: Alterations in Adult Health I  
Integrates nursing concepts to provide Christian caring for multiple patients experiencing acute health alterations. Emphasis is placed on theoretical application of analysis and synthesis of patient data and use of nursing judgment to formulate, implement, and evaluate outcomes for a whole-person plan of care. (Semester 7) (3 theory credits; 0 laboratory credits, 0 clinical credits)

Prerequisites: NRSB 341, NRSB 351, MATH 215
Corequisites: NRSB 362, NRSB 371, NRSB 381

NRSB 362 Clinical: Alterations in Adult Health I  
Integrates nursing concepts to provide Christian caring for multiple patients experiencing acute health alterations. Emphasis is placed on clinical application of analysis and synthesis of patient data and use of nursing judgment to formulate, implement, and evaluate outcomes for a whole-person plan of care. (Semester 7) (0 theory credits; 0.25 laboratory credits, 2.75 clinical credits)

Prerequisites: NRSB 341, NRSB 351, MATH 215
Corequisites: NRSB 361, NRSB 371, NRSB 381

NRSB 371 Nursing Research  
Introduction to the fundamental concepts necessary to use research methods for evidence-based nursing practice. Emphasis is placed upon the application of research to quality improvement projects. Students work with faculty to conduct quality improvement projects within the clinical environment. (Semester 7) (3 theory credits; 0 laboratory credits, 0 clinical credits)

Prerequisites: NRSB 341, NRSB 351, MATH 215
Corequisites: NRSB 361, NRSA 362, NRSB 381

NRSB 381 Public Health Concepts  
Introduction to the fundamental concepts of public health policy and practice. Emphasis is placed on principles of epidemiology, community assessment, population-focused practice, emergency preparedness, vulnerable populations, and populations in crisis. (Semester 7) (3 theory credits; 0 laboratory credits, 0 clinical credits)

Prerequisites: NRSB 341, NRSB 351, MATH 215
Corequisites: NRSB 361, NRSA 362, NRSB 371
NRSB 401 Theory: Alterations in Adult Health II 4 credits

Assimilates nursing concepts to provide Christian caring within the context of an interdisciplinary environment for multiple patients experiencing acute to complex health alterations. Emphasis is placed on theoretical application of analysis and synthesis of patient data and use of nursing judgment to formulate, implement, and evaluate outcomes for a whole-person plan of care. (Semester 8) (4 theory credits; 0 laboratory credits, 0 clinical credits)

Prerequisites: NRSB 361, NRSB 362, NRSB 371, NRSB 381

Corequisites: NRSB 402, NRSB 411

NRSB 402 Clinical: Alterations in Adult Health II 4 credits

Assimilates nursing concepts to provide Christian caring within the context of an interdisciplinary environment for multiple patients experiencing acute to complex health alterations. Emphasis is placed on clinical application of analysis and synthesis of patient data and use of nursing judgment to formulate, implement, and evaluate outcomes for a whole-person plan of care. (Semester 8) (0 theory credits; 0.25 laboratory credits, 3.75 clinical credits)

Prerequisites: NRSB 361, NRSB 362, NRSB 371, NRSB 381

Corequisites: NRSB 401, NRSB 411

NRSB 411 Essentials of Nursing Leadership, Management, and Informatics 3 credits

Explores the essential principles of leadership and management within the context of Christian caring and the use of informatics in nursing. Emphasis is placed on concepts related to professional goal setting, delegation, conflict management, organizational structure, interdisciplinary healthcare, management of cost effective and evidence-based whole-person care, information technology (IT), and emerging trends in IT. (Semester 9) (3 theory credits; 0 laboratory credits; 0 clinical credits)

Prerequisites: NRSB 361, NRSB 362, NRSB 371, NRSB 381

Corequisites: NRSB 401, NRSB 402

NRSB 421 Theory: Advanced Nursing Concepts 6 credits

Transitions student to the role of a competent, Christian caring entry-level baccalaureate nurse who functions in the interdisciplinary environment. Emphasis is placed on theoretical application concepts that prepare the student for the volume and complexity of patient care and nursing judgment expected of a nursing graduate across the continuum of healthcare. (Semester 9) (6 theory credits; 0 laboratory credits, 0 clinical credits)

Prerequisites: NRSB 401, NRSB 402, NRSB 411

Corequisites: NRSB 422, NRSB 431
NRSB 422 Clinical: Advanced Nursing Concepts  
Transitions student to the role of a competent, Christian caring entry-level baccalaureate nurse who functions in the interdisciplinary environment. Emphasis is placed on clinical application of concepts that prepare the student for the volume and complexity of patient care and nursing judgment expected of a nursing graduate across the continuum of healthcare. (Semester 9) (1 theory credit; 0.46 laboratory credit, 4.54 clinical credits)  
Prerequisites: NRSB 401, NRSB 402, NRSB 411  
Corequisites: NRSB 421, NRSB 431

NRSB 431 NCLEX-RN Success Strategies  
Synthesizes nursing concepts and theory necessary for entry-level practice as a baccalaureate nurse. Emphasis is placed on individual preparation of students prior to graduation for the National Council on Licensure Examination for RNs. (1 theory credit; pass/fail)

Corequisites: NRSB 421, NRSB 422

Note on OTD courses: Only students who are accepted into the Occupational Therapy Doctorate program and in compliance with all OTD policies will be allowed to enroll in OTD courses.

OTD 500 Human Occupations  
This course covers key foundational concepts of the profession of occupational therapy. History of the profession, task analysis, values of profession, key AOTA documents, and the scope of practice (including emerging areas and health and wellness) will be covered in detail and guided by the *Occupational Therapy Practice Framework* (Third Edition).

OTD 501 Occupation Paradigms, Science, and Models  
An introduction to the study of conceptual foundations of occupational therapy practice. Scope of practice and occupation philosophy will be covered through the *Occupational Therapy Practice Framework* (Third Edition). Students will review background information related to theory, critical thinking, and occupational science. Discussion will primarily focus on occupation-based models of practice (MOHO, OA, CMOP, EHP).

OTD 510 Evidence-based Practice I  
This course begins with the foundational concepts for evaluating the quality of evidence and applying evidence to clinical practice including writing clinical questions, searching for evidence, evaluating the evidence, and selecting the best fitting evidence for a client.
OTD 511 Evidence-based Practice II (2 credits)

Building upon concepts of Evidence-based Practice 1, students gain a basic understanding of the application of statistical concepts and procedures used in evidence-based practice. Students develop an understanding of descriptive and inferential statistics for analyzing and interpreting research findings.

OTD 520 Kinesiology 4 credits

Course involves a detailed exploration of human movement from biomechanical, neuromuscular, and anatomical perspectives. It covers principles and methodology of posture, movement analysis, muscle strength testing, and joint range-of-motion testing. Models will be used to facilitate understanding of musculoskeletal anatomy and assessment and how these relate to occupational performance.

OTD 521 Neuroscience 4 credits

A study of the central and peripheral nervous systems of the human body. Major topics included are neuroanatomy, neurophysiology, nervous system development, sensory systems, and motor systems. Laboratory experiences include testing and examination of functions associated with a healthy nervous system, acquired and developmental abnormalities, and injuries.

OTD 530 Dimensions of Therapeutic Relationships (seminar) 1 credit

The focus of course is developing effective relationships for various clinical settings. Emotional intelligence, personal culture, and personality insight/schools of thought will be synthesized to increase student’s self-knowledge. Students will identify approaches from the various areas of self to best match their client needs.

OTD 540 OT Management with Pediatrics 3 credits

This course covers the topics impacting the pediatric OT process beyond assessment and intervention. Students review major trends and issues that impact the standards of occupational therapy practice and service delivery. These include reimbursement and documentation, managed care, legislation, diversity, ethical practice, rural health, health promotion and wellness, emerging areas of practice, service delivery systems, and other current issues.
OTD 550, 551 Pediatric OT Practice I, II 3 credits each

This course prepares student with the knowledge and skills necessary for the OT process in pediatric practice. Using the Occupational Therapy Practice Framework (Third Edition) and frames of reference, students develop skills in evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. Students synthesize knowledge in normal development, human health conditions, assessment tools, theories, models of practice, and frames of reference.

OTD 560 Pediatric Level I Fieldwork 1 credit

Students will integrate curriculum components during a one-week pediatric field experience.

OTD 610 Research I (Proposal) 2 credits

Under the guidance of a faculty member, students work in groups to design a research project to be implemented the following semester. Students develop and submit a research proposal.

OTD 611 Research II (Implementation) 2 credits

Students implement the quantitative or qualitative procedures in their approved research proposal. Students analyze the data and develop meaningful clinical conclusions from the analysis.

OTD 633 OT Practice with Psychosocial Conditions 3 credits

This course prepares student with the knowledge and skills necessary for the OT process in psychosocial and mental health practice. Using the Occupational Therapy Practice Framework (Third Edition) and frames of reference, students develop skills in evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. Students synthesize knowledge in normal development, human health conditions, assessment tools, theories, models of practice, and frames of reference. The course explores the use of individual and group interventions and examines current evidence for mental healthcare within community and healthcare settings. Students analyze the occupational impact of mental illness for the individual, various cultures, and society.

OTD 633L OT Practice with Adult Psychosocial Conditions Lab experience (Group) 1 credit

Students develop group leadership abilities through engaging in the group process.
OTD 640 OT Management with Adults 3 credits

Course covers the topics impacting the OT process beyond assessment and intervention. Students review major trends and issues that impact occupational therapy practice and service delivery. These include reimbursement and documentation, managed care, legislation, diversity, ethical practice, rural health, health promotion and wellness, emerging areas of practice, service delivery systems, and other current issues.

OTD 650 OT Practice with Adult Orthopedic Conditions 3 credits

Course prepares student with the knowledge and skills necessary for the OT process in adult medical/orthopedic practice. Using the Occupational Therapy Practice Framework (Third Edition) and frames of reference, students develop skills in evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. Students synthesize knowledge in normal development, human health conditions, assessment tools, theories, models of practice, and frames of reference.

OTD 651 OT Practice with PAMS/Orthotics 2 credits

Course provides students with the theory and technical skills of commonly used physical agent modalities and upper extremity splints/orthotics as they relate to various clinical conditions. Students also learn the physical and biophysical changes that occur with the application of thermal and electrical agents. Students use clinical reasoning to select and apply the appropriate modalities for client conditions. They critically analyze clinical conditions to design and fabricate splints or other orthotics to attain intervention goals.

OTD 652 Assistive Technology for Occupational Engagement 2 credits

Course includes the design and use of assistive technologies, adaptations, and environmental modifications to enhance performance, safety, and independence. Learning experiences include the client and family in the assessment, design, selection, and use of technologies, adaptations, and modifications. Content includes fabrication of technologies and adaptations. Students analyze communities and practice settings for accessibility, needed modifications, and compliance with legal requirements.

OTD 660 Adult Psychosocial Level I Fieldwork 1 credit

Students integrate curriculum components focusing on the importance of the role of addressing psychosocial needs during occupational therapy intervention with adult populations during a one-week fieldwork experience.
OTD 690 Evidence-based Practice Application and Exam I 1 credit

Students synthesize curriculum content through an evidence-based practice case application. They apply knowledge through problem-based learning, including video cases, written cases, and live client interaction. Students synthesize clinical reasoning; application of frames of reference and models of practice; and technical knowledge. The course culminates in a comprehensive examination.

OTD 710 Research III (Dissemination) 2 credits

Students prepare their research project for dissemination in written, poster, and oral forms. The written form will be submitted to the College Library and a research journal. The poster form will be submitted for local, regional, or national presentation. The oral form will be presented at the College's annual research colloquium.

OTD 730 Professional Preparation for Clinical Practice (Level II Fieldwork Preparation) 1 credit

Course assists students in successful transition from a classroom role to clinical settings. Course consists of developing professional behaviors, self-evaluation, professional goal achievement, effective professional relationship navigation, and other topics as needed. They also review policies and procedures for Level II fieldwork. Students initiate the written plan for structuring and implementing the doctoral experience and capstone project.

OTD 740 Organizational Leadership (seminar) 2 credits

Course reviews leadership, business, and occupational therapy concepts used in occupational therapy practice and in business/government leadership.

OTD 750 OT Practice with Adult Medical Conditions 3 credits

Provides students with the knowledge and skills necessary for the OT process for adult clients with medical conditions. Using the Occupational Therapy Practice Framework (Third Edition) and frames of reference, students develop skills in evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. Students synthesize knowledge in normal development, human health conditions, assessment tools, theories, models of practice, and frames of reference.
OTD 751 OT Practice with Adult Neurological Conditions 6 credits

Provides students with the knowledge and skills necessary for the OT process for clients with neurological conditions. Using the *Occupational Therapy Practice Framework* (Third Edition) and frames of reference, students develop skills in evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. Students synthesize knowledge in neurobehavioral science, human health conditions, assessment tools, theories, models of practice, and frames of reference into the OT process.

OTD 760 Level II Fieldwork A 6 credits

Part of the culminating fieldwork in occupational therapy process including evaluation, intervention, and outcomes with differing populations and service delivery models.

OTD 761 Level II Fieldwork B 6 credits

Part of the culminating fieldwork in occupational therapy process including evaluation, intervention, and outcomes with differing populations and service delivery models.

OTD 790 Evidence-based Practice Application and Exam II 1 credit

Students synthesize curriculum content through an evidence-based practice case application. They apply their knowledge of problem-based learning, including video cases, written cases, and live client interaction. They synthesize clinical reasoning, technical knowledge, and application of frames of references and models of practice. The course culminates in a comprehensive examination.

OTD 800 Advocacy and Occupational Justice (seminar) 2 credits

Students review advocacy and occupational justice in the realm of the human need for occupational engagement. They analyze cases of occupational injustice, including occupational deprivation and occupational inequality, focusing on the role of the occupational therapist as advocate.

OTD 810 Doctoral Experience 8 credits

This 16-week experience takes place after students complete Level II fieldwork and comprehensive exams. Individual experiences focus on clinical practice skills, research, administration, leadership, program and policy development, advocacy, education, or theory development. Students present their project outcomes in a platform presentation.
OTD 830 Transformation to Practitioner (seminar) 2 credits

This final course provides a venue for integrating learning experiences and preparing for independent practice. Student-presented complex case story discussion will require analysis, synthesis, and evaluation of occupation-based and evidence-based methodology. Course also covers skills for the NBCOT exam.

OTD 840 OT Service Management I (seminar) 1 credit

Course covers topics students encounter in Level II fieldwork that impact the OT process beyond assessment and intervention. Topics may include client and profession advocacy, reimbursement and documentation, managed care, legislation, diversity, ethical practice, rural health, health promotion and wellness, emerging areas of practice, service delivery systems, and other current issues. Students reflect on their current plan for the doctoral experience and capstone project, initiating and implementing changes based on feedback from their faculty advisor, clinical mentor, and/or doctoral experience coordinator.

OTD 841 OT Service Management II (seminar) 1 credit

Course covers topics students encounter in Level II fieldwork that impact the OT process beyond assessment and intervention. Topics may include client and profession advocacy, reimbursement and documentation, managed care, legislation, diversity, ethical practice, rural health, health promotion and wellness, emerging areas of practice, service delivery systems, and other current issues. Students finalize changes to the written plans/documents needed for successful implementation of the doctoral experience and capstone project based on feedback from their faculty advisor, clinical mentor, and/or doctoral experience coordinator.

OTD 890 Comprehensive Exam III 1 credit

Prior to the doctoral experience, students must pass a comprehensive exam to prove competency in all areas of occupational therapy practice.

PEAC 150 Fitness Walking 1 credit

Educates and motivates students to adopt fitness walking as a part of a healthy lifestyle.

PEAC 132, 133 Cycling I, II 1 credit each

Creates an interest in cycling as a means to building and maintaining a strong fitness program emphasizing cardiovascular fitness.
PEAC 145, 146 Fitness I, II  
1 credit each

Increases understanding and appreciation of the values of physical education through selected strength, cardiovascular, and flexibility activities.

PEAC 161 Golf  
1 credit

Basic techniques, rules, and etiquette of golf. Additional cost for greens fees.

PEAC 174, 175 Weight Training and Conditioning I, II  
1 credit each

Body development and cardiovascular activities for men and women. Individual weightlifting and cardiovascular programs are developed. May be repeated for credit.

PEAC 178 Wellness  
1 credit

Gives students the knowledge and skills needed to develop a wellness lifestyle. Includes the development of a coordinated and integrated living pattern involving the six dimensions: physical, intellectual, emotional, social, spiritual, and occupational. All six dimensions are explored with an emphasis on the physical.

Note: Students are encouraged to take this course before other PEAC courses.

PEAC 185  
1 credit

Used for transfer credit only. This course number is used for physical education electives that are transferable but are not content-equivalent to a Kettering College course.

PHAS 500 Introduction to the PA Profession  
1 credit

Traces the history, development, and current status of the physician assistant profession. Students explore the role of the physician assistant as part of the healthcare team. Students research and investigate state and national legislation that governs the profession.

PHAS 501 Basics of Pharmacology  
1 credit

An introduction to important basic pharmacology concepts necessary for an understanding of clinical pharmacology. Includes concepts ranging from pharmacokinetics and pharmacodynamics to receptor physiology. It is intended to allow students to understand the pathophysiologic basis for selection of pharmacotherapeutic agents in disease states.

PHAS 502 Patient Interviewing and Documentation  
2 credits

Introduces basic interviewing and history-taking skills. Students learn the basics of medical documentation techniques, including introduction to electronic medical record systems and medical terminology.
PHAS 508 Evidence-Based Medicine

Explores the philosophy and literature of evidence-based practice that is relevant to the role of the Physician Assistant.

Clinical Medicine Modules

The Clinical Medicine Modules (CMM) are an integrated, systems-based approach to learning medicine by organ systems in a non-compartmentalized manner. This curriculum has been adapted with guidance and permission from the Pacific University PA program, Hillsboro, Ore. Core modular components pertinent to each system include:

- Study of human anatomy
- Pathophysiology of disease states
- History and Physical examination skills
- Diagnostic studies
- Medical procedures
- Pharmacology

Clinical Medicine topics include acute and chronic disease presentations, surgical, geriatric, and pediatric presentations.

PHAS 512 CMM Dermatology

An integrated, systems-based approach to dermatology.

PHAS 516 CMM ENT

An integrated, systems-based approach to ophthalmology and otolaryngology.

PHAS 517 CMM Cardiovascular Medicine

An integrated, systems-based approach to the cardiovascular system: includes ECG interpretation.

PHAS 518 CMM Pulmonology

An integrated, systems-based approach to pulmonary medicine.

PHAS 522 CMM Endocrinology

An integrated, systems-based approach to endocrinology.

PHAS 526 CMM Gastroenterology

An integrated, systems-based approach gastroenterology.

PHAS 529 CMM Nephrology

An integrated, systems-based approach to nephrology medicine.
PHAS 531 Introduction to Pathophysiology  2 credits

An introduction to the altered physiologic functioning of various human body systems in disease states.

PHAS 551 Behavioral Medicine  2 credits

Helps develop the necessary skills, knowledge, and sensitivity to intervene effectively for a variety of psychiatric, emotional, and social concerns presented by patients on a daily basis. Students gain skills in the evaluation, diagnosis, and management of patients with a variety of mental illnesses.

PHAS 553 Clinical Genetics  2 credits

Emphasizes clinical rather than traditional human genetics and is a vital resource for healthcare professionals. Stresses anticipation of disease based on individual characteristics or a family history and providing the necessary measures to forestall further complications.

PHAS 561 Pediatrics  2 credits

Introduction to common disorders of the pediatric population addressing clinical presentation, etiology, and diagnostic procedures, and management. Includes appropriate physical examination techniques for the pediatric patient.

PHAS 562 Women’s Health  2 credits

Explores healthcare issues unique to women throughout the life span, including adolescent development, menstruation, breast health, pregnancy management, and menopause.

PHAS 566 CMM Surgical and Emergency Care  3 credits

An integrated, systems-based approach to surgical and emergency care. Surgical skills include IVs, suturing, sterile technique, scrubbing, gowing, and gloving techniques. Emergency skills include airway management and vascular access, ACLS, and BDLS.

PHAS 567 Integration of Clinical Medicine Seminar  1 credit

Integrates knowledge learned in prior didactic courses to prepare the student to care for the patient with multiple medical and surgical conditions. This course will be taught in a case–based format to facilitate the student’s ability to synthesize and assimilate didactic knowledge into direct patient care.

PHAS 570 CMM Hematology, Oncology  2 credits

An integrated, systems-based approach to hematology and oncology.

PHAS 571 CMM Infectious Disease  2 credits

An integrated, systems-based approach infectious disease.
PHAS 572 CMM Musculoskeletal Medicine 6 credits
An integrated, systems-based approach to orthopedics and rheumatology.

PHAS 573 CMM Neurology 5 credits
An integrated, systems-based approach to neurology.

PHAS 574 Women's Health 3 credits
Explores healthcare issues unique to women throughout the life span, including adolescent development, menstruation, breast health, pregnancy management, and menopause.

PHAS 595 Independent Study 1 credit
Intended for those students enrolled in the physician assistant program for whom, in special circumstances, additional work is recommended.
Prerequisite: Permission of the physician assistant program director

PHAS 600 Professional Development Seminar 1 credit
Explores factors affecting role socialization as a physician assistant, with an emphasis on standards of quality assurance, the credentialing of continued competence, and policies governing the regulation of clinical responsibilities. Emphasizes the skills needed for successful resume development, contract negotiations, and ethical standards of behavior.

PHAS 615 Objective Structured Clinical Examination 1 credit
Objective evaluation of history taking and physical examination skills and ability to form a differential diagnosis, assessment, and treatment plan. Culminates in assessing multiple cases using a standardized patient.

PHAS 631 Health Policy and PA Professional Practice 1 credit
Explores various professional topics that affect practicing physician assistants including laws and regulations that govern practice and current practice trends. This course also includes health policy and public health topics in healthcare and issues of coordination and quality of care, patient-centered medical homes, cost effectiveness, and access to healthcare across diverse populations.

PHAS 637 Capstone Prep I 1 credit
Students are asked to synthesize work experiences and assessment examinations for each clinical rotation as well as perform preparatory work for national board examination.
PHAS 638 Capstone Prep II  
1 credit

Students are asked to synthesize work experiences and assessment examinations for each clinical rotation as well as perform preparatory work for national board examination.

Prerequisite: PHAS 637 Capstone Prep I

PHAS 641 Capstone Project  
1 credit

The opportunity to present results of individual capstone projects, to synthesize previous study and work experiences, and to demonstrate an understanding of the program and profession’s outcomes.

Prerequisites: PHAS 637 and PHAS 638 Capstone Prep I and II

PHAS 642-649 Clinical rotations  
3 credits each

Clinical experience education (40 weeks): The clinical phase of the physician assistant program. Each student must progress through eight rotations (below). Each student must also complete two elective rotations. The clinical education is taught by physicians and physician assistants. Each student is evaluated by the preceptor for the designated rotation. Students return to KC for testing and didactic and clinical skill workshops.

**Adult Medicine I and II:** Required rotations that emphasize pathophysiology, evaluation, diagnosis, and management of systemic and chronic diseases and conditions found in the clinical practice of internal medicine in both inpatient and outpatient settings. Inclusion of proper data collection through history and physical examination, formulation of accurate problem lists, accurate investigation, and treatment plans. Emphasis is on geriatric patients and complex patients with chronic and co-morbid conditions.

**Family Medicine:** Required rotation emphasizing the pathophysiology, evaluation, diagnosis, and management of systemic diseases and conditions unique to the clinical practice of family medicine. Inclusion of proper data collection through history and physical examination, formulation of accurate problem lists, accurate investigation, and treatment plans.

**Surgery:** Required rotation providing an orientation to patients of various ages with surgically manageable disease. The emphases of the learning experiences are the preoperative evaluation and preparation of patients for surgery; assistance during the intra-operative period to develop an understanding of team member roles and operative procedures; and the care of surgical wounds and post-operative complications.
**Behavioral Medicine:** Required rotation designed to provide an understanding of the behavioral components of health, disease, and disability. Exposure to patients with a variety of emotional illnesses and disabilities is used to develop informed history taking and mental status examination skills; ability to recognize and categorize psychiatric disturbances; and techniques of early intervention and psychiatric referral.

**Pediatrics:** Required rotation emphasizing care of the child from birth through adolescence. Focus of the learning experience is on the recognition and management of common childhood illnesses; assessment of variations of normal growth and development; and the counseling of parents regarding immunizations, preventative healthcare visits, growth and development, nutrition and common psychosocial problems. Teaching rounds and lectures introduce concepts of developmental disabilities and chronic care.

**Women’s Health:** Required rotation that provides exposure to the spectrum of problems and issues associated with women’s healthcare. Learning experiences emphasize family planning and birth control; recognition and treatment of sexually transmitted disease; cancer detections; deliveries; and the evaluation of common gynecological problems. An exposure to the surgical management of gynecological problems is also provided.

**Emergency Medicine:** Required rotation providing an in-depth exposure to the illnesses and injuries sustained by children and adults that necessitate emergency care. The educational experiences emphasize the focusing of interview and examination skills and performing of techniques and procedures essential to the proper management of life-threatening illness and injury. Ventilatory assistance, cardiopulmonary resuscitation, fluid and electrolyte replacement, and acid-base balance are also stressed.

**Electives:** Two approved rotations selected by the student.

**PHYS 131 Survey of Physics**  
4 credits

Lectures and demonstrations covering mechanics, fluids, heat, sound, light, electricity, and atomic physics. Emphasis is on understanding natural phenomena with medical applications. Laboratory.  
Prerequisite/corequisite: MATH 105

**PHYS 141 General Physics I**  
4 credits

Fundamental physics of mechanics and thermodynamics: kinematics, dynamics, gravity, work, energy, momentum, circular and rotational motion, fluids, kinetic theory, heat, and the laws of thermodynamics. Three hours of lecture and three hours of laboratory/recitation weekly.  
Prerequisite/corequisite: MATH 165
PHYS 152 General Physics II 4 credits

Fundamental physics of electromagnetism, optics, and modern physics: electric fields and currents, magnetic fields and induction, electromagnetic spectrum, light and optics, relativity, quantum theory, radioactivity, and elementary particles. Three hours of lecture and three hours of laboratory/recitation weekly.

Prerequisite/corequisite: MATH 165

PSYC 112 General Psychology 3 credits

An introduction to the field of psychology. Addresses principles and concepts basic to the following aspects of the science of behavior and mental processes: biological basis of behavior; sensation and perception; learning and thinking; emotions; motivation; personality; stress and adjustment; psychological disorders and their treatment; life span development; and social psychology.

PSYC 138 Human Growth and Development 3 credits

An introduction to the processes of human development through the study of selected sequential changes occurring during the entire life span from conception through late adulthood, including death and dying. This course meets the standards for a required course in life span development.

Prerequisite: PSYC 112

PSYC 195 Independent Study in Psychology 1-3 credits

Primarily for transfer students whose previous coursework does not meet content or credit equivalency. Other extenuating circumstances may also require the use of an independent study. A student must submit the independent study request form, available from the records office, before an independent study is granted. Permission is given on an individual basis.

PSYC 210 Social Psychology 3 credits

A study of the impact of the social environment on individuals. Focus on principles and concepts of research in social psychology; social perception; social beliefs and attitudes; social learning and cognition; social influence; aggression; intimacy; obedience; social power; working in groups; prosocial behavior; aggression; group behavior; and environmental social psychology.
**PSYC 220 Organizational Psychology**  
3 credits  
An introduction to the theories and practices of psychology and sociology in the working environment, including social psychology, human resource management, organizational science, and human factors engineering. Specific topics include research methods; motivation and satisfaction; personal and group decision making; organizational development; leadership; workplace influences; employee selection and training; work-related stress; performance appraisal systems; and organizational improvement.

**PSYC 230 Abnormal Psychology**  
3 credits  
This course provides an introduction to the field of abnormal psychology to include historical, social, and cultural contexts of abnormality. Studies will focus on major disorders, etiologies, symptoms, diagnosis, preferred treatment strategies, and classification in accordance with the Diagnostic and Statistical Manual of Mental Disorders (DSM). Course also covers past and current research of mental disorders.

Prerequisite: PSYC 112 with a minimum grade of C

**PSYC 295 Independent Study in Human Growth and Development**  
1-3 credits  
Primarily for transfer students whose previous coursework does not meet content or credit equivalency. Other extenuating circumstances may also require the use of an independent study. A student must submit the independent study request form, available from the records office, before an independent study is granted. Permission is given on an individual basis.

**PSYC 330 Principles of Teaching and Learning**  
3 credits  
An exploration of learning theory and the process of teaching in a variety of settings. Includes an overview of learning theories, learner assessment, and practice in formulating, implementing, and evaluating teaching plans. Opportunity is given for students to explore ways to incorporate continued learning as an essential element of their professional growth.

Prerequisite: A lower-level PSYC course
RELB 101 Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ 3 credits

This course presents the definitive convictions of the Adventist Christian perspective on healthcare that inspired the creation of Kettering Medical Center and Kettering College. Students explore scriptural and theological writings especially suited to engendering understanding of Adventist healthcare as an extension of the Gospel and the healing ministry of Christ. Particular attention is given to concepts of God, salvation, healing and health, the nature of human being and community, and the dynamics of suffering. As Kettering College’s institutional history and outcomes are captured with the motto “Following Christ, Serving Others,” all students are expected to take this course before any other religion course.

RELB 112 Introduction to Christianity 3 credits

An introduction to Christianity: its backgrounds, origins, essentials, history, and forms. Designed for the student who knows little or nothing about Christianity, it can be illuminating for students who consider themselves familiar with Christianity since it views Christianity from a new and fresh perspective.

RELB 113 Introduction to the Bible 3 credits

An exploration of Christian scripture: what it is, where it came from, how it was created, what it is for, what it has meant over the centuries, and what it means today.

RELB 128 Biblical Growth 3 credits

An exploration of the dynamics and concepts of biblical spiritual growth and formation, with an emphasis on Christian disciplines such as prayer, meditation, and service. A major component of this learning experience is small-group work, group discussions, and presentations.

RELB 185

This course is for transfer credit and is used for religion electives that are transferable but are not content-equivalent to a Kettering College course.

RELB 200 Reflections on the Psalms 3 credits

An exploration of the spiritual power and value of the Psalms. Students explore what the Psalms communicate about God, prayer, praise, worship, and the trials and triumphs of the life of faith.
REL 201 The Parables of Jesus 3 credits
An exploration of many of the parables of Jesus. The emphasis is on what the parables meant to their original hearers and what the parables mean to us as hearers. Interpretation of the parables is consistent with the larger message of Jesus regarding the Gospel, God, and the kingdom, but seeks the personal meaning in the parables for those of us who encounter them today.

REL 202 Life and Teachings of Jesus 3 credits
A survey of the life and ministry of Jesus Christ to gain an understanding of the challenges and possibilities of discipleship and the witness of the Christian church regarding Jesus.

RELX 220 Selected Topics in Religion 3 credits
Topics may include specific biblical topics, theological issues, and other religious studies.

REL 221 Victors, Victims, and Virgins: Great Women of the Bible 3 credits
An in-depth review and critical examination of the biblical narratives of a number of extraordinary women from the bible (Old Testament). We will explore such questions as: Who were they? What role did they play in history? What lives did they touch? What legacy have they left? How important were they to God? What was the result of God in their lives?

REL 295 Independent Study in Religion 1-2 credits
Primarily for transfer students whose previous coursework does not meet content or credit equivalency. Other extenuating circumstances may also require the use of an independent study. A student must submit the appropriate documentation, in accordance to academic policy for independent study, before an independent study is granted. Permission is given on an individual basis.

REL 336 Paul and His Epistles 3 credits
An exploration of the life and letters of the man known as “Paul, the Apostle.” While Jesus “created” Christianity by his life, teachings, death, and resurrection, Paul also “created” Christianity by his tireless efforts over some 30 years to proclaim it, distribute it, defend it, explain it, live it, teach it, and die for it. By examining what Paul left behind in his letters, students seek to understand what he understood Christianity to be — and why he was willing to give his life for it.

REL 210 Character and Ethics 3 credits
An examination of character and ethics from Western philosophical and theological traditions. The interplay of persons and principles forms the focus of inquiry. What makes a person good? What makes an action right? How are the preceding questions and their answers related to one another?
RELP 254 Morality and Medicine: Christian Perspective on Bioethical Issues  
A general review of ethical challenges that arise in healthcare. The analysis of the issues and the range of contemporary responses to those issues are set in the context of the Christian tradition. Course materials emphasize moral discernment, rigorous argument, and conceptual resources for sustaining morality in medicine.

RELP 303 Body, Mind, and Soul  
An examination of the various understandings of what it means to be a body that has a mind and/or a soul, and of some real-world consequences of holding various views. Students develop practical applications that link the intellectual positions they adopt with their professional and personal lives.

RELP 306 Spiritual Dimensions of Death and Dying  
A study of the process of dying from psychological, emotional, intellectual, and spiritual perspectives informed by biblical teachings about death and dying. The intent is to equip future healthcare workers with information, perspective, and skills necessary to be helpful to others who are approaching their own death and to minister to those who love them and are suffering in their own ways. Course uses case studies, role playing, readings, lectures, class discussion, and field interactions with patients or family members.

RELP 316 Spirituality in Healing and Health Care  
Students investigate, experience and develop their own understanding of the body-mind-spirit relationship and explore various approaches to healing, the role of caregivers in the healing process, and the role of spirituality in healing and healthcare. Emphasizes the student’s own development of ideas for integrating spirituality in the delivery of healthcare.

RELP 330 Christian Social Ethics  
This course explores Christian responsibility to society. It uses the bible’s social vision to consider how to address the needs and well-being of communities. Emphasis is on the availability and quality of healthcare.

RELP 507 Clinical Ethics I  
The first part of this course orients students to the historical concepts and essential current literature in clinical ethics. We will explore ethical theory, methods of moral reasoning, codes of ethics, and a Christian orientation to altruistic service in healthcare.
REL 508 Clinical Ethics II 
1 credit

Case study methods shape the second stage of this course sequence as we analyze practical matters of faith and the diversity in the lives of our patients. Applying specific codes of ethics with standard, clinical moral decision-making methods take up the majority of our time in this course.

REL 615 Applied Spiritual Care 
2 credits

This interdisciplinary course prepares students to integrate spiritual care in the design and practice of healthcare delivery. Considering the culture, history, and individual needs of recipients of healthcare, students will apply concepts from biblically based healing ministry models and multi-faith leadership frameworks to develop spiritual care plans. This will involve learning story-listening and self-reflection skills as students develop capacities for collaboration and understanding the roles and responsibilities of each participant providing spiritual support to patients in healthcare settings. Students will reflect on actual and simulated healthcare “case stories” to hone wise approaches to using health care and community resources to promote healing interactions among all participants in caregiving practices centered on patients with diverse spiritual needs.

REL 300 Christian Beliefs 
3 credits

An examination of the central teachings of the Christian church that give expression to the faith of the followers of Jesus Christ. Students explore what it means to be a Christian and what being a Christian means for everyday life. Particular attention is devoted to what students can hope for and the opportunity for freedom through faith.

REL 305 World Religions for Health Care Professionals 
3 credits

A survey of the major religions of the world; introduces the basic teachings, rituals, and historical developments of each religion. Emphasizes concepts of healing, the role of faith in illness from the perspectives of patients and practitioners. Students learn how to apply their knowledge of world religions to clinical settings.

RELX 320 Topics in Religion 
3 credits

An exploration of various topics such as grace and freedom; love and justice; God and human suffering; desire, happiness and God; and faith and art.
RELP 516 Christian Service and Human Flourishing  
2 credits

An exploration of the role of Christian service in the field of healthcare and in the experience of healing. The course will enable students to investigate, experience, and develop their own understanding of the integrated body-mind-spirit relationship as Seventh-day Adventists and other Christians have held through the years. Students will explore various approaches to healing, the role of caregivers in the healing process, and evidence for the role of spirituality in healing and healthcare. The course will emphasize the student’s own development of ideas for integrating spirituality in the delivery of healthcare.

RELP 511 Bioethics from Occupational Therapy and Christian Perspectives  
3 credits

An analysis of the clinical ethical issues in OT and the range of contemporary responses to those issues set in the context of Christian and Adventist Christian convictions. Professional values and the OT code of ethics will both inform and invigorate action. A case-based approach blended with philosophical and theological materials will emphasize moral discernment, rigorous argument, and conceptual resources for sustaining morality in medicine.

RELP 512 Desire, Happiness, and God  
3 credits

The Declaration of Independence asserts that the pursuit of happiness is an inalienable right. Augustine observed that our hearts are made for God and are restless until they find their rest in God. This course reflects on paths to human flourishing. Using literary, theological, and philosophical writings, students will analyze the dynamics of desire, happiness, human dependency, and need for meaning as these relate to God.

RESA 310 Cardiopulmonary Assessment  
3 credits

In-depth knowledge of physical examination and diagnostic techniques for comprehensive evaluation of the cardiopulmonary system. Focuses on methods of assessing the patient’s current status and response to therapy.

Prerequisite: RRT credential

RESA 311 Advanced Practice in Neonatal/Pediatric Respiratory Care  
3 credits

Pathologies associated with congenital malformations of the newborn. Students develop an understanding of surgical interventions and the implications for the respiratory care management of patients before, during, and after surgery. Topics include patient assessments and managing invasive and noninvasive mechanical ventilation; high-frequency oscillatory ventilation; medical gas administration; and extra-corporeal membrane oxygenation.

Prerequisite: RRT credential
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>RESA 320</td>
<td>Cardiopulmonary Monitoring</td>
<td>3</td>
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<td></td>
<td>In-depth methods of monitoring the cardiopulmonary status of the patient. Focus is on methods of assessing the patient’s current status and response to therapy. The course focuses on non-invasive and invasive methods of assessing patients’ current hemodynamic and pulmonary status as well as response to therapy in the acute care and critical care settings.</td>
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<td>Prerequisite: RRT credential</td>
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<tr>
<td>RESA 321</td>
<td>Pediatric Respiratory Care Case Management</td>
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<td></td>
<td>Study of the pathophysiology, clinical findings, and management of pediatric patients with various clinical disorders. Using the case-based approach to learning, students develop respiratory care plans for the management of pediatric patients in medical and pulmonary rehabilitation units suffering from pulmonary and non-pulmonary disorders.</td>
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<td>Prerequisite: RRT credential</td>
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<tr>
<td>RESA 330</td>
<td>Advanced Topics in Respiratory Care</td>
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<td>An in-depth explanation of a topic of interest to the advanced-level practitioner. A different topic is covered each semester including but not limited to mechanical ventilation, delivery of respiratory care at alternate sites, pulmonary function testing, and professional issues. The course may be repeated for credit: specific topics may not be repeated.</td>
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<td>Prerequisite: RRT credential</td>
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<tr>
<td>RESA 495</td>
<td>Independent Study</td>
<td>1-3</td>
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<td>An individualized program of independent study, clinical activity, research, or reading, jointly designed by a third- or fourth-year respiratory care student and an instructor with the approval of the program chairperson.</td>
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<td>Prerequisite: RRT credential</td>
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<tr>
<td>RESB 100</td>
<td>Survey of Respiratory Care</td>
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<td>A study of the history and scope of the respiratory care profession as well as legal, professional, and ethical practice. General orientation to the healthcare environment including HIPPA, infection control, and safety education will be included. Students are expected to complete the American Heart Association BLS provider training.</td>
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**RESB 110 Integrated Respiratory Care Sciences**  
2 credits

A survey of physics, chemistry, and microbiology as applied to respiratory care clinical practice. Concepts regarding states of matter, mass, weight, density, basic electrical theory, light waves, fluid physics, gas laws, surface tension, thermodynamics, acid-base balance, classification of microorganisms, staining methods, specimen collection, culturing, human-microbe interactions, human defense mechanisms, control of microbial growth, sterilization and disinfection, antimicrobials, and microbial pathogens is discussed.

**RESB 205 Cardiopulmonary Anatomy and Physiology**  
3 credits

A study of the gross and microscopic anatomy and physiology of the respiratory, circulatory, and renal systems. Covers the normal mechanisms and control of ventilation, diffusion of pulmonary gases, pulmonary function measurements, oxygen and carbon dioxide transport, ventilation-perfusion relationships, fetal development of the cardiopulmonary systems, electrophysiology, hemodynamic measurements, renal failure, and sleep physiology.

**RESB 305 Respiratory Care Protocols I**  
3 credits

Direct application of theory, operation, and delivery of respiratory care treatment protocols. Laboratory experience includes a hands-on approach to management and troubleshooting of respiratory care equipment. Patient care simulations are used to practice the respiratory care protocols of oxygen therapy, aerosol and humidity therapy, medical gases, and hyperbaric oxygen therapy.

**RESB 306 Clinical 1 Respiratory Protocols**  
1-3 credits

16 hours of clinical experience per week performing patient assessments, aerosol and humidity therapy, and medical gas administration in the acute and sub-acute healthcare settings. Students will also observe hyperbaric oxygen therapy in the clinical setting.

**RESB 310 Cardiopulmonary Assessment**  
3 credit

In-depth knowledge of physical examination and diagnostic techniques for comprehensive evaluation of the cardiopulmonary system. This course focuses on methods of assessing the patient's current status and response to therapy. The application of patient history, diagnostic laboratory results, and physical examination findings in selecting appropriate respiratory care protocols is discussed and practiced.

**RESB 311 Cardiopulmonary Pathology**  
3 credits

A study of the etiology, pathophysiology, clinical findings, and management of patients with various cardiac and pulmonary disorders. Students apply basic respiratory care protocols to cardiac and pulmonary disease management using clinical case studies.
RESB 315 Respiratory Care Protocol II  
3 credits

Direct application of theory, operation, and delivery of respiratory care treatment protocols. Laboratory experience includes a hands-on approach to management and troubleshooting of respiratory care equipment. Patient care simulations are used to practice the respiratory care protocols of bronchial hygiene (including tracheal suctioning and airway clearance), aerosol medication delivery, tracheostomy care, and volume expansion therapy.

RESB 316 Clinical 2 Respiratory Protocols  
2 credits

16 hours of clinical experience per week performing patient assessments, tracheostomy care, aerosolized medication, volume expansion, and bronchial therapies, as well as noninvasive positive pressure ventilation in the acute and sub-acute healthcare settings.

RESB 320 Cardiopulmonary Monitoring  
3 credits

In-depth methods of monitoring the cardiopulmonary status of the patient. Focus is on methods of assessing the patient’s current status and response to therapy especially in the critical care and emergency room settings. Monitoring equipment is demonstrated and application of equipment is practiced using simulations. The course focuses on non-invasive and invasive methods of assessing the patients’ current hemodynamic and pulmonary status as well as response to therapy in the acute care and critical care settings.

RESB 325 Introduction to Critical Care  
3 credits

Direct application of theory, operation, and delivery of mechanical ventilation including the placement of advanced airways. Laboratory experience includes a hands-on approach to endotracheal intubation, resuscitation equipment, and the selection, initial set-up, management, and assessment of mechanical ventilators.

RESB 326 Clinical 3 Diagnostics and Critical Care  
2 credits

16 hours of clinical experience per week performing pulmonary function testing in the acute care setting as well as ventilator initiation and patient-ventilator assessments in the critical care and sub-acute care settings.

RESB 330 Cardiopulmonary Pharmacology  
3 credits

Principles of general pharmacology, drug action, and dosage calculation. Includes indications, side effects, hazards, and mechanism of action regarding drugs used to treat the respiratory and cardiovascular systems. Case based application of bronchodilator, mucus controlling, surfactant, corticosteroid, non-steroidal antiasthma, aerosolized anti-infective, antimicrobial, neuromuscular, sedative, narcotic, diuretic, and cardiovascular agents are discussed.
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<tr>
<td>RESB 335</td>
<td>Pulmonary Diagnostics</td>
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<tr>
<td></td>
<td>A study of basic pulmonary function testing and equipment including arterial puncture and ABG analysis, spirometry, diffusion capacity, thoracic gas volume, exercise stress testing, and polysomnography.</td>
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<tr>
<td>RESB 345</td>
<td>Pediatric Respiratory Care Case Management</td>
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<td></td>
<td>Study of pediatric cardiopulmonary assessment as well as the pathophysiology, clinical findings, and management of pediatric patients with various clinical disorders. Using the case-based approach to learning, students develop respiratory care plans for the management of pediatric patients in medical and pulmonary rehabilitation units suffering from pulmonary and non-pulmonary disorders. Topics include cystic fibrosis, asthma, bronchitis, bronchiolitis, croup, epiglottitis, and trauma. Students are expected to complete the American Heart Association PALS provider training.</td>
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<tr>
<td>RESB 405</td>
<td>Critical Care Case Management</td>
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<td>Direct application and advanced practice in the delivery and assessment of mechanical ventilation in the critical care setting. Laboratory experience provides a hands-on approach to ventilator management including advanced modes of ventilation and use of ventilator graphics to assess patient response to therapy, ventilator weaning, and extubation. Students are expected to complete the American Heart Association ACLS provider training.</td>
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<tr>
<td>RESB 406</td>
<td>Clinical 4 Respiratory Critical Care</td>
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<td>16 hours of clinical experience per week performing ventilator initiation, patient-ventilator assessments, care of the ventilator patient, ventilator weaning, ventilator troubleshooting in the critical care and sub-acute care settings, and endotracheal intubation in the operating room. Clinical rotations include pediatric intensive care units. Students develop and present a patient case study.</td>
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<tr>
<td>RESB 410</td>
<td>Outpatient Respiratory Care Services</td>
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<td>Study of the application of respiratory care protocols and use of equipment related to assisting the respiratory care patient in the outpatient settings. Special emphasis is placed on home care equipment, rehabilitation services, smoking cessation techniques, breathing techniques, patient education, case management, and disaster planning.</td>
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</table>
RESB 415 Advanced Practice in Neonatal Respiratory Care  
3 credits
Pathologies associated with congenital malformation of the newborn. Students develop an understanding of surgical interventions and the implications for the respiratory care management of patients before, during, and after surgery. Laboratory experience includes neonatal assessment, managing invasive and noninvasive mechanical ventilation, high-frequency oscillatory ventilation, medical gas administration, and bubble CPAP. Students are expected to complete the American Heart Association NRP provider training.

RESB 416 Clinical 5 Advanced Critical Care  
2 credits
16 hours of clinical experience per week: ventilator initiation; patient-ventilator assessments; ventilator patient care; weaning; and troubleshooting (critical care and sub-acute care settings). Rotations include neonatal intensive care. Students will complete and present a patient case study.

RESB 420 Respiratory Care Capstone  
2 credits
A study of professional topics as they relate to respiratory care. Emphasis on therapist-patient relations, ethical issues, cultural competence, and professionalism. Students will prepare a resume and practice interviewing. Directed study assists in preparation for the NBRC credentialing examinations. Students are expected to obtain their limited permit from the Ohio Respiratory Care Board.

RESB 426 Respiratory Care Summative Practicum  
6 credits
Concentrated clinical experience (360 hours) in all areas of respiratory care. Emphasis is on the development of independence in the practice of adult, pediatric, and neonatal respiratory care. Students will serve as clinical teaching assistants (under the direction of the on-site clinical instructor) to junior respiratory care students in the general medical surgical areas.

RTCA 114 Practicum I  
1 credit
An introductory internship of supervised practicum hours where the student acquires the knowledge and skills relevant to the use of radiologic methods and techniques. Focus is on the upper and lower extremities and the respiratory and abdominal systems and is correlated with RTCA 117 through demonstrations, practice sessions, and laboratory simulations.
Corequisites: RTCA 117
RTCA 115 Radiology in the Modern Medical World 1 credit

An introduction to radiography specifically and the healthcare profession generally. Topics include a brief history of medicine and radiology; hospital organizational systems; healthcare delivery setting; reimbursement policies within the healthcare industry; practicing in the medical field; ethical, professional, and medicolegal issues; and opportunities for career advancement.

Corequisites: RTCA 114, RTCA 117

RTCA 117 Radiologic Technology I 3 credits

An introduction to the field of radiography, including: basic radiographic terms and principles; radiation safety and protection; radiation exposure and techniques; gross and radiographic anatomy of the chest, abdomen, upper and lower extremities and the bony thorax; radiographic positioning skills; compassionate patient care skills; radiographic terminology; and radiographic image identification and evaluation of the anatomic areas listed above. A laboratory component is included in this course.

RTCA 120 Patient Care 2 credits

Basic patient care for the healthcare worker. One hour of lecture and two hours of skills laboratory each week. Sessions include discussions, demonstrations, and competency examinations covering: communication skills, vital signs, patient assessment, patient histories, body mechanics, infection control, oxygen administration, principles of drug administration, and sterile technique. A typed paper is required.

RTCA 121 Medical Terminology 1 credit

Basic medical terminology used in healthcare professions, including correct spelling, abbreviations, word roots, and definitions. Includes lecture, assigned workbook exercises, and written tests.

RTCA 123 Practicum II 2 credits

A continuing internship of supervised clinical practicum hours for acquiring the knowledge and skills relevant to the usage of radiologic methods and techniques. Focuses on the genitourinary system, spine, GI tract, and cranium, and is correlated with RTCA 127 through demonstrations, practice sessions, and laboratory simulations. A functional knowledge of Windows operations for the clinical setting is recommended.

Prerequisite: RTCA 114
Corequisites: RTCA 127
RTCA 127 Radiologic Technology II 3 credits

A continuation of Radiologic Technology I. Includes discussions, demonstrations, radiographic image critique, and practice sessions over the radiologic examinations of the urinary system, alimentary tract, spinal column, GI tract, and cranium. A laboratory component is included in this course.

Prerequisites: RTCA 117, 120 with grade of C or better

RTCA 131 Practicum III 2 credits

A continuing internship of supervised clinical practicum hours for acquiring the knowledge and skills relevant to the usage of radiologic methods and techniques. Focus is on portable/trauma, pediatric, surgical, and non-routine radiography and is correlated with RTCA 133 through demonstrations, practice sessions, and laboratory simulations. This course is competency-based. A functional knowledge of Windows operations for the clinical setting is recommended.

Prerequisite: RTCA 123
Corequisite: RTCA 133

RTCA 133 Radiologic Technology III 2 credits

Radiologic examination of the non-routine skeletal procedures, pediatric radiography, the biliary system, and mobile/trauma applications of radiologic technology. Discussions and demonstrations of radiographic image critique are presented. A typed paper is required.

Prerequisites: RTCA 127 with grade of C or better

RTCA 135 Fundamentals of Radiation and Generation I 2 credits

An introductory study of X-ray generation, including fundamental X-ray generation; radiation protection; control of high voltage and electrical hazards; and methods of rectification. The student receives an introduction to the X-ray machine as well as an in-depth knowledge of electricity, magnetism, electromagnetism, electromagnetic radiation, digital imaging concepts, and the structure of the atom. A typed, documented paper is required.

Prerequisite: MATH 105, PHYS 131
RTCA 137 Formulating Radiographic Technique 2 credits

A study of the fundamental methods of producing high-quality radiographs with a minimum of patient exposure and cost. Reviews the effects of radiation on X-ray film and digital imaging receptors and how intensifying screens, grids, filters, and artifacts can affect the contrast, density, and image quality of the radiograph. Also includes a comparison of digital and film processes, and quality control issues relating to radiographic exposure. Knowledge of word processing and spreadsheets is required.

Prerequisites: RTCA 127 with grade of C or better

RTCA 210 Advanced Patient Care 2 credits

Advanced skills and knowledge in patient care. Includes but is not limited to basic pharmacology for radiographers, emergency procedures, venipuncture, patient assessment and monitoring, drug administration, sterile procedures and setups, and basic laboratory values. Functional knowledge of word processing and presentation software such as Power Point are recommended.

Prerequisite: RTCA 120, 121 with grade of C or better

RTCA 215 Practicum IV 3 credits

A continuing internship of supervised clinical practicum hours for acquiring the knowledge and skills relevant to the use of radiologic techniques. Focus is on mastering routine radiographic procedures covered in previous courses: trauma, surgery, and portable radiography; and semi-special radiologic procedures. Course is correlated with RTCA 220. A functional knowledge of Windows operations for the clinical setting is recommended.

Prerequisite: RTCA 131; corequisite: RTCA 221

RTCA 218 Fundamentals of Radiation and Generation II 3 credits

A continuation of Fundamentals of Radiation and Generation I with special emphasis on modern X-ray tubes; processing; X-ray production and interaction with matter; digital imaging applications; radiographic film and recording devices; grids; three-phase generators; basic X-ray circuits; fluoroscopy; and image intensifiers. Also includes quality assurance and quality control issues relating to radiographic exposure.

Prerequisite: RTCA 135 with grade of C or better
RTCA 217 Pathology for Radiographers 2 credits

A study of structural and functional manifestations of diseases that includes pathologic processes of all major anatomic systems and developmental, acute, chronic, traumatic, and neoplastic diseases. Discussion centers on diseases related to imaging sciences. Lectures, discussions, and case presentations enhance the students' critical thinking skills.

Prerequisite: RTCA 133 with grade of C or better

RTCA 221 Radiologic Technology IV 1 credit

A continuation of Radiologic Technology I, II, and III provides a cognitive knowledge of special and semi-special imaging procedures and enables the student to understand and experience them in the clinical setting. Subjects include, but are not limited to: angiography, interventional procedures, myelography, arthrography, tomography, computed tomography, digital radiography, magnetic resonance imaging, mammography, and examinations of the reproductive system. A typed, documented paper is required.

Prerequisites: RTCA 133, 137 with grade of C or better

RTCA 222 Principles of Radiobiology 1 credit

A study of the biological effects of ionizing radiation. Emphasis is on the basic concept of radiation dose and the interactions of radiant energy with living matter. Mutagenesis, carcinogenesis, embryonic and fetal effects, and other topics relevant to medical applications of ionizing radiation are stressed, as well as developing strategies for applying proper radiation protection principles. A typed paper is required.

Prerequisites RTCA 218, 217 with grade of C or better

RTCA 239 Practicum V 3 credits

The fifth semester of supervised clinical practicum hours. Focus is on the application of knowledge and skills relevant to the usage of radiologic methods and techniques. The student demonstrates final competency in a wide variety of radiographic procedures. Functional knowledge of Windows operations for the clinical setting is recommended.

Prerequisite: RTCA 215

RTCA 292 Radiology Simulated Registry 2 credits

Prepares the second-year student radiographer for the ARRT Registry Examination through review and simulated registry examinations.

Prerequisite: All RTCA courses with grade of C or better
RTCA 295 Independent Study in Radiologic Technology  
1-3 credits
An individualized independent study with the advice and approval of the radiologic sciences and imaging department faculty. The student may pursue the study of a specific area of radiologic technology such as research, laboratory experimentation, or both. Topics must be mutually agreed upon by the student and the instructor before registration.

SLLP 200 Health Care Needs of the Hispanic Population  
2 credits
Preparation for providing accessible, culturally appropriate, quality health services to the Hispanic population. The emphasis is twofold: to provide students with the tools necessary to address healthcare issues and research national healthcare trends through a culturally sensitive approach; and to introduce students to basic Spanish phrases and vocabulary so they can communicate, interview, and provide care.

SLLP 301 International Health  
2 credits
An introduction to the global healthcare system emphasizing developing countries. Health and illness issues are discussed in relation to the world community. Application of the topics discussed is pursued in a service-learning international experience. Students are expected to travel outside the United States. This course includes 40 service-learning hours that is completed after all didactic materials are concluded. Students not enrolled as service learning leadership scholars may take course with permission of instructor(s) and academic advisor.
Corequisite or prerequisite: SOCI 375, Cultural Diversity in Health Care OR enrollment in the nursing program

SLLP 331 Health Care Needs of Underserved Populations  
2 credits
An introduction to the healthcare needs of underserved populations in the United States. Health and illness problems of diverse groups in the United States are discussed, including but not limited to; homeless groups, migrant workers, urban poor, and those living in rural settings. Application of the topics discussed is used in a service-learning experience in a local community. This course includes 40 service-learning hours. Students not enrolled as service learning leadership scholars may take course with permission of instructor(s) and academic advisor.
Corequisite or prerequisite: SOCI 375, Cultural Diversity in Health Care OR enrollment in the nursing program

SOCI 115 Principles of Sociology  
3 credits
A general introduction to the basic forms of human association and interaction, dealing with social processes, institutions, cultures, and personality.
SOCI 226 Marriage and the Family 3 credits
A study of the family as a social institution with emphasis on dating, love, courtship and marriage, sex, child-rearing, marital problems, and divorce.

SOCI 295 Independent Study in Sociology 1-3 credits
Independent study is available primarily for transfer students whose previous coursework does not meet content or credit equivalency. Other extenuating circumstances may also require the use of an independent study. A student must submit the independent study request form, available from the records office, before an independent study is granted. Permission is given on an individual basis.

SOCI 304 Modern Social Problems 3 credits
A concentration on major social problems in America. Content varies from semester to semester. Includes historical development, current status, and analysis using major social theories.

SOCI 320 Topics in Social Science 3 credits
An exploration of various issues associated with sociology and psychology.

SOCI 325 Topics in Cultural Studies 1-4 credits
Study of one of the traditional areas of cultural studies. Lectures, laboratory times, and prerequisites will vary according to the topic offered.

SOCI 375 Cultural Diversity in Health Care 3 credits
Study of the principles of cultural diversity specifically applied to the healthcare setting. Explores social and cultural dimensions of health and healthcare and assessment and intervention techniques appropriate to specific cultural groups.
Prerequisites: ENGL 101 or equivalent and acceptance into a College major.

SONO 205 Introduction to Sonography 2 credits
An introduction to the profession of diagnostic medical sonography and the role of the sonographer. Emphasis on sonographic terminology, basic protocols, communication, and professionalism in the clinical setting; history of ultrasound, accreditation, professional organizations, and registry significance will be presented. Trajecsys, an online clinical tracking tool, will be introduced.
SONO 300, 305, 310 Clinical Sonography I, II, III  
4 credits each

Consecutive clinical sonography courses are an internship of supervised clinical practicum hours in which the student acquires the knowledge and skills relevant to abdominal, vascular, and gynecological sonography specialties. Students must achieve specific levels of clinical competence before advancing to the next clinical course.

SONO 301 Sonographic Physics and Instrumentation I  
2 credits

The first course in a two-course series of sonographic physics and instrumentation covering basic principles. Topics include sound wave anatomy and properties, attenuation, echoes, piezoelectricity, transducers, focus, resolution, and imaging instruments.

SONO 302 Sonographic Physics and Instrumentation II  
2 credits

The second course in a two-course series of sonographic physics and instrumentation covering basic principles. Topics include hemodynamics, Doppler equation, Doppler angle, color Doppler principles, color maps, continuous-wave and pulsed-wave Doppler, spectral analysis, spectral display, ultrasound artifacts, and bioeffects.

Prerequisite: SONO 301

SONO 305 Clinical Sonography II  
4 credits

See description for SONO 300, 305, 310 Clinical Sonography I, II, III

SONO 306 Abdominal Sonography I  
4 credits

The first course in a two-course series covering sonographic imaging of the abdomen and small parts. General principles of sonography scanning procedures, lab values related to patient disease processes, ultrasound characteristics of the various organs, and pathology of the abdominal vasculature, liver, biliary system, pancreas, and spleen will be discussed.

SONO 307 Abdominal Sonography II  
3 credits

The second course in a two-course series covering sonographic imaging of the abdomen and small parts. Scanning procedures, lab values, ultrasound characteristics, and pathology of the gastrointestinal tract, kidneys, urinary tract, adrenal glands, prostate, thyroid, breast, and scrotum will be discussed.

Prerequisite: SONO 306

SONO 310 Clinical Sonography III  
4 credits

See description for SONO 300, 305, 310 Clinical Sonography I, II, III
SONO 311 Vascular Sonography I  4 credits

The first course in a two-course series covering the study and uses of sonography in the diagnosis of vascular disease. Basic protocols for performing vascular sonography including carotid, lower-extremity, and upper-extremity arterial testing will be discussed. Indications, patient history, physical examinations, imaging techniques, and arterial pathology will be covered in depth.

SONO 312 Vascular Sonography II  3 credits

The second course in a two-course series covering the study and uses of sonography in the diagnosis of vascular diseases. Duplex, pulsed, and continuous-wave Doppler velocimetry and plethysmography testing of peripheral, intra/extracranial systems will be studied. Test validation, disease epidemiology, and therapeutic intervention in vascular disease will also be presented.

Prerequisite: SONO 311

SONO 316 Cardiac Testing  1 credit

An introductory course that covers various forms of cardiac testing excluding echocardiography. Basic ECG interpretation and the principles of ECG, Holter monitoring, an introduction to cardiac catheterization, and cardiac stress testing will be covered.

SONO 321 Gynecological Sonography  2 credits

Applications and scanning methods including transabdominal and transvaginal imaging of the female pelvis. Gynecologic pathology including tumors, pelvic inflammatory diseases, and congenital pelvic pathology will be presented. The menstrual cycle and its relationship to the sonographic appearance of reproductive organs and surrounding anatomy will be studied in depth.

SONO 395 Independent Study in Sonography  1-3 credits

An individualized course in which the student may investigate a special topic related to diagnostic medical sonography. The student will design a project and present it to the instructor for final approval.

Prerequisite: Approval from department chair

SONO 400, 405 Clinical Sonography IV, V  4 credits each

Consecutive clinical sonography courses are an internship of supervised clinical practicum hours in which the student acquires the knowledge and skills relevant to obstetrical sonography and echocardiography specialties. Students must achieve specific levels of clinical competence before advancing to the next clinical course and final clinical externship.

Prerequisite: SONO 310
SONO 401 Echocardiography I 4 credits

The first course in a two-course series covering the study and use of sonographic imaging as it relates specifically to the heart. Two-dimensional imaging as well as M-mode and Doppler testing in the detection of diastolic dysfunction and valvular and ischemic heart disease will be studied. Specialty echocardiographic examinations such as transesophageal, stress, and contrast studies will be introduced.

SONO 402 Echocardiography II 3 credits

The second course in a two-course series covering the study and use of sonographic imaging as it relates specifically to the heart. Pathophysiology of cardiac and pericardial disease processes, prosthetic heart valves, and cardiac tumors will be covered. An introduction to pediatric echocardiography and congenital heart defects will also be included in this course.

Prerequisite: SONO 401

SONO 405 Clinical Sonography V 4 credits

See description for SONO 400, 405 Clinical Sonography IV, V

SONO 406 Registry Review 2 credits

A review class to prepare for the sonography registry examinations offered by the American Registry of Diagnostic Medical Sonography (ARDMS). This course consists of comprehensive review and simulated examinations in abdomen and small parts, vascular, obstetrics and gynecology, and adult echocardiography.

Prerequisite: SONO 405

SONO 408 Seminar/Capstone 1 credit

A senior capstone course that emphasizes case study presentations, professional ethics, legal issues in sonography, informatics, resume writing, and employment opportunities.

SONO 410 Clinical Externship 4 credits

A final clinical practice experience offered during the final semester of the sonography curriculum. Students may use this practicum as an opportunity to integrate their experience from the previous two years and select a sonography specialty or specialties in which to do their rotations. Practicum experiences may take place at any site in which the students are under the supervision of a physician or registered sonographer, vascular technologist, or echocardiographer. New outside clinical affiliations may be sought. The student is responsible (under the guidance of the clinical coordinator) for the arrangement of these experiences.

Prerequisite: SONO 405
SONO 411 Special Project in Sonography 2 credits

Allows students to pursue advanced learning experiences in various aspects of diagnostic medical sonography. Students will develop a project in consultation with a sonography faculty advisor. This course is offered as a senior project course but may be substituted with a sonography specialty course.

SONO 425 Obstetrical Sonography I 3 credits

Applications and scanning methods of obstetrical sonography will be the focus of this course. Sonographic examination in early pregnancy, estimation of gestational age, first-trimester screening, and fetal anatomy will be presented. Pathology associated with pregnancy will be discussed. Maternal disease and its role in pregnancy will be studied.

Prerequisite: SONO 321

SONO 426 Obstetrical Sonography II 3 credits

A continuation of Obstetrical Sonography I. The placenta, late pregnancy, abnormal growth and development, and special procedures will be presented. The application of sonography in the diagnosis and treatment of infertility will also be studied.

Prerequisite: SONO 425

SPAN 101 Spanish Culture and Communication I 3 credits

Designed to develop basic communication skills in speaking, listening, reading, and writing the Spanish language. Strong emphasis will be given to cultural aspects of the language and Spanish-speaking communities. This course is for beginners with no previous exposure to the Spanish language.

SPAN 102 Spanish Culture and Communication II 3 credits

Designed to continue developing basic communication skills in speaking, listening, reading, and writing the Spanish language. Strong emphasis will be giving to understanding and producing conversations and dialogues in the target language. Culture continues to be an important component of the course. Previous knowledge of Spanish is required.

Prerequisite: SPAN 101

SPAN 301 Spanish for Health Professions 3 credits

A hands-on study of the Spanish language and culture related to health professions. Students gain familiarity with basic written and oral vocabulary for the assessment of Spanish-speaking patients in a variety of settings. A major component of the course is a service-oriented project in the community. Previous basic experience with the Spanish language is required.

Prerequisites: placement exam; one semester of college-level Spanish.
Administration

BOARD OF DIRECTORS: OFFICERS

Terry Burns, FACHE, CPA
President
Kettering Medical Center

Fred Manchur, Vice Chair
CEO
Kettering Health Network

Nate Brandstater, PhD, Secretary
President
Kettering College

MEMBERS

Winston Baldwin, MDiv
Senior Pastor
Centerville SDA Church
Centerville, Ohio

Madelyn Callender, RN, MSN, CNP
Kettering, Ohio

Donovan Ross, PhD
Vice President for Education
Columbia Union Conference, SDA
Columbia, Md.

Ron Halverson, DMin
President
Ohio Conference, SDA
Mount Vernon, Ohio

John W. Jervis, CIMA
Vice President, Financial Consultant
Merrill Lynch
Dayton, Ohio

Brenda Kuhn, PhD, RN
CNO and Vice President, Patient Care Services
Kettering Health Network

George Lewis
President
Kettering Physician Network

Derek Morgan, MEd
Administrative Director, Human Resources
Kettering Medical Center

Phillip Parker, CAE, CCE
President and CEO
Dayton Area Chamber of Commerce
Dayton, Ohio

Robert Smith, MD
Director of Medical Education
Kettering Medical Center

Dave Weigley, MBA
President
Columbia Union Conference, SDA
Columbia, Md.
HONORARY MEMBER

George G. Burton, MD
Kettering, Ohio

INVITEES

Ruth Abbott, PhD, MSN
Dean for Nursing and Graduate Academic Affairs
Kettering College

Josefer Montes, PhD, MBA
Dean for Undergraduate Academic Affairs
Kettering College

Susan Barcus, FAHP
President
Kettering Medical Center Foundation

Victor Brown, MA
Dean for Enrollment and Student Life
Kettering College

Nicholas Henson, MBA
Director of Finance and Administration
Kettering College
THE COLLEGE

Kettering College is the educational division of Kettering Medical Center, which in turn is part of the Kettering Health Network.

The College opened in 1967, and like the hospital next door, it was part of the original vision of Eugene and Virginia Kettering, Charles F. Kettering’s son and daughter-in-law. Eugene and Virginia Kettering wanted education to be a key feature of the institution they worked so hard to establish, and programs in nursing, respiratory care, and radiologic technology came into being at the start. In 1969, 66 students made up the first graduating class.

The physician assistant program started in 1973; the diagnostic medical sonography program began in 1981. The College’s first four-year degree, in health professions, came into being in 1997, and a bachelor’s degree in nursing followed in 2001. In 2006, the College began offering a bachelor’s in human biology and a master’s degree in physician assistant studies. In 2014, the College gained approval to offer a doctoral degree in occupational therapy.

OFFICERS OF THE COLLEGE

Chairman of the Board: Jarrod McNaughton, MBA, FACHE
President: Nate Brandstater, PhD

EXECUTIVE TEAM

Dean for Nursing and Graduate Academic Affairs: Ruth Abbott, PhD
Dean for Undergraduate Academic Affairs: Josefer Montes, PhD, MBA
Dean for Enrollment and Student Life: Victor Brown, MA
Director of Finance and Administration: Nicholas Henson, MBA

GENERAL STAFF

ADMISSIONS AND RECORDS

Senior Information Officer: Jim Nesbit, MBA
Registrar: Robin Vanderbilt, MEd

LIBRARIES

Director of the College Library
STUDENT SERVICES

Dean for Enrollment and Student Life: Victor Brown, MA
Director of Student Finance: Kim Snell
Director of Student Life: Kris Harter, BA
Director of the Residence Hall: Sarah Bayer, MEd, BS

BUSINESS

Director of Finance and Administration: Nicholas Henson, MBA
Treasurer*: Ed Mann, BS
Vice President of Human Resources*: Timothy Dutton
(*Kettering Health Network positions)

ACCREDITATIONS

THE COLLEGE

The Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities (AAA) approved the opening of Kettering College in September 1967. The Ohio Board of Regents authorized the degrees in March 1968. The Higher Learning Commission (1230 S. LaSalle St., Suite 7-500, Chicago, IL 60604-1413; 800-621-7440) granted correspondent standing in July 1968, candidate standing in July 1970, and full accreditation in March 1974. The College has been approved by the respective U.S. government agencies for acceptance of foreign students and for student eligibility under the U.S. Department of Veterans Affairs education benefits and the U.S. Department of Education and Health and Human Services loans and grants. Individual professional curricula are approved as follows:

DIAGNOSTIC MEDICAL SONOGRAPHY

The diagnostic medical sonography program is accredited by the Commission on Accreditation of Allied Health Education Programs, 1361 Park St., Clearwater, FL 33756, upon recommendation by the Joint Review Committee on Education in Diagnostic Medical Sonography, 6021 University Blvd., Suite 500, Ellicott City, MD 21043.

NURSING

The Bachelor of Science in Nursing (BSN) prelicensure program has been granted full approval from the Ohio Board of Nursing, 17 S. High St., Suite 400, Columbus, OH 43215-7410. The Bachelor of Science in Nursing (BSN) prelicensure and Bachelor of Science in Nursing (BSN) completion programs
are accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road N.E., Suite 850, Atlanta, GA 30326; 404-975-5000; www.acenursing.org.

**OCCUPATIONAL THERAPY**

The entry-level Occupational Therapy Doctorate program has applied for accreditation and has been granted Candidacy status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449; 301-652-AOTA; www.acoteonline.org. Once accreditation of the program has been obtained, graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice; state licenses are usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure.

**PHYSICIAN ASSISTANT STUDIES**

The physician assistant studies program at Kettering College is accredited through the Accreditation Review Commission on Education for the Physician Assistant, 12000 Findley Road, Suite 240, Duluth, GA 30097. The physician assistant program is also an active member of the Physician Assistant Education Association (PAEA).

**RADIOLOGIC SCIENCES AND IMAGING**

Opened in 1965 as the Kettering Memorial Hospital School of Radiologic Technology, the radiologic technology program has been accredited by the Joint Review Committee on Education in Radiologic Technology, 20 N. Wacker Dr., Suite 2850, Chicago, IL 60606-3182, since that time. The advanced imaging programs are accredited within the scope of the College’s regional accreditation process. The nuclear medicine program is accredited by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT), 2000 W. Danforth Road, Suite 130, No. 203, Edmond, OK 73003; 405-285-0546; www.jrcnmt.org/.

**RESPIRATORY CARE**

The respiratory care program is approved by the Ohio Respiratory Care Board, 77 S. High St., 16th floor, Columbus, OH 43215. The respiratory care, Kettering College program is accredited by the Commission on Accreditation for Respiratory Care, 1248 Harwood Road, Bedford, TX 76021-4244.
Faculty

The date following the name indicates the year the faculty member began employment at Kettering College. The date following the faculty member’s academic rank indicates the year in which that rank was granted.

RUTH D. ABBOTT, 2015
PhD Andrews University
MSN University of Alabama, Birmingham
BSN Wayne State University
Dean for Nursing and Graduate Academic Affairs, 2015

SUSAN AEBKER, 2014
DHSc, OTR/L University of Indianapolis
MHS University of Indianapolis
BS-OT Ohio State university
AS Kettering College
Associate Professor, Occupational Therapy
Doctorate, 2014

TERRANCE ANDERSON, 2013
OTD Rocky Mountain University of Health Professions
MS- OT Towson State University
BS Columbia Union College
Chair, Professor, Occupational Therapy
Doctorate, 2013

FRANCES ANGERER, 2006
PA-C
PhD University of Dayton
MPH Johns Hopkins School of Public Health
BS University of Dayton
AS Kettering College
Chair, Physician Assistant Studies, 2012
Associate Professor, Physician Assistant Studies, 2013

HOPE APPELBAUM, 2003
MEd Northcentral University
BS Wright State University
AS Kettering College
RRT
Assistant Professor, Respiratory Care, 2015

LUCAS BEAGLE, 2014
PhD University of Florida
MS Youngstown State University
BS Wright State University
Associate Professor, Sciences and Mathematics, 2017
THOMAS BIRK, 2017
PhD University of Mississippi
MPT Oakland University
MS Northern Illinois University
BS University of Wisconsin-Oshkosh
Chair, Professor, Physical Therapy Doctorate, 2017

MARISA BLAHOVICH, 2015
BSN Faculdade Adventista de Enfermagem SP, Brazil
MS Andrews University
Associate Professor, Nursing, 2015

RONALD BOWERS, 2006
DHSc Nova Southeastern University
MMS St. Francis University
BSA Excelsior College (formerly Regents College)
PA certificate U.S. Army
Associate Professor, Physician Assistant Studies, 2014

LAURIE BROMAGEN, 2004
MS University of Maryland
BS Wright State University
Associate Professor, Sciences and Mathematics, 2017

NATE BRANDSTATER, 2014
PhD University of California, Los Angeles
MBA La Sierra University
AB Occidental College
President, 2014

GEORGE G. BURTON, MD, 1983
MD Loma Linda University
MS Loma Linda University
Professor, 1983
Medical Director, Respiratory Care, 1983

JESSICA CARPENTER, 2014
OTD Belmont University
BS Ashland University
Assistant Professor, Occupational Therapy Doctorate, 2014

NANCY E. COLLETTI, 2000
PhD Capella University
MS State University of New York, Stony Brook
BS State University of New York, Stony Brook
RRT, R.C.I.S., C.P.F.T.
Chair, Respiratory Care, 2000
Professor, Respiratory Care, 2012

ANNE COLLIER-FREED, 2015
PhD Fuller Theological Seminary
MA Andrews University
BA Pacific Union University
Associate Professor, Religion 2015
Chair, Humanities and Social Sciences, 2017

MICHAEL DAVIS-CHESHIRE, 2016
OTD Indiana University
MOT Texas Woman’s University
BA University of Texas at Arlington
Associate Professor, Occupational Therapy Doctorate Program, 2016
<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Education</th>
<th>Position</th>
<th>Specialties</th>
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<tbody>
<tr>
<td>RHONDA DAVIS-CHESIRE, 2015</td>
<td></td>
<td>OTD Indiana University, MOT Texas Woman’s University, BS Atlantic Union College, OTR/L</td>
<td>Assistant Professor, Occupational Therapy, Doctorate Program, 2015</td>
<td></td>
</tr>
<tr>
<td>PAUL A. DELANGE, 1982</td>
<td></td>
<td>PhD University of Dayton, MS Miami University, BA Cedarville College</td>
<td>Professor, Sciences and Mathematics, 1995, Director, Division of Arts and Sciences, 1996, Chair, Sciences and Mathematics, 2011</td>
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</tr>
<tr>
<td>MIRANDA DICKERSON, 2016</td>
<td></td>
<td>RN, MS Ohio State University, BSN Ohio State University</td>
<td>Assistant Professor, Nursing, 2016</td>
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</tr>
<tr>
<td>ADELAIDE DURKIN, 2007</td>
<td></td>
<td>RN, COI, CNE, MS Loma Linda University, BSN Centro Universitario Adventista</td>
<td>Associate Professor, Nursing, 2010</td>
<td></td>
</tr>
<tr>
<td>LAURA EDWARDS, 2013</td>
<td></td>
<td>MA University of Dayton, BA Cedarville University</td>
<td>Associate Professor, Humanities and Social Sciences, 2017</td>
<td></td>
</tr>
<tr>
<td>JONATHAN ENGELMAN, 2011</td>
<td></td>
<td>PhD University of Cincinnati, MA Western Michigan University, BS Walla Walla University</td>
<td>Associate Professor, Sciences and Mathematics, 2017</td>
<td></td>
</tr>
<tr>
<td>BEVERLY J. ERVIN, 1998</td>
<td></td>
<td>PhD University of Dayton, MSA Central Michigan University, BA Antioch University, AS Kettering College, RRT, RPFT, RCP</td>
<td>Director, Academic Support Services 2011, Professor, 2013</td>
<td></td>
</tr>
<tr>
<td>JILL EVANS, 1982</td>
<td></td>
<td>MA Andrews University, BA Andrews University</td>
<td>Professor, Humanities, 1995</td>
<td></td>
</tr>
<tr>
<td>ALISA FRENCH, 2006</td>
<td></td>
<td>MBA, RRT-NPS, COI Wright State University, BS Wright State University</td>
<td>Associate Professor, Respiratory Care, 2010</td>
<td></td>
</tr>
<tr>
<td>MELONNIE FURGASON, 2013</td>
<td></td>
<td>PhD University of Massachusetts Medical School, BA Spring Arbor University</td>
<td>Associate Professor, Science and Mathematics, 2017, Coordinator, Human Biology, 2017</td>
<td></td>
</tr>
</tbody>
</table>
LIZ GOLBA, 2013
RRT-NPS, RPFT, COI
MEd Northcentral University
BS, University of Dayton
Associate Professor, Respiratory Care, 2017

JILL-RENAE GULCZINSKI, 2006
MSHS George Washington University
BS State University of New York-Binghamton
Associate Professor, Physician Assistant Studies, 2015

SHANESE HIGGINS, 2014
DHSc University of Indianapolis
MOT, OTR/L University of Indianapolis
BS University of Dayton
Assistant Professor, Occupational Therapy
Doctorate, 2014

ROBERT HOOVER, 1996
MA University of Central Florida
BS University of Central Florida
AS Kettering College
RT(R)
Associate Professor, Radiology, 2007

MELINDA HOPKINS, 2016
MSN, RN Chamberlain College of Nursing
BSN Chamberlain College of Nursing
ASN Kettering College
Assistant Professor, Nursing, 2016

CHRISTOPHER M. HOWELL, 2016
PA-C
MSc Air Command and Staff College
DSc Baylor University
MPAS University of Nebraska
BS University of Nebraska
MBA Southern Nazarene University
AS Southern Nazarene University
Associate Professor, Physician Assistant Studies
2016

LISA HUBER, 2004
RN, COI
MSN Walden University
BSN University of Cincinnati
AS Kettering College
Associate Professor, Nursing, 2013
Chair, Undergraduate Nursing Program, 2017

TUTA IONESCU, 2011
EdD University of Phoenix
MA University of St. Francis
BS University of St. Francis
AS Sinclair Community College
RT (R)(CT)
Professor, Radiologic Sciences and Imaging,
2017
Chair, Radiologic Sciences and Imaging, 2017
IDAMAE JENKINS, 2017
MA Northern Arizona University
BS Andrews University
AS Kettering College
RT(R)
Assistant Professor, Radiologic Sciences and Imaging, 2017

ERICKA KISTLER, 2017
MS Purdue University
BS Cedarville University
Instructor/Science Laboratory Coordinator, Science and Mathematics, 2017

Tiffany Lester, 2017
OTD Rocky Mountain University of Health Professions
BS-OT Eastern Michigan University
Associate Professor, OTD, 2017

MARY L. MATESE, 2015
MSN-Ed Indiana Wesleyan University
BSN Indiana Wesleyan University
ASN Kettering College of Medical Arts
Assistant Professor, Nursing 2016

BETH A. MAXWELL, 1999
BS University of Dayton
AS Kettering College
RVT, RDGS, RDMS (AB/OB)
Assistant Professor, Diagnostic Medical Sonography, 2005

VAIL McGUIRE, 1988
PhD Miami University
MA Wright State University
BA Wittenberg University
Professor, Humanities, 2008

BEVERLEY McLEAN, 2006
MS Walden University
BS Rutgers University
BS Gordon College
Associate Professor, Nursing, 2017

DANIELLE McPECK, 2017
OTD, OTR/L University of Toledo
BS Bowling Green State University
Assistant Professor, Occupational Therapy Doctorate, 2017

JOSEFER MONTES, 2017
PhD University of Southern Mississippi
MBA Orlando College
BBA Southern Adventist University
Dean for Undergraduate Academic Affairs, 2017

DONNA MOORE, 2006
RN, COI
MSN Indiana Wesleyan University
BSN Indiana University
Associate Professor, Nursing, 2014
Director, IPE Simulation Center, 2010
RACHEL MOUTOUX, 2008
MEd Wright State University
BS Kettering College
AS Kettering College
RDMS
Associate Professor, Diagnostic Medical Sonography, 2017

JANE NESBIT, 2004
MA Ohio State University
BS Columbia Union College
Associate Professor, Sciences and Mathematics, 2008

AMY ORTIZ-MORETTA, 2015
MSEd University of Dayton
BS Washington Adventist University
LPC
Title IX Program Coordinator, 2015
Assistant Professor of Psychology 2015

CYNTHIA PARKER, 2000
RN, COI
PhD Walden University
MS Andrews University
MSPH Walden University
BSN Andrews University
AS Sinclair Community College
Professor, Nursing, 2014

KELVIN PAULSEN, 2006
MEd Wright State University
BS Kettering College
AS Kettering College
AS St. Leo College
AS Community College of Air Force x 2
RVT, RDMS, RDCS
Associate Professor, Diagnostic Medical Sonography, 2017

CINDY PRATER, 2016
RN, ACM
MS Ball State University
BSN Wright State University
Assistant Professor, Nursing, 2016

DAVID PRICE, 2005
MS Central Michigan University
BS Park College
AS Park College
Associate Professor, Humanities, 2013

L. SUSAN MCLAUGHLIN PRICE, 1991
RDMS, RVT
PhD University of Dayton
MS University of Dayton
BS Park College
AS Central Ohio Technical College
AS Kettering College
Professor, Healthcare Professional Studies, 2009
Chair, Diagnostic Medical Sonography, 2011
RANDA K. QUALE, 1993
MS Wright State University
BS Dana College
Associate Professor, Sciences and Mathematics, 2006

PAULA K. REAMS, 1987
APRN, CNP, CNE, LMT
PhD University of Dayton
MS Wright State University
BSN University of Cincinnati
Professor, Nursing, 2006
Chair, Health Sciences, 2007
Coordinator, Service Learning Leadership Program, 2016

MILDRED B. ROACH, 1998
PhD Walden University
MS University of Maryland
BSN St. Louis University, Philippines
AS Kettering College
PA-C
Clinical Coordinator, Physician Assistant Studies, 2002
Professor, Physician Assistant Studies, 2013
Student Health Coordinator, 2016

C. THOMAS RULE, 1979
MA Andrews University
BS Southern College
Professor, Sciences and Mathematics, 1995

KATHLEEN SALGADO, 2001
MLS Kent State University
BS University of Dayton
Associate Professor, College Library, 2006

TIM SCANLON, 2013
PA-C
MS A.T. Still University
BS Kettering College
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DANIEL L. SCHOUN, 1999
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MSN, RN Wright State University
BSN, Miami University
ASN, Kettering College
Associate Professor, Nursing, 2017

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Associate Professor, College Library, 2012
Director of Alumni Relations, 2015

JEAN STIVERS, 2011
RN, RNC-OB, CNE
MS Regis University
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Associate Professor, Nursing, 2011
TARYN TALBOTT, 2008
MRSO (MRSC), MEd, RT(R), (CT), (MR), COI, QM
MS University of Phoenix
BS Kettering College
AS Kettering College
Associate Professor, Radiologic Sciences and Imaging, 2012

JOAN K. ULLOTH, 1983
RN, CNE
PhD Andrews University
MSN Loyola University
BSN Southern College
AS Southern College
Professor, Nursing, 1999
Associate Director, Division of Nursing, 2015

KAREN KAY VIETZ, 2016
PhD Rocky Mountain University of Health Professions
MS Loma Linda University
BS Union College
Professor, Nursing, 2016
Chair, Graduate Nursing Program, 2017

DARYLL WARD, 2002
PhD University of Chicago
AM University of Chicago
MDiv Andrews University and Tübingen University
BA Andrews University
Professor, Theology and Ethics, 2010

DELEISE S. WILSON, 2015
PhD University of Michigan
MA Columbia University
BSc Northern Caribbean
Professor, Nursing, 2015
Director of Nursing, 2015

PAM WIREMAN, 2013
PA-C
MPAS Kettering College
BSHP Kettering College
Assistant Professor, Physician Assistant Studies, 2013

ADJUNCT FACULTY,
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Carol Ahlers, MSN, RN
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Nancy Andrews, MSN, RN
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Erin Bales, OTD, OTR/L
Laura Barajas, MSN, RN
Candace Bauer, MSN, RN
Mary Benson-Landau, MSN, RN
Janie Boicourt, MSN, RN
Frank Brewster, MS, BA, AS, RT(R)
Beth Brown, MSN, RN
Peg Cizadlo, MS, RN
Bev Cobb, PhD, MS
Marsha Cox, MS, OTR/L
Tara Dumouchelle, MSN, RN
Barbara Fuller, LPN, MS, MS TQM
Carolyn Gersch, PhD, MSN, RN
Paulette Grodner, MSN, RN
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<td>Martha Hartgraves, PhD</td>
<td>OTR/L, CLT</td>
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<td>Arvind Joshi MBA</td>
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<td>Michelle Kolp, MSN</td>
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<td>Emily Lawson, RT(R)</td>
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<td>Brittany Manger, MSN</td>
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<td>Donna Moeller, MSN</td>
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<td>Ruth Mosher, MSN</td>
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<td>Jackie Palmer, PhD</td>
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<td>Marsha Pippenger, MA</td>
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<td>Marsha Purtee, RN, CNE, COI</td>
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<td>Robyn Razor, MSN</td>
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<td>Robert Reeder, MS</td>
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<td>Quentin Sahly, MBA</td>
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<td>Judy Stickel, MSN</td>
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<td>Debra Stump, MS, APRN, CNP</td>
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<td>Tracy Taylor, MSN</td>
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<td>Jude Venanzi, MSN</td>
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<td>Jane Von Dohre, MSN</td>
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<td>Kay Vorholt, MSN</td>
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<td>Carol Warner, MS</td>
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<td>Deborah Warren, MSN</td>
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<td>Corey Wetterlin, MDiv, BA</td>
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<td>Lynette Williams, MSN</td>
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<td>R. Timothy Willsey, Med, BS</td>
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<tr>
<td>Jacqueline Wright, MSN</td>
<td>RN</td>
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**Staff**

**ACADEMIC OFFICES**

Dean of Academic Affairs, Administrative Assistant: Bridget Aiello, 2015

Division of Arts and Sciences/Radiologic Technology, Office Assistant: Cathy Roth, 2011
AS Grand Rapids Baptist College (now Cornerstone University)

Health Sciences, Office Assistant: Sean Byrd, 2016

Nursing, Office Assistant

Nursing Clinical Coordinator: Mary Harden, 2017

Occupational Therapy, Office Assistant: Mary Kay Cobb, 2016, BS

Occupational Therapy, Site Office Coordinator/Academic Advisor and Ponitz Pipeline Coordinator: Pamela Wilson, 2001
BS Wiberforce University

Physician Assistant, Office Assistant

Physician Assistant, Clinical Coordinator: Lona Blake, 2003
BS Nyack University

Physician Assistant, Admissions Coordinator: Mary Guzman, 2009
BA Western Michigan University

Respiratory Care / Sonography, Office Assistant: Sandy Tuttle, 2012
AS Milligan College

**ACADEMIC SUPPORT**

Director of Academic Support Services: Beverly Ervin, PhD (Faculty)

Academic Support: Carol Warner, MS Nursing (Adjunct Faculty)

Academic Support: Marsha Purtee, MS, RN, COI, CNE (Adjunct Faculty)

Academic Support: Ed Pecce, MS (Adjunct Faculty)

**ADMISSIONS**

Director of Admissions: Katrina Hill, 2014
BS Pacific Union College

Admissions Counselor: Heather Mays, 2016

**ALUMNI**

Director of Alumni Relations and Career Services: Teresa Simmons, 1985
MLIS Kent State University
BS Regents College
AS Kettering College

**BUSINESS**

Director of Finance and Administration: Nicholas Henson, MBA
Treasurer*: Ed Mann, BS
Vice President of Human Resources*: Timothy Dutton
(*Kettering Health Network positions)

**CAMPUS CORNER**
Manager: Jessica Hill, 2014

**CAREER SERVICES**
Ben Hotelling, 2016
   MS Wright State University

**CHAPLAIN**
Campus Chaplain: Steve Carlson, 2015
   BS Union College
   BA Union College
   MA Andrews University

**ENROLLMENT SERVICES**
Dean for Enrollment and Student Life: Victor Brown, 2007
   MA Andrews University
   BA Pacific Union College
Administrative Assistant: Sue Dalton, 1993

**INFORMATION TECHNOLOGY**
Senior Information Officer: Jim Nesbit, 2005
   MBA Washington State University
   BS Walla Walla University
   A+/CompTIA
   MCP (Microsoft Certified Professional/ Microsoft)
   CCNA (Cisco Certified Network Association/ Cisco)

College Workstation Administrator: Eric Gayheart, 2005
   BS Wright State University
   A+, Network + (both Comp TIA)
   MCP (Microsoft Certified Professional)
   MCDST (Microsoft Certified Desktop Support Technician)

Instructional Technologist: George Shterev, 2012
   MSE Brandeis University
   BS Atlantic Union College
IT Support Specialist

**LIBRARIES**
Director of the College Library
Reference Librarian: Kathy Salgado (Faculty), 2001
   MLS Kent State University
   BS University of Dayton

Technical Services Librarian: Teresa Simmons (Faculty), 1985
   MLIS Kent State University
   BS Regents College
   AS Kettering College

Circulation Services Librarian: Pamela Stevens, 2014
   MLIS Wayne State University
   BA Andrews University

Library Technician II: Stella Freeman, 1982
Reference Librarian Medical Library: Margaret Chappell *

Library Technician Medical Library: Donna Lawrence *
* KMC Employees

**PRESIDENT’S OFFICE**
Executive Assistant: Mindi Collins, 2015

**PUBLIC RELATIONS**
Director of Public Relations and Marketing: Jessica Beans, 2014
BS Southern Adventist University

**RECORDS**
Director of Records and Academic Advising (Registrar): Robin Vanderbilt, 1997
MEd University of Dayton
BS Washington Adventist University
Associate Registrar: Robert Reeder, 2001
MA Wright State University
BS (2) Ohio State University
Associate Registrar: Josie Burns, 2017
BA Andrews University
Administrative Coordinator: Barbara Satterfield, 1993

**RECRUITMENT**
Associate Dean for Enrollment Management: Adam Brown, 2016
BS Southern Adventist University

Communication Specialist and Recruiter: Breana Soliday Haughton, 2013
BA Andrews University
Recruiter: Ryan Haas, 2017
BS Southern Adventist University
Front Desk/Assistant to Recruitment: Sandra Simi, 2015

**RESIDENCE HALL**
Director of Residence Hall: Sarah Bayer, 2003
MEd University of Dayton
BS Andrews University
Director of Student Life: Kris Harter, 2015
BA Southern Adventist University

**STUDENT FINANCE**
Director of Student Finance: Kim Snell, 1991
Associate Director of Financial Aid: Shannon Hammons, 2007
BS Urbana University
Financial Aid Counselor, VA Certifying Official: Melissa Franklin, 2006
Associate Director of Financial Aid: Robin Clinefelter, 2003
BS Wright State University
Student Account Representative: Sarah Shultz, 2007
AS Sinclair Community College
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