Academic Bulletin
for Undergraduate and Graduate Studies
2015-16

Fall 2015 Edition

3737 Southern Boulevard
Kettering, OH 45429
(937) 395-8601
(800) 433-5262
www.kc.edu
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 health care 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 health care 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

FALL SEMESTER 2015

Monday, Aug. 24–Tuesday Aug. 25 .................. Faculty and staff pre-week
Thursday Aug. 27 ..................................... New student orientation
Friday, Aug. 28 ...................................... Returning student and new student orientation
Monday, Aug. 31 ....................................... Classes begin
Friday, Sept. 4 ....................................... Convocation
Friday, Sept. 4 ...................................... Last day to add a class*
Monday, Sept. 7 ...................................... Labor Day; no classes
Monday, Sept. 14 ..................................... Last day to drop with 100 percent refund
                                             and a grade of W*
Thursday, Oct. 15–Friday, Oct. 16 ............. Fall break
Monday, Oct. 19 ....................................... Classes resume
Friday, Oct. 23 ....................................... Semester midpoint
Monday, Nov. 23 ..................................... Last day to drop with WP/WF*
Wednesday, Nov. 25–Friday, Nov. 27 .......... Thanksgiving break; no classes
Monday, Nov. 30 ..................................... Classes resume
Friday, Dec. 18 ....................................... Last day of the semester
Saturday, Dec. 19–Sunday Jan. 10 ............... Winter break
**WINTER SEMESTER 2016**

Friday, Jan. 8 ..................................................... Orientation for new students
Monday, Jan. 11 ............................................. Classes begin
Friday, Jan. 15 ..................................................... Convocation
Friday, Jan. 15 ..................................................... Last day to add a class*
Monday, Jan. 18 ............................................. Martin Luther King Day; no classes
Monday, Jan. 25 ..................................................... Last day to drop with 100 percent refund and a grade of W*

Friday, Feb. 26 ..................................................... Semester midpoint
Monday, March 7–Friday, March 11 .......... Spring break
Monday, March 14 ............................................. Classes resume
Friday, March 25 ............................................. Good Friday; no classes
Monday, March 28 ............................................. Last day to drop with WP/WF*
Thursday, April 28 ............................................. Last day of the semester
Saturday, April 30 ............................................. Graduation
Sunday, May 1–Sunday, May 8 ......................... Break

**SUMMER SEMESTER 2016**

Friday, May 6 ..................................................... Orientation for new students
Monday, May 9 ............................................. Classes begin
Friday, May 13 ..................................................... Last day to add a class*
Friday, May 20 ..................................................... Last day to drop a class for 100 percent refund and a grade of W*

Monday, May 30 ............................................. Memorial Day; no classes
Wednesday, June 22 ............................................. Last day to drop with WP/WF*
Monday, July 4 ............................................. Independence Day; no classes
Friday, July 15 ............................................. Last day of the semester
Saturday, July 16–Sunday, Aug. 21 .................. Break
FALL SEMESTER 2016

Monday, Aug. 22–Tuesday, Aug. 23........................Faculty and staff pre-week

Thursday, Aug. 25..............................................New student orientation

Friday, Aug. 26....................................................Returning student and new student orientation

Monday, Aug. 29..................................................Classes begin

Friday, Sept. 2......................................................Convocation

                      Last day to add a class*

Monday, Sept. 5..................................................Labor Day; no classes

Monday, Sept. 12..................................................Last day to drop with 100 percent refund

                                                   and a grade of W*

Thursday, Oct. 13–Friday, Oct. 14....................Fall break

Monday, Oct. 17..................................................Classes resume

Friday, Oct. 21....................................................Semester midpoint

Monday, Nov. 21..................................................Last day to drop with WP/WF*

Wednesday, Nov. 23–Friday, Nov. 25.............Thanksgiving break; no classes

Monday, Nov. 28..................................................Classes resume

Friday, Dec. 16....................................................Last day of the semester

Saturday, Dec. 17–Sunday Jan. 8.........................Winter break

* For non-traditional courses (five weeks), drop/add days may vary.
The College

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 allied 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 allied health 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.
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 health care.
• We value creative, future-oriented preparation of health care professionals to meet the challenges of providing comprehensive and compassionate health care.

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 health care 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 Allied Health
  • Health Sciences
  • Diagnostic Medical Sonography
  • Radiologic Sciences and Imaging
  • Respiratory Care

Graduate Study

• 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. The Student Handbook is 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 related to academic and professional life.

ACCREDITATION

Kettering College is accredited by the Higher Learning Commission. Its offerings are approved by the Seventh-day Adventist Accrediting Association. Its degrees are authorized by the Ohio Board of Regents, 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 the respective national 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

The clinical facilities used by the College are accredited by appropriate agencies as applicable.

LIBRARY/LEARNING COMMONS/ACADEMIC SUPPORT CENTER

Kettering College provides library services, learning support services, and computer support services.

Library services: The College and Medical Libraries (395-8053) provide 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 services:** The academic support coordinator is available to assist students in their learning and their adjustment to college and campus life. Peer tutoring, workshops, and self-help resources are among the options available in the Academic Support Center.

**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 leadership and 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
- Loren Agrey, Dean for Undergraduate Academic Affairs

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

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

**Admissions**
- Becky McDonald, Director of Admissions
- Mary Guzman, Admissions Counselor
- Tammy Erickson, Admissions Counselor

**Advancement**
- Kathryn Keyes, Director

**Alumni Relations and Career Services**
- Amy Ortiz-Moretta, Director

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

**Campus Corner**
- Stella Freeman, Retail Coordinator

**College Diversity Officer**
- Susan Price

**College and Medical Libraries**
- John Kissinger, Director

**College Relations**
- Jessica Beans, Public Relations Officer

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

**Diversity and Inclusion**
- Laura Edwards, Director

**Enrollment Management and Recruitment**
- Victor Brown, Dean for Enrollment and Student Life
- Jeff Anderson, Director of Recruitment
- Breana Soliday Haughton, Recruiter/Marketing Assistant
- Patrick Dahl, Recruiter
- Malou Gilford, Front Desk/Assistant to Recruitment and Alumni/Career Services

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

**Health Sciences**
- Paula Reams, Chair

**Human Biology**
- Dan Schoun, Advisor

**Humanities and Social Sciences**
- David VanDenburgh, Chair
Nursing
Cherie Rebar, Director, Division of Nursing
Carolyn Gersch, Assistant Director

Occupational Therapy
Terrance Anderson, Chair

Physician Assistant Studies
Fran Angerer, Chair

President
Nate Brandstater, President

Radiologic Sciences and Imaging
Frank Brewster, Chair

Records Office (Registrar’s Office)
Robin Vanderbilt, Director of Records and Advising
Robert Reeder, Associate Registrar
R. Tyler Cannon, Associate Registrar
Barb Satterfield, Office Assistant

Residence Hall
Jerry Mahn, Director of Student Life and the Residence Hall
Sarah Bayer, Associate Director of Student Life and the Residence Hall

Respiratory Care
Nancy Colletti, Chair

Sciences and Mathematics
Paul DeLange, Chair

Spiritual Life
Steve Carlson, Chaplain

Student Finance
Kim Snell, Director
Shannon Hammons, Financial Aid
Robin Clinefelter, Associate Director of Financial Aid
Melissa Reynolds, Student Financial Aid Counselor and Veterans’ Representative
Sarah Shultz, Student Accounts and Student Employment
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 46/460 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 1350. (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.
Health care experience documentation: Evidence of prior health care 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 Kettering College 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: paper applications are available upon request and will require a $25 application fee.
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 [www.iwantmytranscript.com](http://www.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 [www.iwantmytranscript.com](http://www.iwantmytranscript.com) for a list of participating institutions.

5. **Student personal statement form:** This form, supplied in the application packet and online, 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 [www.kc.edu/mathcompetency](http://www.kc.edu/mathcompetency).

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; paper applications are available upon request and will require a $25 application fee.
   - 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](http://www.jsilny.com) / email: [info@jsilny.com](mailto: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](http://www.wes.org) / email: [info@wes.org](mailto: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 Science 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.)
- Most programs of study do not accept courses with earned grades of C- (1.70) or lower. 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 semester hours of transfer credit.
  - Bachelor of Science completion: 30 semester hours of transfer credit.
  - Bachelor of Science: 60 semester hour(s) of transfer credit.
  - Bachelor of Science in Nursing: 60 semester hours of transfer credit.
- 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 hours 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 below and the Kettering College program of study does not accept grades below C (2.0).
- It is completed with a D+ 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 ASSISTANCE

Kettering College is committed to supporting students with documented disabilities in accordance with the Americans with Disabilities Act (ADA). Students are required to notify the director of academic support services to identify their needs in order to be eligible for reasonable and appropriate accommodations. Accommodations may include extended time for tests, a separate testing environment, or other accommodations based on individual need. All disability-related information is kept confidential within the Academic Support Center.

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>5 weeks</td>
<td>2nd business day of semester</td>
<td>5th business day of a course</td>
<td>End of 3rd week of semester</td>
</tr>
<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 hours, and overall credit hours 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 five-week or seven-week 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 drop/add 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 drop/add form has:
     a. A grade of WP for WF (if dropped after the withdrawal period)
     b. The last day of course attendance or participation (if dropping the course).
  4. Submit the drop/add 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.

**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>16</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>Superior</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>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 hours, and overall credit hours required for specific major.
ACADEMIC RECOGNITION

Following the fall and winter semesters, the Dean for Academic Affairs recognizes 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 Dean 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 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 hours, and overall credit hours 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.

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 health care 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.

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 hour requirements as outlined in the program of study in the Academic Bulletin for the academic year in which the student was admitted in to 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 professional courses and selected arts and sciences courses specified by the program.

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 credit hours are limited by degree. Students must meet residency requirements, regardless of the number of transferable hours 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 ANNA MAY VAUGHAN-WINTON BEAVEN SERVICE LEARNING 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 Honors Scholars. Vaughan-Beaven Honors 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 with Vaughan-Beaven Honors, 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 [www.iwantmytranscript.com](http://www.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.

**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 $25 fee must accompany each paper application for admission. The fee is nonrefundable, even if an applicant is not accepted or does not enroll. The application fee is waived for online applications.

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>5 weeks</td>
<td>5th business day of course</td>
</tr>
<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/estudent/login.asp](https://camsweb.kc.edu/estudent/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 credit hours in which the student is enrolled each semester (based on the credit hours a student is registered for at the end of the 100 percent refund period). Successfully completed credit hours include grades of A, A-, B+, B, B-, C+, C, C-, D, P, and Y. Receiving a grade of 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 credit hours attempted.

**Example**: If the program of study consists of 120 credit hours, a student may only attempt 180 credit hours (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 (D 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:

1. Complete the applicable financial aid satisfactory academic progress (SAP) appeal form(s), available at [www.kc.edu/finaidforms](http://www.kc.edu/finaidforms).

2. Meet with the academic support coordinator 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 credit hours attempted limit of the new major. All of the credit hours 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 hour 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 hours 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.

**Federal Perkins Loan:** A federal loan with 5 percent interest. These loans are made to students through the student finance office of Kettering College. No interest is charged while the student is attending school. Repayment begins nine (9) months after withdrawal or graduation, whichever comes first. Eligibility is based on exceptional need. Priority is given to allied health students who meet priority deadlines, as published.

**Nursing Student Loan (NSL):** Similar to Perkins Loan but 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.

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.

<table>
<thead>
<tr>
<th>Dependent undergraduates</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student year</td>
<td>Annual limit</td>
<td>Aggregate limit</td>
</tr>
<tr>
<td>First year</td>
<td>$5,500</td>
<td></td>
</tr>
<tr>
<td>Second year</td>
<td>$6,500</td>
<td></td>
</tr>
<tr>
<td>Third, fourth, and fifth years</td>
<td>$7,500</td>
<td>$31,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Independent undergraduates</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student year</td>
<td>Annual limit</td>
<td>Aggregate limit</td>
</tr>
<tr>
<td>First year</td>
<td>$9,500</td>
<td></td>
</tr>
<tr>
<td>Second year</td>
<td>$10,500</td>
<td></td>
</tr>
<tr>
<td>Third, fourth, and fifth years</td>
<td>$12,500</td>
<td>$57,500</td>
</tr>
</tbody>
</table>

1 No more than $23,000 of this may be in subsidized loans.
2 No more than $5,500 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 $75,000 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 2015-16 OCOG table.)

**Ohio War Orphans Scholarship:** Scholarship awarded to children of disabled or deceased war veterans. Eligible students may receive $6,994 annually (based on 2014-15 annual award amount). For additional information, contact the Ohio War Orphans Board at the Ohio Board of Regents.

**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 and forms 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 Board of Regents 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.

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 health care 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. Health care risks inherent in health care 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.

**Health care 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 health care 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 in the College Library. Expert tutors are available for math and writing. Peer tutors are trained students who can help with specific courses. A tutoring schedule is published each semester, and students can drop in or make an appointment during tutoring hours. All tutoring is free.

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

Study groups can help students master the material for a course or prepare for quizzes and exams. Assistance in forming effective study groups is available in the Academic Support Center.

The academic support coordinator is available in the center for individual help with 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 are required to register them with the College and secure a current 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 AND SUPPLIES

The College Bookstore is located on the lower level of Polen Plaza. It stocks text and reference books used in Kettering College classes as well as a variety of other books, supplies, insignia clothing, gifts, and uniforms and equipment for each curriculum. Students may special-order books through the Bookstore. Cash, check, and major credit cards are accepted for payment. Student ID cards may also be used when there is a sufficient account balance available. Recipients of government (state/federal) grants, loans, and benefits are responsible for making purchases in accordance with government policies. Policies for payment options and ID card usage are available at the Bookstore. Book and merchandise return policies are posted in the Bookstore and on the Kettering College Bookstore Web page.

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 www.kc.edu/aboutDayton.html.

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 health care 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 scientific language, promotes critical thinking and logical thought processes, and develops an awareness of how information is communicated in the scientific community.

**Physical education:** Participation in physical education and the study of the seven dimensions of wellness (physical, mental, emotional, social, environmental, occupational, and spiritual) 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 health care education integrated with Christian principles and values.

**Degree description**: Kettering College’s prelicensure curricula prepare qualified, highly competent health care 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.

I. Composition and Communication..................................................................................6 credits required

  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.............................................................................................................3 credits required
   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.......................................................................................................8 credits required
    All students must take two science courses that include a laboratory component.

IV. Physical education, health, and wellness .................................................................2 credits required
    Required courses:
    A. Wellness
    B. Activity course

V. Religion .......................................................................................................................6 credits required
    A. RELB 111, Biblical Resources for Understanding Health Care (3 credits) (prior to fall 2015)
       or RELB 101, Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ (3 credits) (beginning fall 2015)
    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 .......................................................................................................3 credits required
    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 health care-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.

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 111 Biblical Resources for Understanding Health Care (prior to fall 2015) or
        RELB 101, Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of
        Christ (beginning fall 2015)
      - 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.

I. **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 111 Biblical Resources for Understanding Health Care (prior to fall 2015) or ..........................................................3 credits

   RELB 101 Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ (beginning fall 2015) ...................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 credit hours 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.

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 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 health care 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 health care settings and may serve as a foundation for graduate education. Those seeking greater emphasis in specific health care 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 hours. Those working toward bachelor’s completion must take a minimum of 30 hours at Kettering College, and at least 36 credits must be from the upper division.

**CORE CURRICULUM:**

I. **Humanities**

   May include courses from literature, history, philosophy, music, art, theater, or foreign language

II. **Religion**

   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**

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

IV. **Mathematics**

   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
Anna May Vaughan-Winton Beaven Service Learning Honors Program

Clive Wilson, Interim Coordinator

DESCRIPTION OF THE PROGRAM

The Vaughan-Beaven Service Learning Honors Program is available for students who choose to demonstrate their excellence and character beyond the high standards of the professional programs offered at Kettering College. Students admitted to the Vaughan-Beaven Service Learning Honors Program participate in a course of study that critically analyzes the service needs of the local, regional, national, and/or global communities, and participates in meeting identified needs.

All students may apply upon admission to the College. Students must maintain a GPA of 3.5 for all honors courses as well as all courses that have a service learning honors component. Students also must maintain an overall GPA of 3.00 or higher in all courses taken for the degree. Students who complete all requirements will be recognized as Vaughan-Beaven Honors Scholars at commencement.

MISSION STATEMENT

The service learning honors 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 world community.

• Promote and communicate an understanding of cultural diversity/sensitivity and social/civic responsibility though commitment to lifelong service and learning.

• Integrate the values of compassion, competence, citizenship, and character through personal and professional growth.

• Incorporate effective communication multiprofessionally within the global village.
PROGRAM REQUIREMENTS

Applicants who have been admitted as candidates for the Vaughan-Beaven Honors 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>60 clock hours of service learning</td>
<td>60 clock hours of service learning</td>
<td>110 clock hours of service learning</td>
<td>110 clock hours of service learning</td>
</tr>
</tbody>
</table>

REQUIRED COURSES

| SOCI 375 Cultural Diversity in Health Care | SOCI 375 Cultural Diversity in Health Care | SOCI 375 Cultural Diversity in Health Care | SOCI 375 Cultural Diversity in Health Care |

SERVICE LEARNING HONORS PROGRAM COURSES

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

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

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

Two required:
- SLHP 301 International Health
- SLHP 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

Available program courses may include:

- SLHP 200 Health Care Needs of the Hispanic Population
- SLHP 301 International Health
- SLHP 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 SLHP or HESC courses listed in addition to the required courses listed for the program of study. Students in the program will be required to submit documentation of service learning hours each semester to the program coordinator.
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 3.0 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, or through permission of coordinator.
- Write a short essay on personal goals related to the outcomes and mission of the program.

PROGRESSION AND COMPLETION

Students must maintain a GPA of 3.5 for all designated honors classes and all classes that have service learning honors components. They also must maintain an overall GPA of 3.00 in all courses taken for the degree. All requirements must be completed before commencement to qualify for graduation as a Vaughan-Beaven Honors 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 honors program. An overall College GPA of 3.00 must be accomplished 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 will be readmitted under the current program curriculum and Academic Bulletin. Requests for readmission to the honors program will be evaluated on an individual basis. The decision to readmit the student will be evaluated based upon the following criteria:

- Overall College GPA of 3.00 or higher.
- Available space in the honors 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 honors program completion.
- Interview process at the discretion of the service learning honors 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 health care 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

David VanDenburgh, Chair; Erin Banks-Kirkham; Jill Evans; Vail McGuire; Pat Nicosia; David Price; Daryll Ward

SCIENCES AND MATHEMATICS DEPARTMENT

Paul DeLange, Chair; Lucas Beagle; Laurie Bromagen; Kathy Cameron; Jonathan Engelman; Melonnie Furgason; Patrick Hensley; Jane Nesbit; Randi Quale; Tom Rule; Daniel Schoun; R. Timothy Willsey
The sciences and mathematics department offers a Bachelor of Science degree with a major in human biology.

ADMISSION

Many majors require that students take prerequisite courses before being admitted to the desired majors. Those students wishing to take only arts and sciences courses must meet Kettering College admission criteria.

MAJOR IN HUMAN BIOLOGY

Daniel Schoun, Advisor

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 allied health 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 health care 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.

Note: Degree program requirements change regularly; students should check www.kc.edu for the most up-to-date information.
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
   CHEM 125  General Chemistry ......................................................... 4
   CHEM 136  General Chemistry II ...................................................... 4
   CHEM 211  Organic Chemistry I ....................................................... 4
   CHEM 222  Organic Chemistry II ..................................................... 4
   One course chosen from the following: ............................................. 3
   HESC 302  Mission Experience in Cultural Diversity
   HESC 435  Community Health Perspectives
   HESC 345  History of Health Care in the United States
   HESC 460  Forensics in Health Care
   MATH 215  Probability and Statistics ............................................ 4
   PHYS 141  General Physics I ............................................................. 4
   PHYS 152  General Physics II .......................................................... 4
   SOCI 3XX  Upper division sociology ............................................... 3

II. Required major courses ................................................................. 31 credits
   BIOL 105  Foundations of Biology I ............................................... 4
   BIOL 110  Foundations of Biology II ............................................... 4
   BIOL 130  Career Explorations ....................................................... 1
   BIOL 315  Molecular Biology ......................................................... 4
   BIOL 325  Environmental Science .................................................. 3
   BIOL 335  Genetics ............................................................... 4
   BIOL 340  Biochemistry .............................................................. 4
   BIOL 430  Seminar in Human Biology ........................................... 4
   GSCI 410  History and Philosophy of Science ............................... 3
III. Major Elective Courses ........................................................................................................... 14 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 151</td>
<td>Microbiology*</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 210</td>
<td>Human Anatomy*</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 263</td>
<td>Sectional Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 305</td>
<td>Human Physiology*</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>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 ....................................................................................... 6 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</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>CHEM 125</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 111</td>
<td>Biblical Resources for Understanding Health Care (prior to fall 2015) OR</td>
<td>3</td>
</tr>
<tr>
<td>RELB 101</td>
<td>Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ (beginning fall 2015)</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** | 17

**FIRST YEAR: WINTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>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 136</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</th>
<th>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
### SECOND YEAR: WINTER

<table>
<thead>
<tr>
<th>Course</th>
<th>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>
</tr>
</tbody>
</table>

**TOTAL**                                               17

### THIRD YEAR: FALL

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>XXX</td>
<td>Major elective</td>
<td>3-4</td>
</tr>
<tr>
<td>BIOL 315</td>
<td>Molecular Biology with lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 430</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>
</tr>
</tbody>
</table>

**TOTAL**                                               15-16

### THIRD YEAR: WINTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>XXX</td>
<td>Major elective</td>
<td>4</td>
</tr>
<tr>
<td>XXX</td>
<td>Major elective</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 340</td>
<td>Biochemistry with lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 430</td>
<td>Seminar in Human Biology</td>
<td>1</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>
</tbody>
</table>

**TOTAL**                                               17
FOURTH YEAR: FALL

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>XXX</td>
<td>Humanities Group II elective</td>
<td>3</td>
</tr>
<tr>
<td>XXX</td>
<td>Upper division general electives</td>
<td>3-4</td>
</tr>
<tr>
<td>XXX</td>
<td>Major elective</td>
<td>3-4</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 13-15

FOURTH YEAR: WINTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>XXX</td>
<td>Upper division general electives</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 325</td>
<td>Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 335</td>
<td>Genetics 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>
<tr>
<td>SOCI 3XX</td>
<td>Upper division sociology course</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL 17

**Note:** A human biology student with a cumulative GPA of 3.5 or higher may take up to 20 credit hours 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 125</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 136</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 211</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 222</td>
<td>Organic Chemistry II</td>
<td>4</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</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 152</td>
<td>General Physics II</td>
<td>4</td>
</tr>
</tbody>
</table>
II. Required major courses ................................................................. 41 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</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 110</td>
<td>Foundations of Biology II</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*</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 210</td>
<td>Human Anatomy*</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 305</td>
<td>Human Physiology*</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 315</td>
<td>Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 335</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 340</td>
<td>Biochemistry</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>
<tr>
<td>PSYC 138</td>
<td>Human Growth and Development*</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHAS 501</td>
<td>Basics of Pharmacology</td>
<td>1</td>
</tr>
<tr>
<td>PHAS 512</td>
<td>CMM Dermatology</td>
<td>1</td>
</tr>
<tr>
<td>PHAS 513</td>
<td>CMM Hematology and Oncology</td>
<td>1</td>
</tr>
<tr>
<td>PHAS 514</td>
<td>CMM Infectious Disease</td>
<td>1</td>
</tr>
<tr>
<td>PHAS 518</td>
<td>CMM Pulmonology</td>
<td>5</td>
</tr>
<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>
<td>2</td>
</tr>
</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>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall and winter</td>
<td></td>
<td>33</td>
</tr>
</tbody>
</table>

### Second Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall and winter</td>
<td></td>
<td>34</td>
</tr>
</tbody>
</table>

### Second Year: Summer

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>XXX</td>
<td>Humanities Group II elective</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 151</td>
<td>Microbiology (major elective)</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 138</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
</tbody>
</table>

| TOTAL    |                                  | 10      |

### Third Year: Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 210</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 430</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>
</tr>
</tbody>
</table>

| TOTAL    |                                  | 16      |

### Third Year: Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 305</td>
<td>Human Physiology with lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 335</td>
<td>Genetics with lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 340</td>
<td>Biochemistry with lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 430</td>
<td>Seminar in Human Biology</td>
<td>1</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>
</tbody>
</table>

| TOTAL    |                                  | 17      |

Entry point to PA program
### THIRD YEAR: SUMMER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHAS 501</td>
<td>Basics of Pharmacology *</td>
<td>1</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>PHAS XXX</td>
<td>PA professional courses</td>
<td>3</td>
</tr>
<tr>
<td>RELP 316</td>
<td>Spirituality in Healing and Health Care*</td>
<td>3</td>
</tr>
<tr>
<td>RELP 505</td>
<td>Clinical Ethics I</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>13.5</strong></td>
</tr>
</tbody>
</table>

### FOURTH YEAR: FALL

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHAS 513</td>
<td>CMM Hematology and Oncology*</td>
<td>1</td>
</tr>
<tr>
<td>PHAS 514</td>
<td>CMM Infectious Disease*</td>
<td>1</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>
<td>16</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

### FOURTH YEAR: WINTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<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>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>22</strong></td>
</tr>
</tbody>
</table>

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

Cherie R. Rebar, PhD, MBA, RN, FNP, COI, Director, Division of Nursing and Chair, Prelicensure Nursing Programs; Carolyn Gersch, PhD Candidate, MSN, RN, CNE, Associate Director, Division of Nursing and Chair, BSN Completion Program; Andrea Borchers; Adelaide Durkin; Nicole Heimgartner; Lisa Huber; Unchalee Ice; Amy Jauch; Beverley McLean; Donna Moore; Cynthia Parker; Marsha Purtee; Paula Reams; Jean Stivers; Tracy Taylor; Joan Ulloth; Laura Willis

DEGREES OFFERED

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

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 health care 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 health care 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 health care 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 health care needs of diverse community populations, patients, and families across the continuum of health care.
• 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 health care.
• 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 health care across the life span.
• Functions as a collaborative member of the interdisciplinary health care team to promote health, prevent disease, and provide evidence-based nursing care to individuals, families, communities, and populations across the continuum of health care.
• 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 health care 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. 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 nursing program. Transfer students are encouraged to contact the records office for advising on prerequisite course equivalency.

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

**GPA:** Applicants must present transcripts reflecting a cumulative GPA of 2.5 or above (on a 4.0 scale) for all 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</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIOL 129</td>
<td>Human Anatomy and Physiology II</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHEM 105</td>
<td>Chemistry for the Health Sciences</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIOL 151</td>
<td>Microbiology</td>
<td>4 credits</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Writing and Rhetoric I</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>Writing and Rhetoric II</td>
<td>3 credits</td>
</tr>
<tr>
<td>COMM 215</td>
<td>Introduction to Human Communication</td>
<td>3 credits</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Fundamentals of Mathematics</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYC 112</td>
<td>General Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYC 138</td>
<td>Human Growth and Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOCI 115</td>
<td>Sociology</td>
<td>3 credits</td>
</tr>
<tr>
<td>PEAC 178</td>
<td>Wellness</td>
<td>1 credit</td>
</tr>
<tr>
<td>HUMAN</td>
<td>Humanities elective</td>
<td>3 credits</td>
</tr>
<tr>
<td>HUMAN</td>
<td>Humanities elective</td>
<td>3 credits</td>
</tr>
<tr>
<td>KETC 101</td>
<td>Medical Terminology</td>
<td>1 credit</td>
</tr>
</tbody>
</table>
Notes on prerequisites:

- A minimum grade of C is required for prerequisites, whether completed at Kettering College or elsewhere.
- Applicants must have completed at least 30 hours of prerequisites before an application will be reviewed for admission to the nursing program; at least 8 to 12 credits must be from the BIOL/CHEM designations; at least 3 credits of MATH. Current Kettering College students should be aware that two concurrent science courses are not offered in summer semesters.
- The nursing enrollment committee will review and evaluate each applicant's complete academic history.
- Past failures and withdrawals in prerequisite courses may impact consideration for admission into nursing.
- Past failures and withdrawals in other nursing programs will impact consideration for admission into nursing.

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

Technical standards: Applicants must meet certain physical and health requirements defined as technical standards. The standards are described on the nursing 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, and a determination will be made regarding his or her eligibility.

Application deadline: Applications and supporting documents (transcripts, test scores, etc.) are accepted until May 25 of the year in which the student wishes to be accepted.

SELECTION PROCESS

Only students completing the application processes prior to the specified deadline for the desired year of entry will be considered.

Selection is based on:

1. Completion of prerequisites and academic strength demonstrated in the prerequisite coursework.
2. Evaluation of the academic experience, with preference given to students who demonstrate science and math grades in college at a cumulative level of 2.5 or higher.

Preference will be given to equally qualified applicants who complete their course work at Kettering College. Additional qualifiers such as ACT or SAT scores, previous academic degrees, and
degrees in allied health may influence acceptance. Students accepted into the program must maintain a minimum 2.5 GPA from the time of acceptance until their program start date. Selections from the candidates who meet the May 25 application deadline for the fall entry class will be made no later than June 15.

**TRANSFER APPLICANTS**

Transfer students who have taken the arts and sciences prerequisite courses will be evaluated individually to ascertain whether religion courses can be taken concurrently with nursing courses during the semester of entry. An approved plan for completion of these courses is required before the program will accept a transfer student who has not fulfilled religion courses included in curriculum before the semester of approved entry.

Transfer students who have completed nursing courses in another program 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 another program may be ineligible for transfer status admission.

**ENROLLMENT**

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

**CPR/BLS:** All nursing students must be certified in Basic Life Saving (BLS), also known as cardiopulmonary resuscitation (CPR), issued by the American Heart Association in its BLS for the Health Care Provider course. Students must complete this certification course at Kettering College, delivered by the Kettering College nursing faculty. Documentation of BLS certification must be presented before enrollment in the nursing program; certification must be maintained throughout the nursing program.

**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 in semester 4 of the program (NRSB 311), or the semester of entry for transfer students. Please contact the admission office for approved service contact information. Commencement of semester 4, or the semester of entry for transfer students, is contingent upon successful clearance of the background check and fingerprinting report. 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.
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 from the admission office and on the College's admission website.

PROGRESSION

To progress to semester 4 of the Bachelor of Science in Nursing curriculum, students must meet mathematics competency and achieve a minimum grade of C in all courses in semesters 1, 2, and 3 of the program. To remain in the program, students must achieve a minimum grade of C in all courses required for the BSN degree in semesters 4, 5, 6, 7, and 8.

READMISSION

Students who do not meet progression requirements are removed from the nursing program and must apply for readmission. Selection for readmission is competitive. For specific readmission criteria, see the Division of Nursing office.

- 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:
  1. Kettering College cumulative GPA of at least 2.50 (a higher GPA may be needed to be competitive)
  2. Cumulative GPA of 2.00 in nursing (excluding failed course)
  3. Available space in the nursing program
  4. Evaluation of the student’s standing, relative to any revisions that may have occurred in the curriculum, courses, or requirements
  5. Review and evaluation of student’s academic and clinical performance at the time of withdrawal or dismissal
  6. Evaluation of faculty recommendation for program re-entry
- 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 action will be developed on an individual basis, which may include, but is not limited to: skills remediation, testing remediation, and repetition of clinical courses as determined by the enrollment committee.
• Students are not eligible for readmission after failure to progress 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.
• Decisions of the nursing enrollment committee regarding readmission are final.

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, TRACK A, SEMESTER 1

<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>MATH 105</td>
<td>Fundamentals of Mathematics</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>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

YEAR 1, TRACK A, SEMESTER 2

<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>ENGL 102</td>
<td>Writing and Rhetoric II</td>
<td>3</td>
</tr>
<tr>
<td>HUMN</td>
<td>Humanities elective</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 151</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 138</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>
### YEAR 1, TRACK A, SEMESTER 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</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>COMM 215</td>
<td>Introduction to Human Communication</td>
<td>3</td>
</tr>
<tr>
<td>KETC 101</td>
<td>Medical Terminology</td>
<td>1</td>
</tr>
<tr>
<td>SOCI 115</td>
<td>Sociology</td>
<td>3</td>
</tr>
<tr>
<td>PEAC 178</td>
<td>Wellness</td>
<td>1</td>
</tr>
</tbody>
</table>

**TOTAL** 12

### YEAR 1, TRACK B, SEMESTER 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</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>BIOL 151</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>PEAC 178</td>
<td>Wellness</td>
<td>1</td>
</tr>
<tr>
<td>SOCI 115</td>
<td>Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** 15

### YEAR 1, TRACK B, SEMESTER 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</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>ENGL 101</td>
<td>Writing and Rhetoric I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Fundamentals of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>KETC 101</td>
<td>Medical Terminology</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 112</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HUMN</td>
<td>Humanities elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** 17

### YEAR 1, TRACK B, SEMESTER 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</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 102</td>
<td>Writing and Rhetoric II</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 138</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>HUMN</td>
<td>Humanities elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** 13
### YEAR 2, SEMESTER 4

<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>RELB 111</td>
<td>Biblical Resources for Understanding Health Care (prior to fall 2015) OR</td>
<td>3</td>
</tr>
<tr>
<td>RELB 101</td>
<td>Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ (beginning fall 2015)</td>
<td>3</td>
</tr>
<tr>
<td>NRSB 301</td>
<td>Wellness and Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>NRSB 311</td>
<td>Foundations of Nursing</td>
<td>5</td>
</tr>
</tbody>
</table>

**TOTAL**  14

### YEAR 2, SEMESTER 5

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 215</td>
<td>Probability and Statistics</td>
<td>3-4</td>
</tr>
<tr>
<td>RELP 316</td>
<td>Spirituality in Healing and Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NRSB 321</td>
<td>Care of Older Adults</td>
<td>5</td>
</tr>
<tr>
<td>NRSB 331</td>
<td>Psychiatric/Mental Health Nursing Concepts</td>
<td>4</td>
</tr>
</tbody>
</table>

**TOTAL**  15-16

### YEAR 2, SEMESTER 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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)</td>
<td>4</td>
</tr>
</tbody>
</table>

**TOTAL**  13

### YEAR 3, SEMESTER 7

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELP 306</td>
<td>Spiritual Dimensions of Death and Dying</td>
<td>3</td>
</tr>
<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>
</tr>
<tr>
<td>NRSB 371</td>
<td>Nursing Research (web-centric)</td>
<td>3</td>
</tr>
<tr>
<td>NRSB 381</td>
<td>Public Health Concepts (web-centric)</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL**  15
### YEAR 3, SEMESTER 8

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEAC</td>
<td>Physical education activity course</td>
<td>1</td>
</tr>
<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)</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** 12


### YEAR 3, SEMESTER 9

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>
</tr>
</tbody>
</table>

**TOTAL** 13
LPN-to-BSN program

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

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

GPA: Applicants must present transcripts reflecting a cumulative GPA of 2.50 or above (on a 4.00 scale) for all prerequisite courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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>CHEM 105</td>
<td>Chemistry for Health Sciences</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 151</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Writing and Rhetoric I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>Writing and Rhetoric II</td>
<td>3</td>
</tr>
<tr>
<td>COMM 215</td>
<td>Introduction to Human Communication</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Fundamentals of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 112</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 115</td>
<td>Sociology</td>
<td>3</td>
</tr>
<tr>
<td>PEAC 178</td>
<td>Wellness</td>
<td>1</td>
</tr>
<tr>
<td>HUMN</td>
<td>Humanities elective</td>
<td>3</td>
</tr>
<tr>
<td>HUMN</td>
<td>Humanities elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Notes on prerequisites:

- A minimum grade of C is required for prerequisites, whether completed at Kettering College or elsewhere.
• Applicants must have completed at least 30 hours of prerequisites before an application will be reviewed for admission to the nursing program; these must include at least eight to 12 credits from the BIOL and CHEM designations and 3 credits of MATH. Current Kettering College students should note that two concurrent science courses are not offered in summer semesters.
• The nursing enrollment committee will review and evaluate each applicant’s complete academic history.
• Past failures and withdrawals in prerequisite courses may impact consideration for admission into nursing.
• Past failures and withdrawals in other nursing programs will impact consideration for admission into nursing.

APPLICATION TO THE LPN-TO-BSN PROGRAM

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. Have earned a minimum 2.5 GPA within the practical nurse program.
3. Have earned a minimum cumulative 2.5 GPA from any previous college experiences in prerequisite course year.
4. Complete the student personal statement form provided with application materials.
5. Provide a resume of work history as a practical nurse, to be evaluated on a case-by-case basis for currency and experience.
6. Possess and maintain a valid, unrestricted, and unencumbered Ohio LPN license.

Upon completion of NRSB 312 and all prerequisite courses with a C or better, the student will be awarded credit for:

- BIOL 119
- PSYC 138
- KETC 101
- NRSB 301
- NRSB 311
- NRSB 321

**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.
Technical standards: Applicants must meet certain physical and health requirements defined as technical standards. The standards are described on the nursing 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, and a determination will be made regarding his or her eligibility.

Application deadline: Applications and supporting documents (transcripts, test scores, etc.) are accepted until May 25 of the year in which the student wishes to be accepted.

SELECTION PROCESS

Only students completing the application processes prior to the specified deadline for the desired year of entry will be considered. Selection is based on:

1. Completion of prerequisites and academic strength in the prerequisite coursework.
2. Evaluation of the academic experience, with preference given to students with cumulative GPA of 2.50 or higher in college science and math.

Other notes:
- Preference is given to equally qualified applicants who complete their coursework at KC.
- Additional qualifiers such as ACT or SAT scores, previous academic degrees, and GPA in LPN program may influence acceptance.
- Students accepted into the program must maintain a minimum 2.5 GPA from the time of acceptance until their program start date.
- Selections from the candidates who meet the May 25 application deadline for the fall entry class will be made no later than June 15.

TRANSFER APPLICANTS

Transfer students who have taken the arts and sciences prerequisites courses will be evaluated individually to ascertain whether religion courses can be taken concurrently with nursing courses during the semester of entry. An approved plan for completion of these courses by graduation is required before accepting the transfer student who has not fulfilled religion courses that are included in the curriculum before the semester of approved entry.

Transfer students wishing to enter the LPN-to-BSN program who have completed nursing courses in another nursing program 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 another program may be ineligible for transfer status admission.
ENROLLMENT

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

**CPR/BLS:** All nursing students must be certified in Basic Life Saving (BLS), also known as cardiopulmonary resuscitation (CPR), issued by the American Heart Association’s BLS for the Health Care Provider course. Students must complete this certification course at Kettering College, delivered by the Kettering College nursing faculty. Documentation of BLS certification must be presented before enrollment in the nursing program and must be maintained for the duration of the nursing program.

**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 beginning the first nursing course in semester 4 of the program (NRSB 312), or the semester of entry for transfer students. Please contact the admission office for approved service contact information. Commencement of semester 4, or the semester of entry for transfer students, is contingent upon successful clearance of the background check and fingerprinting report. Students should be aware that the Ohio Board of Nursing, or any state’s board of nursing, may deny licensure based on results of the background check and fingerprinting report.

**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 from the admission office and on the College’s admission website.

PROGRESSION

In order to progress to the fourth semester of the BSN curriculum, students must meet mathematics competency and achieve a minimum grade of C in all courses in semesters 1, 2, and 3 of the program. To remain in the program, students must achieve a minimum grade of C in all courses required for the LPN-to-BSN degree in semesters 4, 5, 6, 7, and 8.

READMISSION

Students who do not meet progression requirements are removed from the nursing program and must apply for readmission. Selection for readmission is competitive. For specific readmission criteria, see the Division of Nursing office.

- 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 being 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:
  1. Kettering College cumulative GPA of at least 2.50 (a higher GPA may be needed to be competitive)
  2. Cumulative GPA of 2.00 in nursing (excluding failed course)
  3. Available space in the nursing program
  4. Evaluation of the student’s standing, relative to any revisions that may have occurred in the curriculum, courses, or requirements
  5. Review and evaluation of student’s academic and clinical performance at the time of withdrawal or dismissal
  6. Evaluation of faculty recommendation for program re-entry
• 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 action will be developed on an individual basis, which may include, but is not limited to: skills remediation, testing remediation, and repetition of clinical courses as determined by the enrollment committee.
• Students are not eligible for readmission after failure to progress 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.
• Decisions of the nursing enrollment committee regarding readmission are final.

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.

Note: Degree program requirements change regularly; students should check www.kc.edu for the most up-to-date information.
PROGRAM OF STUDY FOR LPN-TO-BSN DEGREE

The nursing curriculum is designed for completion in three calendar years, or 9 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, TRACK A, SEMESTER 1

<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>MATH 105</td>
<td>Fundamentals of Mathematics</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>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** 16

YEAR 1, TRACK A, SEMESTER 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102</td>
<td>Writing and Rhetoric II</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 151</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>HUMN</td>
<td>Humanities elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** 10

YEAR 1, TRACK A, SEMESTER 3

<table>
<thead>
<tr>
<th>Course</th>
<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>COMM 215</td>
<td>Introduction to Human Communication</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 115</td>
<td>Sociology</td>
<td>3</td>
</tr>
<tr>
<td>PEAC 178</td>
<td>Wellness</td>
<td>1</td>
</tr>
</tbody>
</table>

**TOTAL** 11
### YEAR 1, TRACK B, SEMESTER 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 215</td>
<td>Introduction to Human Communication</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 151</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>PEAC 178</td>
<td>Wellness</td>
<td>1</td>
</tr>
<tr>
<td>SOCI 115</td>
<td>Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** 11

### YEAR 1, TRACK B, SEMESTER 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 129</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Writing and Rhetoric I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Fundamentals of Mathematics</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>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** 16

### YEAR 1, TRACK B, SEMESTER 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 105</td>
<td>Chemistry for Health Sciences</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>Writing and Rhetoric II</td>
<td>3</td>
</tr>
<tr>
<td>HUMN</td>
<td>Humanities elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** 10

### YEAR 2, SEMESTER 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 350</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>RELB 111</td>
<td>Biblical Resources for Understanding Health Care (prior to fall 2015) OR</td>
<td>3</td>
</tr>
<tr>
<td>RELB 101</td>
<td>Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ (beginning fall 2015)</td>
<td>3</td>
</tr>
<tr>
<td>NRSB 312</td>
<td>LPN-to-BSN Transition</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** 9
<table>
<thead>
<tr>
<th>YEAR 2, SEMESTER 5</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 215 Probability and Statistics</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>RELP 316 Spirituality in Healing and Health Care</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NRSB 331 Psychiatric/Mental Health Nursing Concepts</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>10-11</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 2, SEMESTER 6</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RELX Religion elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NRSB 341 Family Nursing Concepts</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>NRSB 351 Community Nursing Concepts (web-centric course)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>13</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 3, SEMESTER 7</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RELP 306 Spiritual Dimensions of Death and Dying</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NRSB 361 Theory: Alterations in Adult Health I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NRSB 362 Clinical: Alterations in Adult Health I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NRSB 371 Nursing Research (web-centric course)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NRSB 381 Public Health Concepts (web-centric course)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>15</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 3, SEMESTER 8</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PEAC Physical education activity course</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>NRSB 401 Theory: Alterations in Adult Health II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NRSB 402 Clinical: Alterations in Adult Health II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NRSB 411 Essentials of Nursing Leadership, Management, and Informatics (web-centric course)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>12</strong></td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</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>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>
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 BSN completion degree is designed for registered nurses who have an associate degree or its equivalent in nursing. The degree consists of 48 semester credits beyond the Associate of Science nursing degree or its equivalent and at least 36 upper-division credits; 30 credits must be taken from Kettering College. It is the equivalent of the junior and senior years of a baccalaureate degree. All required nursing and non-nursing coursework is offered online. Non-nursing 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. Cognate and arts and sciences courses may be taken concurrently with nursing courses. NRSA 313, 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. Students who request to defer admission or who do not engage in coursework toward the degree for a period of one year or more must reapply. Students will be readmitted under the current curriculum, policies, and Academic Bulletin.

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

Note: Degree requirements change regularly; students should check www.kc.edu for the most up-to-date information.

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

1. Completion of an associate degree or its equivalent in nursing: To assist diploma nurses to establish credit equivalent to an associate degree, Kettering College will grant 38 semester credits for the nursing courses taken in the diploma program. An additional block of 26 semester credits in supporting courses is required. These credits may be obtained by taking courses at Kettering College, by transferring in credit, or by receiving credit by examination. Students will be advised regarding options for meeting the supporting course credit requirement.

2. 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 BSN-completion nursing courses following the completion of the AS degree.

3. Completion of the student personal statement form provided with application materials.

4. A current copy of a government-issued photo ID can be required to verify identity of students throughout the program.

5. Transcripts reflecting a cumulative GPA of 2.5 or above (on a 4.0 scale).

PRE-ENROLLMENT REQUIREMENTS

To enroll, a student must:

1. Have proficiency in the Microsoft Windows environment that includes word processing, spreadsheets, and PowerPoint; a student also must be able to navigate the Internet and use email and attachments.

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

3. Meet computer technical requirements as stipulated in the BSN-completion section of the College website.

4. 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.
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 Arts or Science 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 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.

READMISSION

Students who do not meet progression requirements are removed from the nursing program and must apply for readmission. Selection for readmission is competitive. For specific readmission criteria, see the Division of Nursing office.

• 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. Kettering College cumulative GPA of at least 2.50 (a higher GPA may be needed to be competitive)
  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 action will be developed on an individual basis; this may include but not be limited to concept remediation and repetition of courses as determined by the enrollment committee.
• Students are not eligible for readmission after failure to progress 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.
• Decisions of the nursing enrollment committee regarding readmission are final.

REQUIREMENTS FOR GRADUATION
• To graduate, the student must satisfactorily complete at least 48 semester credits (36 at the upper-division level), including specified nursing courses, cognates, arts and sciences courses, and electives.
• The student must meet all other graduation requirements as specified in this Academic Bulletin.
# PROGRAM OF STUDY FOR BSN COMPLETION DEGREE

## Required core courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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>
</tr>
</tbody>
</table>

**TOTAL** 24

## Required cognate courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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 is 4 credits)</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**TOTAL** 6-7

## Degree core requirements

<table>
<thead>
<tr>
<th>Category</th>
<th>Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>

**TOTAL** 18

Total semester credits for the BSN completion degree **48-49**
Division of Allied Health

Frank Brewster, MS, Ed, RT, (RT), (CT), Chair, Radiologic Sciences and Imaging
Nancy Colletti, PhD, RRT, Chair, Respiratory Care
Susan Price, PhD, RDMS, Chair, Diagnostic Medical Sonography
Paula Reams, PhD, RN, 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:
  — Management
  — Education
  — Sonography
  — Advanced imaging
  — Respiratory care
Department of Radiologic Sciences and Imaging

Frank Brewster, Chair; Rob Hoover; Taryn Talbott; Tuta Ionescu

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 health care 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 health care 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; [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.

---

**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.

---

**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>Semesters</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td>16 hours/week x 7 weeks</td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td>16 hours/week x 15 weeks</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td>24 hours/week x 10 weeks</td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td>24 hours/week x 15 weeks</td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td>24 hours/week x 15 weeks</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td>8 hours/week x 10 weeks</td>
</tr>
</tbody>
</table>

**TOTAL:** 1,392 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 six 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 generally has 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.
- Provide evidence of a quality academic background by passing the following courses or transfer equivalent credits with grades of C (2.0) or higher:
  1. BIOL 119 and BIOL 129 (Human Anatomy & Physiology I and II)
  2. MATH 105 (Fundamentals of Mathematics)
  3. ENGL 101 (Writing and Rhetoric I)
  4. SOCI 115 (Introduction to Sociology)
  5. PSYC 112 (General Psychology)
  6. COMM 215 (Introduction to Human Communication)
  7. PHYS 131 (Survey of Physics)
- Maintain a cumulative GPA of at least 2.50 during the application/pre-enrollment period and throughout the program.

Note: Degree program requirements change regularly; students should check [www.kc.edu](http://www.kc.edu) for the most up-to-date information.

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:
  a. The application deadline for fall semester enrollment is May 20.
  b. All updated supporting documents must be received by May 20.
  c. Applicants will be notified of acceptance by the end of June before the fall semester.
  d. Applications received after May 20 will be processed for the next academic year.
e. Exceptions to these rules are contingent on space available in the program after the May admission process.

• 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 health care 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 Health Care 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 Academic Affairs.

**SUGGESTED PROGRAM OF STUDY (ASSOCIATE DEGREE)**

**PREREQUISITE YEAR, FALL**

<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>MATH 105</td>
<td>Fundamentals of Math</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Writing and Rhetoric I</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 115</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** 13

**PREREQUISITE YEAR, WINTER**

<table>
<thead>
<tr>
<th>Course</th>
<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>PSYC 112</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>COMM 215</td>
<td>Introduction to Human Communication</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 131</td>
<td>Survey of Physics</td>
<td>4</td>
</tr>
</tbody>
</table>

**TOTAL** 14

**FIRST YEAR, FALL**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELB 111</td>
<td>Biblical Resources for Understanding Health Care (prior to fall 2015) OR</td>
<td>3</td>
</tr>
<tr>
<td>RELB 101</td>
<td>Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ (beginning fall 2015)</td>
<td>3</td>
</tr>
<tr>
<td>RTCA 114</td>
<td>Practicum I</td>
<td>1</td>
</tr>
<tr>
<td>RTCA 115</td>
<td>Radiology in Modern World</td>
<td>1</td>
</tr>
<tr>
<td>RTCA 116</td>
<td>Radiologic Technology I</td>
<td>3</td>
</tr>
<tr>
<td>RTCA 116L</td>
<td>Radiologic Technology I Lab</td>
<td>1</td>
</tr>
<tr>
<td>RTCA 120</td>
<td>Patient Care</td>
<td>2</td>
</tr>
<tr>
<td>RTCA 121</td>
<td>Medical Terminology</td>
<td>1</td>
</tr>
</tbody>
</table>

**TOTAL** 12
### FIRST YEAR, WINTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 263</td>
<td>Sectional Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>PEAC 178</td>
<td>Wellness</td>
<td>1</td>
</tr>
<tr>
<td>RTCA 123</td>
<td>Practicum II</td>
<td>2</td>
</tr>
<tr>
<td>RTCA 126</td>
<td>Radiologic Technology II</td>
<td>3</td>
</tr>
<tr>
<td>RTCA 126L</td>
<td>Radiologic Technology II Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

**TOTAL** 10

### FIRST YEAR, SUMMER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTCA 131</td>
<td>Practicum III</td>
<td>2</td>
</tr>
<tr>
<td>RTCA 133</td>
<td>Radiologic Technology III</td>
<td>2</td>
</tr>
<tr>
<td>RTCA 135</td>
<td>Fundamentals of Radiation and Generation I</td>
<td>2</td>
</tr>
<tr>
<td>RTCA 137</td>
<td>Formulating Radiographic Technique</td>
<td>2</td>
</tr>
</tbody>
</table>

**TOTAL** 8

### SECOND YEAR, FALL

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102</td>
<td>Writing and Rhetoric II</td>
<td>3</td>
</tr>
<tr>
<td>RTCA 210</td>
<td>Advanced Patient Care</td>
<td>2</td>
</tr>
<tr>
<td>RTCA 215</td>
<td>Practicum IV</td>
<td>3</td>
</tr>
<tr>
<td>RTCA 218</td>
<td>Fundamentals of Radiation and Generation II</td>
<td>3</td>
</tr>
<tr>
<td>RTCA 220</td>
<td>Radiologic Technology IV</td>
<td>2</td>
</tr>
</tbody>
</table>

**TOTAL** 13
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEAC</td>
<td>Elective</td>
<td>1</td>
</tr>
<tr>
<td>RTCA 219</td>
<td>Pathology for Radiographers</td>
<td>3</td>
</tr>
<tr>
<td>RTCA 222</td>
<td>Principles of Radiobiology</td>
<td>1</td>
</tr>
<tr>
<td>RTCA 231</td>
<td>Quality Assurance in Radiology</td>
<td>2</td>
</tr>
<tr>
<td>RTCA 239</td>
<td>Practicum V</td>
<td>3</td>
</tr>
<tr>
<td>RELP 254</td>
<td>Morality in Medicine</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTCA 240</td>
<td>Practicum VI</td>
<td>1</td>
</tr>
<tr>
<td>RTCA 291</td>
<td>Radiology Simulated Registry</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

(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

Note: Degree program requirements change regularly; students should check www.kc.edu for the most up-to-date information.

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 50) 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 Academic Affairs.
## SUGGESTED COURSE 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 the Health Sciences</td>
<td>4</td>
</tr>
<tr>
<td>MATH 165</td>
<td>College Algebra and Trigonometry</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 141</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>RELB 101</td>
<td>Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ</td>
<td>3</td>
</tr>
<tr>
<td>RTCA 121</td>
<td>Medical Terminology</td>
<td>1</td>
</tr>
</tbody>
</table>

TOTAL 15

### 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>ENGL 101</td>
<td>Writing and Rhetoric I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 152</td>
<td>General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>RELP 254</td>
<td>Morality and Medicine</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL 14

### FIRST YEAR, SUMMER

<table>
<thead>
<tr>
<th>Course</th>
<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>COMM 215</td>
<td>Introduction to Human Communication</td>
<td>3</td>
</tr>
<tr>
<td>PEAC 178</td>
<td>Wellness</td>
<td>1</td>
</tr>
<tr>
<td>PEAC</td>
<td>Physical Education elective</td>
<td>1</td>
</tr>
<tr>
<td>SOCI 115</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NMED 406</td>
<td>Molecular Imaging Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>NMED 416</td>
<td>Molecular Imaging Physics</td>
<td>2</td>
</tr>
<tr>
<td>NMED 425</td>
<td>Molecular Imaging Radiobiology</td>
<td>1</td>
</tr>
<tr>
<td>NMED 435</td>
<td>Molecular Imaging Radiation Protection</td>
<td>2</td>
</tr>
<tr>
<td>NMED 445</td>
<td>Molecular Non-Imaging Procedures</td>
<td>3</td>
</tr>
<tr>
<td>NMED 455</td>
<td>Molecular Imaging Procedures</td>
<td>0.5</td>
</tr>
<tr>
<td>NMED 462</td>
<td>Radionuclide Therapies</td>
<td>1</td>
</tr>
<tr>
<td>NMED 465</td>
<td>Radiochemistry and Radiopharmaceuticals</td>
<td>3</td>
</tr>
<tr>
<td>NMED 472</td>
<td>Molecular Imaging Instrumentation</td>
<td>3</td>
</tr>
<tr>
<td>NMED 475</td>
<td>Molecular Imaging SPECT</td>
<td>1</td>
</tr>
<tr>
<td>NMED 477</td>
<td>Molecular Imaging PET</td>
<td>1</td>
</tr>
</tbody>
</table>

**TOTAL**  
20.5

### SECOND YEAR, WINTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NMED 485</td>
<td>Clinical Nuclear Medicine I</td>
<td>12</td>
</tr>
</tbody>
</table>

**TOTAL**  
12

### SECOND YEAR, SUMMER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NMED 486</td>
<td>Clinical Nuclear Medicine II</td>
<td>12</td>
</tr>
<tr>
<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 the competencies required by the ARRT (all 125 for CT and MRI, and the set portion for VIT and CIT). See course syllabus for details.
ADMISSION REQUIREMENTS

Note: Degree program requirements change regularly; students should check www.kc.edu for the most up-to-date information.

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.
• 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 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, Angiography I, or Angiography II may receive advanced placement by receiving validation of upper-division credit hours 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>Credit Category</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 310, 324, 410, 434, RESA 320 (18 credits)
- Option 3: VIT, CT — ADIM 300, 328, 304, 310, 324 (17 credits)
- Option 4: VIT, MRI — ADIM 310, 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>
</tr>
</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>
</tr>
</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 310</td>
<td>Angiography I*</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>
</tr>
</thead>
<tbody>
<tr>
<td>ADIM 410</td>
<td>Angiography II</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.

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, Angiography I, or Angiography II may receive advanced placement by receiving validation of upper-division credit hours for one modality toward the Bachelor of Science in Health Sciences, advanced imaging emphasis.
Department of Respiratory Care

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

DEGREES OFFERED

- Associate of Science with a major in respiratory care (AS)
- 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)

**Note:** Kettering College has received permission from the Higher Learning Commission, the Ohio Board of Regents, and the Commission on Accreditation for Respiratory Care (CoARC) to offer the BS in Respiratory Care. We began accepting applications for the BS program in October 2014 for enrollment in the fall 2015 semester.

Upon approval of the BS in Respiratory Care, the respiratory care program will enroll the last AS degree cohort in the fall 2014 semester with an expected date of completion at the end of the summer 2016 semester.

The respiratory care program will enroll the last AS degree cohort in the fall 2014 semester with an expected date of completion at the end of the summer 2016 semester.

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.

OHIO RESPIRATORY CARE BOARD POSITION ON REFUSAL TO ISSUE A LICENSE OR PERMIT TO PRACTICE

The Ohio Respiratory Care Board may refuse to issue a license or permit to persons who have been found to commit any grounds enumerated under Section 4761-09A of the Ohio Revised Code. For additional information, contact the Ohio Respiratory Care Board, 77 S. High St., 18th Floor, Columbus, OH 43266-0777; 614-752-9218.
Associate of Science 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 the allied health sciences. 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 second year, students receive an associate degree and are eligible for credentialing examinations offered by the National Board for Respiratory Care.

The associate degree program prepares graduates as competent advanced respiratory care practitioners. Completion of the Bachelor of Science in Health Sciences degree provides additional training in respiratory care, as well as advanced skills, knowledge, and values that expand the therapist’s role in the health care system. This is accomplished through the various technical courses offered. 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:
• Ability to recall, apply, and analyze information required of advanced-level respiratory therapists.
• Manual dexterity and technical proficiency necessary to perform as competent advanced-level respiratory therapists.
• Caring and positive attitude necessary for continued employment as advanced-level respiratory therapists.

ADMISSION REQUIREMENTS

• Applicants are considered for admission based on the following criteria:
• Graduation from an accredited high school with a minimum cumulative GPA of 2.30 (GED score of 500) or a previous college minimum cumulative GPA of 2.30 for at least 12 credits.
• A quality academic background in basic science and mathematics. This will include a grade of at least C in one algebra course and two science courses, selected from biology, chemistry, or physics. One of the science courses should include a laboratory.
• A score of at least 40 percent on the Kettering College mathematics placement exam or transfer credit equivalent to MATH 105 or higher
• A pre-admission interview with program personnel and/or alumni.
• Completed student personal statement.
• Additional qualifiers such as job shadow experience, status as a current Kettering College student, ACT composite score, and a GPA of 2.80 may influence acceptance.

Note: Degree program requirements change regularly; students should check www.kc.edu for the most up-to-date information.

PRE-ENROLLMENT REQUIREMENTS

• Applicants must maintain minimal acceptance requirements in all academic work prior to matriculation into the program.
• All students accepted for admission into the program must complete a mandatory four-hour job shadow experience with a respiratory therapist in a health care setting prior to course registration. Forms to document the job shadow experience are available in the admissions 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 admissions 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 (RESA).
- 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 AND COMPLETION

Didactic: A grade of C- or above is required in all respiratory care (RESA) and health sciences (HESC) courses, and the student must maintain a cumulative grade point average of at least 2.00 (C) in order to continue in the program and graduate. Respiratory care students must earn a grade of C- or above in CHEM 105, BIOL 119, BIOL 151, and MATH 105.

Clinical: 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.

Practicum: In order to begin RESA 294 Practicum, the student must meet all of the following requirements:

- Earn a passing score on both the Certified Respiratory Therapist and the written Registered Respiratory Therapist Self-Assessment Examinations.
- Pass the Comprehensive Psychomotor/Affective Examination.
- Be eligible for the associate 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.
• Successfully complete all required arts and sciences and health sciences courses.

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.
### ASSOCIATE OF SCIENCE WITH A MAJOR IN RESPIRATORY CARE: SUGGESTED SEQUENCE

**FIRST YEAR, FALL (LAST RESA 101 & 112 COURSES OFFERED FALL 2014)**

<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>MATH 105</td>
<td>Fundamentals of Math</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Writing and Rhetoric I</td>
<td>3</td>
</tr>
<tr>
<td>RESA 101</td>
<td>Patient Assessment</td>
<td>3</td>
</tr>
<tr>
<td>RESA 112</td>
<td>Cardiopulmonary Anatomy and Physiology</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** 16

**FIRST YEAR, WINTER (LAST RESA 104, 124, 125 & 226 COURSES OFFERED WINTER 2015)**

<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>ENGL 118</td>
<td>Writing and Research in the Health Care Professions</td>
<td>3</td>
</tr>
<tr>
<td>RESA 226</td>
<td>Pharmacology</td>
<td>2</td>
</tr>
<tr>
<td>RESA 104</td>
<td>Case-based Pulmonary Pathology 1</td>
<td>2</td>
</tr>
<tr>
<td>RESA 124</td>
<td>Respiratory Therapeutics</td>
<td>3</td>
</tr>
<tr>
<td>RESA 125</td>
<td>Respiratory Care Clinical Practice 1</td>
<td>2</td>
</tr>
</tbody>
</table>

**TOTAL** 16

**FIRST YEAR, SUMMER (LAST RESA 220 & 222 COURSES OFFERED SUMMER 2015)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELB 111</td>
<td>Biblical Resources for Understanding Health Care (prior to fall 2015) OR</td>
<td>3</td>
</tr>
<tr>
<td>RELB 101</td>
<td>Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ (beginning fall 2015)</td>
<td>3</td>
</tr>
<tr>
<td>PEAC 178</td>
<td>Wellness</td>
<td>1</td>
</tr>
<tr>
<td>RESA 220</td>
<td>Respiratory Therapeutic and Diagnostic Procedures</td>
<td>3</td>
</tr>
<tr>
<td>RESA 222</td>
<td>Respiratory Therapeutic and Diagnostic Clinical Practice</td>
<td>2</td>
</tr>
</tbody>
</table>

**TOTALS** 9
# SECOND YEAR, FALL (LAST RESA 204, 217, 230 & 231 COURSES OFFERED FALL 2015)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 151</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>PEAC</td>
<td>Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td>RESA 217</td>
<td>Neonatal/Pediatric Respiratory Care</td>
<td>3</td>
</tr>
<tr>
<td>RESA 204</td>
<td>Case-Based Pulmonary Pathology II</td>
<td>2</td>
</tr>
<tr>
<td>RESA 230</td>
<td>Critical Care</td>
<td>4</td>
</tr>
<tr>
<td>RESA 231</td>
<td>Critical Care Clinical Practice</td>
<td>2</td>
</tr>
</tbody>
</table>

TOTAL 16

# SECOND YEAR, WINTER (LAST RESA 241, 242, 243, & 250 COURSES OFFERED WINTER 2016)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELX</td>
<td>Religion elective</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 112</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>RESA 241</td>
<td>Advanced Diagnostics</td>
<td>3</td>
</tr>
<tr>
<td>RESA 242</td>
<td>Advanced Diagnostics Clinical Practice</td>
<td>2</td>
</tr>
<tr>
<td>RESA 250</td>
<td>Respiratory Care Capstone</td>
<td>2</td>
</tr>
<tr>
<td>RESA 243</td>
<td>Special Procedures</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL 16

# SECOND YEAR, SUMMER (LAST RESA 294 COURSE OFFERED SUMMER 2016)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESA 294</td>
<td>Respiratory Care Practicum</td>
<td>6</td>
</tr>
</tbody>
</table>

TOTALS 6

TOTAL CREDITS 79
# BS in Health Sciences: Respiratory Care Emphasis

## Third Year, Fall

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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>
</tr>
</tbody>
</table>

| TOTAL       |                                                 | 12-13   |

## Third Year, Winter

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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>
</tr>
</tbody>
</table>

| TOTALS      |                                                     | 15      |

## Fourth Year, Fall

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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></td>
</tr>
</tbody>
</table>

| TOTAL       |                                                     | 12      |
FOURTH YEAR, WINTER

HESC      Elective          3
HESC 318  Introduction to Health Care Research  3
HESC 481  Capstone/Senior Project          1
HESC 415  Health Care Informatics Applications for Health Professions  1
          Humanities Group II Elective         3

TOTAL                             14
TOTAL CREDITS                     51-52

PROFESSIONAL REGISTRATION

Upon completion of the associate of science with a major in respiratory care the graduate is eligible
to sit for the National Board for Respiratory Care (NBRC) Entry Level Examination. Upon successful
completion of the NBRC Entry Level Examination, the graduate is eligible for licensure by the Ohio
Respiratory Care Board, becomes a Certified Respiratory Therapist (CRT), and is eligible to sit for the
NBRC Advanced Practitioner Examinations. Upon successful completion of these examinations, the
Registered Respiratory Therapist (RRT) credential is awarded by the NBRC. For information, contact the
National Board for Respiratory Care, 18000 W. 105th St., Olathe, KS 66061.
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 the allied health sciences. 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 health care 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.
5. Respect and adaptability for cultural, ethnic, and individual diversity within a changing health care 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 health care environment.
8. Professional, ethical, spiritual, and compassionate service within the health care 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 hours of credit (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 deadline: Applications and supporting documents (transcripts, test scores, etc.) are accepted until July 1 of the year in which the student wishes to be accepted, or until all seats in the program are filled (whichever comes first).

Note: Degree program requirements change regularly; students should check www.kc.edu for the most up-to-date information.

PRE-ENROLLMENT REQUIREMENTS

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

• 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 (RESA).

• 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).
- A mandatory four-hour job shadow experience with a respiratory therapist in the health care setting. Forms and information regarding the job shadow experience are available in the program office and on the Kettering College website.
- 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 both the Certified Respiratory Therapist and the written Registered Respiratory Therapist 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.
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 (TO BEGIN FALL 2015)

<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 &amp; Trigonometry</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 112</td>
<td>General Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** 16

#### 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>
<td>3</td>
</tr>
<tr>
<td>SOCI 115</td>
<td>Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** 16

#### FIRST YEAR, SUMMER

<table>
<thead>
<tr>
<th>Course</th>
<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>
<td>1</td>
</tr>
<tr>
<td>PEAC 178</td>
<td>Wellness</td>
<td>1</td>
</tr>
<tr>
<td>PEAC</td>
<td>Physical education elective</td>
<td>1</td>
</tr>
</tbody>
</table>

**TOTALS** 10
### SECOND YEAR, FALL (TO BEGIN FALL 2016)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESB 100</td>
<td>Survey of Respiratory Care</td>
<td>1</td>
</tr>
<tr>
<td>RELB 111</td>
<td>Biblical Resources for Understanding Health Care (prior to fall 2015) OR</td>
<td>3</td>
</tr>
<tr>
<td>RELB 101</td>
<td>Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ (beginning fall 2015)</td>
<td>3</td>
</tr>
<tr>
<td>RESB 110</td>
<td>Integrated Respiratory Care Sciences</td>
<td>2</td>
</tr>
<tr>
<td>RESB 205</td>
<td>Cardiopulmonary Anatomy &amp; Physiology</td>
<td>3</td>
</tr>
<tr>
<td>RESB 310</td>
<td>Cardiopulmonary Assessment</td>
<td>3</td>
</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>
<td>2</td>
</tr>
</tbody>
</table>

**TOTAL** 17

### SECOND YEAR, WINTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 118</td>
<td>Writing and Research in the Health Care Professions</td>
<td>3</td>
</tr>
<tr>
<td>RESB 311</td>
<td>Cardiopulmonary Pathology</td>
<td>3</td>
</tr>
<tr>
<td>RESB 330</td>
<td>Respiratory Care Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>RESB 315</td>
<td>Respiratory Protocols II (with lab)</td>
<td>3</td>
</tr>
<tr>
<td>RESB 316</td>
<td>Clinical 2 Respiratory Protocols</td>
<td>2</td>
</tr>
<tr>
<td>SOCI 375</td>
<td>Cultural Diversity in Health Care</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** 17

### SECOND YEAR, SUMMER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELP 254</td>
<td>Morality and Medicine: Christian Perspectives</td>
<td>3</td>
</tr>
<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>
<td>3</td>
</tr>
<tr>
<td>RESB 326</td>
<td>Clinical 3 Diagnostics &amp; Critical Care</td>
<td>2</td>
</tr>
</tbody>
</table>

**TOTALS** 11
### THIRD YEAR, FALL (TO BEGIN FALL 2017)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HESC 431</td>
<td>Teaching Learners in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>RELP 316</td>
<td>Spirituality in Healing and Health Care</td>
<td>3</td>
</tr>
<tr>
<td>RESB 405</td>
<td>Critical Care (with lab)</td>
<td>3</td>
</tr>
<tr>
<td>RESB 345</td>
<td>Pediatric Respiratory Care</td>
<td>3</td>
</tr>
<tr>
<td>RESB 320</td>
<td>Cardiopulmonary Monitoring</td>
<td>3</td>
</tr>
<tr>
<td>RESB 406</td>
<td>Clinical 4 Respiratory Critical Care</td>
<td>2</td>
</tr>
</tbody>
</table>

**TOTAL** 17

### THIRD YEAR, WINTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HESC 348</td>
<td>Concepts of Management and Leadership in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>MATH 215</td>
<td>Probability and Statistics</td>
<td>4</td>
</tr>
<tr>
<td>RESB 410</td>
<td>Outpatient Respiratory Care Services</td>
<td>2</td>
</tr>
<tr>
<td>RESB 415</td>
<td>Neonatal Respiratory Care (with lab)</td>
<td>3</td>
</tr>
<tr>
<td>RESB 420</td>
<td>Respiratory Care Capstone</td>
<td>2</td>
</tr>
<tr>
<td>RESB 416</td>
<td>Clinical 5 Advanced Critical Care</td>
<td>2</td>
</tr>
</tbody>
</table>

**TOTALS** 16

### THIRD YEAR, SUMMER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HESC 318</td>
<td>Introduction to Health Care Research</td>
<td>3</td>
</tr>
<tr>
<td>RELP 306</td>
<td>Spiritual Dimensions of Death and Dying</td>
<td>3</td>
</tr>
<tr>
<td>RESB 426</td>
<td>Respiratory Care Summative Practicum</td>
<td>6</td>
</tr>
</tbody>
</table>

**TOTAL** 12

**TOTAL CREDITS** 132
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.

ADVANCED PLACEMENT FOR GRADUATES OF ACCREDITED RESPIRATORY CARE PROGRAMS

The Department of Respiratory Care recognizes learning that can be validated by testing or academic records. Students who have previously attended a program accredited by the Committee on Accreditation for Respiratory Care (CoARC) or a program operating under a CoARC Letter of Review and are accepted into the advanced placement program may be granted credit hours for previous academic work in respiratory care, depending on the applicant’s academic and clinical background.

ADMISSION REQUIREMENTS FOR ADVANCED PLACEMENT

Note: Degree program requirements change regularly; students should check www.kc.edu for the most up-to-date information.

To be considered for advanced placement, the applicant must:

• Have graduated from or attended a program accredited by the Commission on Accreditation of Allied Health Education Programs or operating under a CoARC Letter of Review.
• Submit three references — two from college or respiratory care instructors, and one from an employer or other unrelated personal reference.
• Have a minimum grade point average of 3.00 (B) for his/her work in the program, or have passed the NBRC Entry Level Examination.
• Meet requirements for admission to Kettering College.

Interested applicants should contact the department chairperson and complete a checklist for advanced placement. The curriculum will be determined on an individual basis and will be based on previous academic and clinical work in respiratory care as well as current clinical and laboratory competency.
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) Entry Level Examination. Upon successful completion of the NBRC Entry Level Examination, the graduate becomes a Certified Respiratory Therapist (CRT), is eligible for licensure by the Ohio Respiratory Care Board, and is eligible to sit for the NBRC Advanced Practitioner Examinations. Upon successful completion of these advanced examinations, the Registered Respiratory Therapist (RRT) credential is awarded by the NBRC. For information, contact the National Board for Respiratory Care, 18000 W. 105th St., Olathe, KS 66061.

MORE INFORMATION ABOUT RESPIRATORY CARE

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

**Note:** Degree program requirements change regularly; students should check www.kc.edu for the most up-to-date information.

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

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 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. Deadline: Applications and all supportive documentation must be received by May 25 of the year in which the student wishes to be accepted.
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) health care 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 allied health or nursing may influence acceptance.

5. Preference will be given to applicants completing six or more prerequisite course hours 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 May 25 application deadline. Selections will be made no later than June 25. 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 Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 119</td>
<td>Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Writing and Rhetoric I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Fundamentals of Mathematics (if needed)</td>
<td>0-3</td>
</tr>
<tr>
<td>RTCA 121</td>
<td>Medical Terminology</td>
<td>1</td>
</tr>
<tr>
<td>SOCI 115</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** 11-14

**FIRST YEAR, WINTER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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>COMM 215</td>
<td>Introduction to Human Communication</td>
<td>3</td>
</tr>
<tr>
<td>MATH 165</td>
<td>College Algebra and Trigonometry</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 131</td>
<td>Survey of Physics</td>
<td>4</td>
</tr>
<tr>
<td>PEAC 178</td>
<td>Wellness</td>
<td>1</td>
</tr>
</tbody>
</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, but they may not be delayed.
### SECOND YEAR, FALL

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 263</td>
<td>Sectional Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>Writing and Rhetoric II</td>
<td>3</td>
</tr>
<tr>
<td>HIST</td>
<td>History Sequence I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>PEAC</td>
<td>Physical education elective</td>
<td>1</td>
</tr>
<tr>
<td>RELB 111</td>
<td>Biblical Resources for Understanding</td>
<td>3</td>
</tr>
<tr>
<td>RELB 101</td>
<td>Seventh-day Adventist Fundamental Beliefs</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>and the Healing Ministry of Christ (beginning fall 2015)</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL 16

### SECOND YEAR, WINTER

<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>HIST</td>
<td>History Sequence II</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 375</td>
<td>Cultural Diversity in Health Care</td>
<td>3</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>
<tr>
<td>RTCA 120</td>
<td>Basic Patient Care</td>
<td>2</td>
</tr>
<tr>
<td>SONO 201</td>
<td>Introduction to Sonography</td>
<td>1</td>
</tr>
</tbody>
</table>

TOTAL 18

### THIRD YEAR, FALL

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SONO 300</td>
<td>Clinical Sonography I</td>
<td>4</td>
</tr>
<tr>
<td>SONO 301</td>
<td>Sonographic Physics &amp; Instrumentation I</td>
<td>2</td>
</tr>
<tr>
<td>SONO 306</td>
<td>Abdominal Sonography I</td>
<td>4</td>
</tr>
<tr>
<td>SONO 311</td>
<td>Vascular Sonography I</td>
<td>4</td>
</tr>
</tbody>
</table>

TOTAL 14
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELT 305</td>
<td>World Religions for Health Care Professionals</td>
<td>3</td>
</tr>
<tr>
<td>SONO 302</td>
<td>Sonographic Physics &amp; Instrumentation II</td>
<td>2</td>
</tr>
<tr>
<td>SONO 305</td>
<td>Clinical Sonography II</td>
<td>4</td>
</tr>
<tr>
<td>SONO 307</td>
<td>Abdominal Sonography II</td>
<td>3</td>
</tr>
<tr>
<td>SONO 312</td>
<td>Vascular Sonography II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SONO 310</td>
<td>Clinical Sonography III</td>
<td>4</td>
</tr>
<tr>
<td>SONO 316</td>
<td>Cardiac Testing</td>
<td>1</td>
</tr>
<tr>
<td>SONO 321</td>
<td>Gynecological Sonography</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>
</tr>
<tr>
<td>SONO 401</td>
<td>Echocardiography I</td>
<td>4</td>
</tr>
<tr>
<td>SONO 425</td>
<td>Obstetrical Sonography I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Humanities elective</td>
<td>3</td>
</tr>
<tr>
<td>SONO 402</td>
<td>Echocardiography II</td>
<td>3</td>
</tr>
<tr>
<td>SONO 405</td>
<td>Clinical Sonography V</td>
<td>4</td>
</tr>
<tr>
<td>SONO 408</td>
<td>Seminar/Capstone</td>
<td>1</td>
</tr>
<tr>
<td>SONO 426</td>
<td>Obstetrical Sonography II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>
FOURTH YEAR, SUMMER

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>
</tr>
</tbody>
</table>

TOTALS 6

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: Robin Clinefelter; Tyler Cannon; Tammy Erickson

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.

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 health care 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 health care settings and may serve as a foundation for graduate education. Those seeking greater emphasis in specific health care 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)

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

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 health care system while incorporating a comprehensive knowledge base as a health care professional.

The graduate earning the Bachelor of Science in Health Sciences degree:

1. Integrates communication skills in interprofessional teams within the health care industry.
2. Incorporates information technology skills in a variety of health care settings.
4. Contributes to and advocates for continuous improvement of the health care system through promoting public policy.
5. Demonstrates respect and adaptability for cultural, ethnic, and individual diversity within a changing health care environment.
6. Incorporates current knowledge, theory, and research into health professions practice.
7. Demonstrates professional, ethical, spiritual, and compassionate service within the health care 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 health care environment.
10. Integrates population-based and preventive health care when working with individuals, families, and communities.

ADMISSION REQUIREMENTS

A. Complete the student personal statement form online at www.kc.edu/personalstatement. Essays are graded for content and used to assess writing abilities.

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 one of the Kettering College associate degree majors or who are in the second year of a health sciences major may request conditional admission through the admissions office.

* Equivalency decisions will be made on a case-by-case basis.
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. If the student is a conditional-admit student, a conditional application to the baccalaureate completion program must be filled out and submitted to the admissions office.

COURSE OF STUDY

The Bachelor of Science in Health Sciences degree requires a minimum of 51-52 credits; however, different emphases may require more hours. Students seeking a bachelor’s completion degree must take a minimum of 30 hours 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.

Note: Degree requirements change regularly. Students should check www.kc.edu for the most up-to-date information.
BACHELOR OF SCIENCE IN HEALTH SCIENCES DEGREE CORE

ARTS AND SCIENCES COURSES (18-19 HOURS TO MEET CORE REQUIREMENTS)

Humanities (6 hours)
Religion (6 hours)
  RELP 316  Spirituality in Healing and Health Care ........................................... 3
  RELP 306  Spiritual Dimensions of Death and Dying ........................................... 3
Mathematics (3-4 hours)
  MATH 215  Probability and Statistics or its equivalent ................................. 4
Social Sciences (3 hours)
  SOCI 375  Cultural Diversity in Health Care.................................................... 3
Natural Sciences (3 hours)
  BIOL  Sectional Anatomy (advanced imaging only) ...................................... 3
Health sciences courses: (18 hours in HESC core, required emphasis courses, and 6 additional elective courses, depending on emphasis. Advanced imaging has more credit hours due to certification requirements. Elective credits are dealt with on a case-by-case basis.)

HEALTH SCIENCES CORE COURSES (18 HOURS 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 HOURS REQUIRED)

HESC 421  Health Care Personnel Management ........................................... 3
HESC 448  Leadership Theory in Health Care ................................................. 3
HESC 451  Interdisciplinary Team Practice in
  Community-Based Care ........................................................................... 3
### HEALTH SCIENCES EDUCATION EMPHASIS (9 HOURS REQUIRED)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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 Health Care</td>
<td>3</td>
</tr>
</tbody>
</table>

### HEALTH SCIENCES SONOGRAPHY EMPHASIS
(MUST HAVE AS DEGREE IN SONOGRAPHY: 9 HOURS REQUIRED)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HESC 448</td>
<td>Leadership Theory in Health Care 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)

For more information, see the respiratory care program.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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 HOURS REQUIRED)

For more information, see the radiology technology program.

<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 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 310</td>
<td>Angiography I</td>
<td>3</td>
</tr>
<tr>
<td>ADIM 324</td>
<td>Practicum III (vascular interventional technology)</td>
<td>4</td>
</tr>
<tr>
<td>ADIM 410</td>
<td>Angiography II</td>
<td>4</td>
</tr>
<tr>
<td>ADIM 434</td>
<td>Practicum IV (cardiovascular interventional technology)</td>
<td>4</td>
</tr>
<tr>
<td>RESA 320</td>
<td>Cardiopulmonary Monitoring</td>
<td>3</td>
</tr>
</tbody>
</table>
HEALTH SCIENCES ADDITIONAL ELECTIVE STUDY (6 HOURS DEPENDING ON EMPHASIS)

Students choose from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 301</td>
<td>Spanish for Health Professions</td>
<td>3</td>
</tr>
<tr>
<td>HESC 302</td>
<td>Mission Experience in Cultural Diversity</td>
<td>3</td>
</tr>
<tr>
<td>HESC 326</td>
<td>Trends and Issues in Health Care</td>
<td>3</td>
</tr>
<tr>
<td><strong>HESC 345</strong></td>
<td>History of Health Care in the United States</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 350</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>HESC 355</td>
<td>Medical Imaging Modalities</td>
<td>3</td>
</tr>
<tr>
<td>HESC 360</td>
<td>Advanced Cardiac Life Support</td>
<td>1</td>
</tr>
<tr>
<td>HESC 370</td>
<td>Special Topics in Health Professions</td>
<td>3</td>
</tr>
<tr>
<td>HESC 371</td>
<td>Alternative Therapies for Health and Illness</td>
<td>3</td>
</tr>
<tr>
<td>*HESC 421</td>
<td>Health Care Personnel Management</td>
<td>3</td>
</tr>
<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 Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HESC 440</td>
<td>Special Projects in Health Care</td>
<td>1-3</td>
</tr>
<tr>
<td></td>
<td>(may be repeated up to 6 hours with permission of advisor)</td>
<td></td>
</tr>
<tr>
<td>*HESC 448</td>
<td>Leadership Theory in Health Care</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>HESC 460</td>
<td>Forensics in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HESC 470</td>
<td>Human Genetics and Genomics for Health Professions</td>
<td>3</td>
</tr>
</tbody>
</table>

* 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.

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 form. 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

A grade of C or above in HESC 300, Introduction to the Health Sciences Program, must be achieved before continuing in any other HESC course in the program of study. To remain in the health sciences program (Bachelor of Science in Health Sciences degree), students must earn a grade of C or higher in all coursework (including arts and sciences courses) and maintain a minimum GPA of 2.00 in each term. 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. Failing the same didactic course twice is equivalent to failure to progress, and the student will be dismissed from the HESC program.

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 in the student’s academic record.
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.
7. Failure of clinical rotations.

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 any course work unless readmission is approved by the program director and the Academic Dean.

GRADUATION REQUIREMENTS

1. Students must achieve a minimum GPA of 2.0.
2. Students must achieve a C or better in all required courses for graduation.
3. If a student receives a grade of C- or below in any required curriculum course, the course must be retaken for it to count for graduation.
CHANGING AND/OR ADDING EMPHASES

Students may change or add emphases once they are admitted to the program with approval of their 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.
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.
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 health care provider and returned to the College by the time of College registration.

**REGISTRATION FOR CLASSES**

Prior to registration, students are encouraged to review the *Kettering College 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 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 the PA graduate program. A semester is generally 16 weeks in length, except for the accelerated summer semester, which is 10 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 four to five hours of work is expected outside the regularly scheduled class time. Courses involving laboratory studies or clinical experiences have slightly modified credit values. For example, PHAS 510 and PHAS 515, both with four credits, have a laboratory component; these classes meet the equivalent of four hours weekly with four to six hours of laboratory time per week.

Clinical experiences based on 2.5 credits require approximately 40 hours of clinical work weekly.

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 significant elements of quantitative and/or qualitative 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. Students must submit out-of-sequence requests to the records office prior to registration.

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 instructor. Tuition is charged at one-half of the regular rate, and no academic credit is awarded.

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 are required to pay the minimum of one-fourth of the semester tuition and fees at 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.
DISABILITIES ASSISTANCE

In accordance with the Americans with Disabilities Act (ADA), the College is committed to providing reasonable accommodations to individuals with disabling conditions. Those with physically disabling conditions must submit appropriate documentation of the disabilities to the office of the Dean for Assessment and Learning Support. Those students with diagnosed and documented learning problems must submit official documentation to the office of the academic support coordinator. In either case, to receive assistance, students must validate the identified conditions and submit the documentation to the appropriate offices.

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 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 10 academic days after the beginning of classes).
  2. Last day of student 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 academic days after the beginning of classes.
• The last day to drop a class and receive a refund of 100 percent is 10 academic days after the beginning of classes. Tuition refunds may be given after 10 academic days if the student is receiving federal financial aid and completely withdraws from the College. (See financial aid section for further details).
• After 10 academic 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 course 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.

• 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 these as well.

• Courses with nonstandard term lengths may have different time lines for meeting requirements and adjusting registration status. Students should contact student services for specifics.

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. In this case, the student must submit an out-of-sequence form to the records office. 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 programs require students 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

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 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.

**VAUGHAN-BEAVEN HONORS FELLOWSHIP PROGRAM**

For information on the Vaughan-Beaven Honors Fellowship, see the Anna May Vaughan-Winton Beaven Service Learning Honors Program chapter of the undergraduate section of this *Bulletin*.

**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 [www.iwantmytranscript.com](http://www.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 $75 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/estudent/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 credit hours in which the student is enrolled each semester (based on the credit hours a student is registered for at the end of the 100 percent refund period). Successfully completed credit hours include grades of A, A-, B+, B, B-, C+, C, C-, D, P, and Y. Receiving a grade of 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 credit hours attempted.

**Example**: If the program of study consists of 120 credit hours, a student may only attempt 180 credit hours (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 (D 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:

1. Complete the applicable financial aid satisfactory academic progress (SAP) appeal form(s), available at [www.kc.edu/finaidforms](http://www.kc.edu/finaidforms).
2. Meet with the academic support coordinator 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 credit hours attempted limit of the new major. All of the credit hours 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 hour 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 hours 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](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 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 Perkins Loan: A federal loan with 5 percent interest. These loans are made to students through the student finance office of Kettering College. No interest is charged while the student is attending school. Repayment begins nine (9) months after withdrawal or graduation, whichever comes first. Eligibility is based on exceptional need. Priority is given to allied health students who meet priority deadlines, as published.

2. 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.

3. 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.
   - 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.
Vaughan-Beaven Honors Fellowship

The Vaughan-Beaven Honors Fellowship program allows committed Kettering College graduate students to invest in their communities and their personal growth by providing health care services in underserved populations. Fellowships combine service learning, personal growth, and leadership in the application of service to the local community. Engagement in health care related service should compose the majority of a Vaughan-Beaven Honors Fellowship.

Fellows should devote their health service time directly to an underserved community providing service to an identified community health need. The experience supports the mission of the Vaughan-Beaven Service Learning Honors Program by improving communities through leadership in service learning and fulfilling the following outcomes:

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

MEETING FELLOWSHIP OUTCOMES

Each applicant should develop a plan to include how the outcomes of the fellowship will be met. Examples of direct service include but are not limited to:

1. Teaching health in underserved schools
2. Developing a health program for a specific population, such as the elderly, children, or single mothers
3. Working in a free clinic or providing camp health care
4. Developing a community health plan
Other activities such as research, public policy, office support, fundraising, and event planning may be part of a fellowship but are not considered direct service and should not constitute more than one-third of the proposed fellowship.

Because Kettering College is a Seventh-day Adventist college, the Vaughan-Beaven Honors Fellowship should include intentional exploration of spiritual and moral concerns. When developing fellowship experiences, candidates are encouraged to consider how fellowship experiences will facilitate their spiritual development.

Applicants are strongly encouraged to seek challenging health care service experiences with which they are not currently familiar.

Requirements of the fellowship include satisfactory completion of:

1. SLHP 501, Health Care Activism
2. Two fellowship practicum experiences (SLHP 530 and 531) spanning two semesters (or 30 weeks) of an academic year. During the practicum experiences, students will engage in 120 hours of service, or approximately 4 hours of service per week. Clinical experiences required for programs do not count toward the service hours.

Fellowship opportunities: Available fellowship funds consist of approximately one-fourth tuition reimbursement for two college semesters. Application forms for the fellowship are available from the student finance office and must be submitted to the director of student finance by the first week in June.

WHO CAN APPLY

The Vaughan-Beaven Honors Fellowship is open to all graduate students at Kettering College who have completed the undergraduate requirements for the Vaughan-Beaven Service Learning Honors Program. Interested students must apply for the fellowship by the first week of June.

HOW TO APPLY

Candidates should submit a cover sheet (supplied by the SLHP coordinator) and a written proposal no longer than 10 double-spaced typed pages, plus one or more letters of commitment from a community partner. The 10-page limit does not include the cover page or community partner letters. Community partners must state in the letters of commitment that the fellow’s health service commitment should be at least two-thirds service experience, with no more than one-third of the time devoted to research, policy, or administrative functions.

The proposal should address the following criteria:
1. Community partner: Who, what, where, how, etc. Please list all agencies where the fellow will be doing service. The letter of commitment should acknowledge the interest of the agency in hosting a Kettering College fellow for the service learning experience; indicate a willingness to formalize the partnership if not already a partner; and give the name of the person(s) from the agency/school who will be involved in the project. How will the fellowship experience fit with mission of agency?

2. Benefit to the community: Describe the expected benefits of the service learning component to the community. Describe how you will collaborate with the community partner to ensure that the health service addresses a community-identified health need.

3. Learning of the fellow: How will the service learning experience relate to the mission and outcomes of the Vaughan-Beaven program? How will it relate to your own learning objectives? Describe how the personal learning will be enhanced by the service. Describe how reflection will be incorporated into the experience (such as journaling, presentation, etc.).

4. Description of the fellowship health service experience.

5. Each candidate must submit a letter of commitment and a digital copy of the fellowship application via email to the program/fellowship coordinator no later than the first week in June of each year.
Graduate Program: Master of Physician Assistant Studies

DEPARTMENT PERSONNEL
Fran Angerer, Program Director; Jason R. Faber, MD, Medical Director; Ron Bowers; Amy Drab; Jill Gulczinski; Pam Keller; Terri Long; Millie Roach; Tim Scanlon; Lona Blake, clinical coordinator; Tracie Watts, office assistant

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 health care 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 health care 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 health care 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 health care 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 health care 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. 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:
   ○ 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.)
   ○ GPA analysis of complete academic history:
     ▪ Prerequisite courses as listed below
     ▪ Cumulative college GPA
     ▪ Any grades of C and/or below on college transcript

3. 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 semester hours total with 12 of the natural science courses and 6 in the other courses.

4. Natural sciences prerequisites (all must include lab component except biochemistry):
   - Organic chemistry (full sequence)          8 semester credits
   - Biochemistry (lab preferred)              4 semester credits
   - Human anatomy and physiology (full sequence) 8 semester credits
   - Microbiology                               4 semester credits

   TOTAL                                      24 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</td>
</tr>
<tr>
<td>Developmental OR abnormal psychology</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL 9 semester credits

5. **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.

6. **Quality and quantity of health care hours:** Applicants will be rated on both the type of health care 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: nurse, nurse’s aide, EMT or paramedic, lab tech/phlebotomist, medical office assistant with patient care responsibilities, respiratory care practitioner, radiological technologist, mission worker.

7. **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 health care professional if possible.

8. **Bonus consideration** will be awarded to those students taking at least 7 semester credits at Kettering College.

B. Selection for admission to the program: Selection for admission to the program 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 will be required to sign a statement affirming that they have read, understood, and are able to comply with each standard. Technical standards refer to the physical, cognitive, and behavioral abilities required for satisfactory completion of curriculum. The essential required abilities include motor, sensory, communicative, intellectual, behavioral, and social aspects.

**Kettering College technical standards** for all students include the ability to:

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.

e. Think clearly and act calmly in stressful situations.

f. Perform a clinical experience up to 12 hours long in a single 24-hour period.

g. Work cooperatively, preserving relationships with others on the health care 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 health care providers who are dedicated to lifelong learning. In order to become a competent PA health care 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 health care 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 health care 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](http://www.kc.edu)) for details. Approximate cost of books per semester is $500. Students must purchase an iPod Touch and software as well as medical equipment. Software (approximately $250) for the iPod Touch and medical equipment (approximately $950) must be purchased through the College; these costs are included in tuition.

**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 Code</th>
<th>Course 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 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 316</td>
<td>Spirituality in Healing and Health Care</td>
<td>3</td>
</tr>
<tr>
<td>RELP 505</td>
<td>Clinical Ethics I</td>
<td>1.5</td>
</tr>
</tbody>
</table>

**TOTAL** 13.5

### FALL II

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHAS 508</td>
<td>Evidence-Based Medicine</td>
<td>1</td>
</tr>
<tr>
<td>PHAS 513</td>
<td>CMM Hematology and Oncology</td>
<td>1</td>
</tr>
<tr>
<td>PHAS 514</td>
<td>CMM Infectious Disease</td>
<td>1</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>
</tr>
<tr>
<td>PHAS 529</td>
<td>CMM Nephrology</td>
<td>3</td>
</tr>
<tr>
<td>PHAS 517</td>
<td>CMM Cardiovascular Medicine</td>
<td>9</td>
</tr>
</tbody>
</table>

**TOTAL** 21

### WINTER III

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHAS 518</td>
<td>CMM Pulmonology</td>
<td>5</td>
</tr>
<tr>
<td>PHAS 526</td>
<td>CMM Gastroenterology</td>
<td>6</td>
</tr>
<tr>
<td>PHAS 527</td>
<td>CMM Musculoskeletal Medicine</td>
<td>8</td>
</tr>
<tr>
<td>PHAS 523</td>
<td>CMM Neurology</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** 22
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHAS 561</td>
<td>Pediatrics</td>
<td>2</td>
</tr>
<tr>
<td>PHAS 562</td>
<td>Women’s Health</td>
<td>2</td>
</tr>
<tr>
<td>PHAS 566</td>
<td>Surgical and Emergency Care</td>
<td>3</td>
</tr>
<tr>
<td>PHAS 567</td>
<td>Integration of Clinical Medicine Seminar</td>
<td>1</td>
</tr>
<tr>
<td>RELP 506</td>
<td>Clinical Ethics II</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>9.5</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHAS 620-623</td>
<td>Clinical Rotations</td>
<td>10</td>
</tr>
<tr>
<td>PHAS 637</td>
<td>Capstone Prep I</td>
<td>1</td>
</tr>
<tr>
<td>PHAS 600</td>
<td>Seminar in PA Professional Development</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHAS 638</td>
<td>Capstone Prep II</td>
<td>1</td>
</tr>
<tr>
<td>PHAS 615</td>
<td>Objective Structured Clinical Examination</td>
<td>1</td>
</tr>
<tr>
<td>PHAS 624-627</td>
<td>Clinical Rotations</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHAS 628, 629</td>
<td>Clinical Rotations</td>
<td>5</td>
</tr>
<tr>
<td>PHAS 641</td>
<td>Capstone Project</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

**TOTAL CREDITS FOR THE PROGRAM**: 97
Graduate Program:  
Occupational Therapy Doctorate

DEPARTMENT PERSONNEL
Terrance Anderson, Department Chair and Program Director; Jessica Carpenter, Academic Fieldwork Coordinator; Shanese Higgins; Rhonda Davis-Cheshire; Pamela Wilson, Site Office Coordinator

MISSION
The Occupational Therapy Doctorate 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.

PHILOSOPHY AND CURRICULUM DESIGN

The occupational therapy curriculum design is organized based on the Human Developmental Model (biological and psychological) and the three domains of Bloom’s Taxonomy of Learning (knowledge, skills, and attitude). Students learn the impact of challenges on occupational performance during the life span of individuals. To develop their clinical skills, hands-on activities are of utmost importance. Because personal attitude is so important in a clinical profession such as occupational therapy, students also gain awareness of their own behavioral strengths and weaknesses using a portfolio-based reflection tool and professional skills assessment tool.

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 on OT practice.

- **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.

- **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.

- **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, supporting making 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 Doctorate program 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 is granted, the program’s 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 also 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 eligibility to sit for the NBCOT certification examination or obtain state licensure.

APPLICATION INFORMATION

Minimal requirements for admission:

1. A bachelor’s degree in a health, education, or humanities field from a regionally accredited higher education institution with a minimum 3.0 overall grade point average 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 occupational therapy department at least 30 days prior to the first day of class.

2. Completion of the following prerequisite courses within the past 10 years with a minimum grade of C (or evidence of use of content in work within past 10 years):
   - Anatomy and Physiology with lab (BIOL 119, 129) .................. 8 credits
   - General Psychology (PSYC 112)........................................... 3 credits
   - Developmental Psychology (PSYC 138)............................... 3 credits
   - Statistics (MATH 215).......................................................... 3 credits
   - Medical Terminology (RTCA 112 or KETC 101)...................... 1 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. Three letters of recommendations from individuals with direct experience in evaluating the student’s academic or work performance (e.g., work supervisor, course instructor).

APPLICATION PROCESS

Applicants must complete the application process on the Occupational Therapy Centralized Admission System (OTCAS) by the published deadline.

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
- Letters of recommendation
- Interview scores
- Kettering College previous enrollment
- A degree from an Adventist college or university
- Kettering Health Network employment

Positions in the program are offered in writing to the top applicants with a requirement for official response. Each applicant accepting the offer must submit a $500 non-refundable deposit to be applied to the first semester’s tuition. If an applicant does not accept an offer or fails to submit the deposit, the next person in the ranking is offered the position. This continues until all positions are filled. Remaining applicants are placed on a wait list. If any positions remain open, the program begins a rolling admissions process.

Observation hours are not required for the Kettering OTD application process. However, applicants are strongly encouraged to observe working OTs to determine whether OT is the right career choice.

PROGRAM COSTS

Tuition: $12,500 per semester for 2015-16. Students are considered full time every semester while in the OTD program. Tuition may change annually.

Fees: The only course fee is in the eighth semester for students to attend an ACOTE exam preparation course. The fee is the rate charged by the preparation course in the semester it’s taken.
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.

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:** Students learn the big picture of occupational therapy by outlining and exploring occupation, occupational therapy, evidence-based practice, client-centered practice, and healing and Christian ministry. They also build detailed foundational knowledge of kinesiology, occupation (task) analysis, occupation models, occupational science, and evidence-based practice.

**Semester 2:** Students address neuroscience, ethics, and delivery management of pediatric intervention; they continue evidence-based practice, adding statistics. Students build skills in pediatric evaluation, intervention, and outcomes. To determine a plan for professional growth, they reflect on personal assets, challenges, and reactions and consider how these may impact professional interactions with clients and colleagues.
Semester 3: Students begin pediatric Level I fieldwork and build pediatric OT skills; term culminates in a case application and a comprehensive exam. Students apply their evidence-based practice knowledge in designing a group research project.

Semester 4: Students develop knowledge in delivery management of adult intervention. They develop adult OT evaluation, intervention, and outcomes skills in orthopedic, PAMS/orthotics, and psychosocial conditions. Students 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 personal and professional identity including paths to happiness. 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>
</tr>
</thead>
<tbody>
<tr>
<td>OTD 500</td>
<td>Human Occupation</td>
<td>3</td>
</tr>
<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>
</tr>
<tr>
<td>OTD 520</td>
<td>Kinesiology</td>
<td>4</td>
</tr>
<tr>
<td>RELP 510</td>
<td>Health Care as Christian Service</td>
<td>3</td>
</tr>
</tbody>
</table>

#### SEMESTER 2 (WINTER)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTD 511</td>
<td>Evidence-based Practice II</td>
<td>2</td>
</tr>
<tr>
<td>OTD 521</td>
<td>Neuroscience</td>
<td>4</td>
</tr>
<tr>
<td>OTD 530</td>
<td>Dimensions of Therapeutic Relationships (seminar)</td>
<td>1</td>
</tr>
<tr>
<td>OTD 540</td>
<td>OT Management with Pediatrics</td>
<td>3</td>
</tr>
<tr>
<td>OTD 550</td>
<td>Pediatric OT Practice I</td>
<td>3</td>
</tr>
<tr>
<td>RELP 511</td>
<td>Bioethics from Occupational Therapy and Christian Perspectives</td>
<td>3</td>
</tr>
</tbody>
</table>

#### SEMESTER 3 (SUMMER)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTD 551</td>
<td>Pediatric OT Practice II</td>
<td>3</td>
</tr>
<tr>
<td>OTD 560</td>
<td>Level I Fieldwork: Pediatric</td>
<td>1</td>
</tr>
<tr>
<td>OTD 610</td>
<td>Research I</td>
<td>2</td>
</tr>
<tr>
<td>OTD 690</td>
<td>EBP Case Application &amp; Exam I</td>
<td>1</td>
</tr>
</tbody>
</table>

#### SEMESTER 4 (FALL)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTD 611</td>
<td>Research II</td>
<td>2</td>
</tr>
<tr>
<td>OTD 630</td>
<td>OT Practice with Psychosocial Conditions</td>
<td>2</td>
</tr>
<tr>
<td>OTD 631</td>
<td>OT Practice with Adult Psychosocial Conditions Lab experience (Group)</td>
<td>1</td>
</tr>
<tr>
<td>OTD 640</td>
<td>OT Management with Adults</td>
<td>3</td>
</tr>
<tr>
<td>OTD 650</td>
<td>OT Practice with Adult Orthopedic Conditions</td>
<td>3</td>
</tr>
<tr>
<td>OTD 651</td>
<td>OT Practice with PAMS/Orthotics</td>
<td>2</td>
</tr>
<tr>
<td>OTD 652</td>
<td>Assistive Technology for Occupational Engagement</td>
<td>2</td>
</tr>
<tr>
<td>SEMESTER 5 (WINTER)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>OTD 660</td>
<td>Level I Fieldwork: Adult</td>
<td>1</td>
</tr>
<tr>
<td>OTD 710</td>
<td>Research III</td>
<td>2</td>
</tr>
<tr>
<td>OTD 730</td>
<td>Professional Preparation for Clinical Practice</td>
<td>1</td>
</tr>
<tr>
<td>OTD 740</td>
<td>Organizational Leadership (seminar)</td>
<td>2</td>
</tr>
<tr>
<td>OTD 750</td>
<td>OT Practice with Adult Medical Conditions</td>
<td>3</td>
</tr>
<tr>
<td>OTD 751</td>
<td>OT Practice with Adult Neurological Conditions</td>
<td>6</td>
</tr>
<tr>
<td>OTD 790</td>
<td>EBP Case Application and Exam II</td>
<td>1</td>
</tr>
<tr>
<td><strong>SEMESTER 6 (SUMMER)</strong></td>
<td><strong>6</strong></td>
<td></td>
</tr>
<tr>
<td>OTD 760</td>
<td>Level II Fieldwork A</td>
<td>6</td>
</tr>
<tr>
<td>OTD 800</td>
<td>Advocacy and Occupational Justice (seminar/online)</td>
<td>2</td>
</tr>
<tr>
<td>OTD 840</td>
<td>OT Service Management I (online/seminar)</td>
<td>1</td>
</tr>
<tr>
<td><strong>SEMESTER 7 (FALL)</strong></td>
<td><strong>3</strong></td>
<td></td>
</tr>
<tr>
<td>OTD 761</td>
<td>Level II Fieldwork B</td>
<td>6</td>
</tr>
<tr>
<td>OTD 841</td>
<td>OT Service Management II (online/seminar)</td>
<td>1</td>
</tr>
<tr>
<td>OTD 890</td>
<td>Comprehensive Exam III</td>
<td>1</td>
</tr>
<tr>
<td>RELB 512</td>
<td>Desire, Happiness, and God (online/seminar)</td>
<td>3</td>
</tr>
<tr>
<td><strong>SEMESTER 8 (WINTER)</strong></td>
<td><strong>8</strong></td>
<td></td>
</tr>
<tr>
<td>OTD 810</td>
<td>Doctoral Experience</td>
<td>8</td>
</tr>
<tr>
<td>OTD 830</td>
<td>Transformation to Practitioner (online/seminar)</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>
Course Descriptions

**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. A required project allows the student to demonstrate basic capabilities of 3-D volume image manipulation. Review for the ARRT Registry in CT is included. Course requirements include a typed paper or article reports.

Prerequisite or corequisite: BIOL 263

**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 article reports.

Prerequisite or corequisite: BIOL 263

**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 310 Angiography I**
3 credits

An introduction to angiography and interventional procedures. Discussion topics include general angiographic procedures including cerebral, visceral, and peripheral studies using conventional and digital imaging techniques. Discussions and demonstrations also cover angiographic equipment and techniques. Course requirements include a typed paper or article reports.

Prerequisites or corequisites: RTCA 210, HESC 360
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 angiographic 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 article reports.

Prerequisite or corequisite: BIOL 263

ADIM 395 Variable Independent Clinical Rotation for Angiography  
1-4 credits 
An additional clinical opportunity for Angiography students to obtain the 200 ARRT exams in order to sit for the Registry. Variable credit hours are associated with this course based on the amount of clinical days per week. Two days a week- one credit hour, Three days- two credit hours, Four days- three credit hours, Five days- four credit hours. The above credit hours are in addition to but not in replace of credit hours for the Bachelor program. Standard clinical requirements (Performance evaluations, midpoint and end of semester clinical meetings) would be required including a Summer Trajecysys account.

Prerequisites ADIM 310 and ADIM 324 with minimum grade of C

ADIM 410 Angiography II  
4 credits 
Focus on cardiac diagnostic and interventional procedures not previously covered. Incorporates preparation for the ARRT Registry examinations. Course requirements include a typed paper or article reports.

Prerequisites or corequisites: HESC 360, RTCA 210, BIOL 350, RESA 320
ADIM 428 Clinical Aspects of MRI  
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 article reports.

Prerequisite or corequisite: BIOL 263

ADIM 434 Practicum IV (cardiovascular interventional technology)  
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  
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  
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, nuclear medicine program, or hold a previous baccalaureate degree.

BIOL 119 Human Anatomy and Physiology I  
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 210 Human Anatomy  4 credits

Structure and structural relationships of the human organ systems including topographical, histological, and developmental features. Three hours of lecture and three hours of laboratory weekly.

Prerequisite: Two semesters of college-level science with minimum grade of C.

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); BIOL 210 (Human Anatomy); or the equivalent coursework from either option, taken at another institution.

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 210 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 325 Environmental Science**  
3 credits  
Basic ecological principles as applied to human activities, with a focus on contemporary environmental issues.  
Prerequisite: One semester of college-level science

**BIOL 335 Genetics**  
4 credits  
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 340 Biochemistry**  
4 credits  
The chemistry of those organic molecules of particular significance in living organisms; enzyme kinetics and energetics; central metabolic pathways, including the metabolism of carbohydrates, lipids, and proteins. Three hours of lecture and three hours of laboratory weekly.  
Prerequisite: BIOL 105 and CHEM 211 with minimum grade of C

**BIOL 350 Pathophysiology**  
3 credits  
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 210 and BIOL 305 with minimum grade of C

**BIOL 420 Topics in Biological Science**  
1-4 credits  
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 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 junior and senior years. One hour weekly.

Prerequisite: Completion of freshman and sophomore years of the human biology major 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 125 General Chemistry with Qualitative Analysis 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 four hours of laboratory weekly.

Prerequisite/corequisite: MATH 165

CHEM 136 General Chemistry with Qualitative Analysis II  
4 credits

Part two of the one-year general chemistry sequence. Kinetic molecular theory, acid-base theory, chemical kinetics and thermodynamics, chemical equilibria, electrochemistry, nuclear chemistry, and quantitative analysis. Intended for chemistry majors and students preparing for professional careers in medical and other technical fields. Three hours of lecture and four hours of laboratory weekly.

Prerequisite: CHEM 125 with minimum grade of C

CHEM 211 Organic Chemistry I  
4 credits

Examination of the fundamental principles of molecular orbitals, bonding, functional groups, stereochemistry, nucleophilic substitution reactions (SN1, SN2), elimination reactions (E1, E2), and addition reactions. First in a two-semester sequence. Intended for chemistry majors and students preparing for professional careers in medical and other technical fields. Three hours of lecture and four hours of laboratory weekly.

Prerequisites: CHEM 125 and 136 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. Intended for chemistry majors and students preparing for professional careers in medical and other technical fields. Three hours of lecture and four 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 1 credit

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 1 credit

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 1 credit

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.

ENGL 101 Writing and Rhetoric I 3 credits

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. 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. Writing assignments will include responses, rhetorical analysis, a proposal, an annotated bibliography, a fully documented research paper, and a multimodal project.

Prerequisite: ENGL 101 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 health care 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 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 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  
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  
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 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
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, cultural diversity, and language of faith.

Prerequisite: two semesters of college English or instructor’s permission.

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. 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 345 Literature in Medicine  
3 credits
An exploration of medicine and health care within a paradigm based on the tradition of the humanities. It deals with how illness and disease are constructed in literature and how the study of medicine within literature can inform professional practice.

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 300 Introduction to the Health Sciences Program 1 credit

Introduction to 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 health care skills, emphasizing cultural concepts in a medically underserved area. National and international health care 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 health care economy including influencing forces, reimbursement models, market development, and health care 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 health care managers.

Prerequisite/corequisite: HESC 300

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; recommended: Statistics

HESC 326 Trends and Issues in Health Care 3 credit hours

Examination of national health care trends and issues and their impact on the delivery of health care and on the practice of health care professionals. Past, present, and future trends related to health care 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 health care professional in health care issues.
**HESC 340 Legal and Ethical Considerations in Health Care**  
3 credits  
A study of the relationship of the health care professional to the regulatory and ethical issues affecting health care. Topics include the evolution of legal and ethical issues, trends in legislation affecting health care, 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 health care provision from the founding of the United States through the beginning of the 21st century. Emphasis is on the advancement of health care during the 19th and 20th centuries. Subjects include the public reform movement’s impact on health care during the early 1900s; gender and race in health care; the development of nursing and other specialty health occupations; and the changes in health care resulting from advances in science and technology.  
Prerequisite: Full freshman English sequence

**HESC 348 Concepts of Management and Leadership in Health Care**  
3 credits  
Exploration of management and leadership principles as practiced in the health care 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.  
Prerequisite/corequisite: HESC 300

**HESC 355 Medical Imaging Modalities**  
3 credits  
Explores medical imaging and how images are obtained in each modality. Topics include X-ray production and detection, interactions of radiation with biological tissue, flat-plane radiography, fluoroscopy, computed tomography, radioisotope labeling, scintillation cameras, positron emission tomography, ionizing radiation dosage and safety, ultrasound generation and attenuation in biological tissue, ultrasound imaging techniques, magnetic resonance imaging, in vivo spectroscopy, and image quality. Designed for students preparing for managerial roles desiring background knowledge of imaging modalities outside their areas of expertise.

**HESC 360 Advanced Cardiac Life Support**  
1 credit  
Provides the opportunity to acquire knowledge and skills in advanced cardiac life support theory and techniques. Upon successful completion of the course, the student will receive American Heart Association certification as an Advanced Cardiac Life Support (ACLS) Provider. Graded on a pass/not pass basis.  
Prerequisite: Current certification in Basic Life Support (CPR)
HESC 370 Special Topics in Health Professions  
An in-depth exploration of a topic of interest to the health care 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.
Prerequisite/corequisite: HESC 300

HESC 371 Alternative Therapies for Health and Illness  
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  
Integration of health care professions information with information management, information processing, and communication technology to support the health of individuals worldwide. Addresses the role of informatics in health care professional practice; includes clinical practice, leadership and management; patient education; and research.
Prerequisite/corequisite: HESC 300

HESC 421 Health Care Personnel Management  
Applies personnel law and government regulations to policies and practices in a variety of health care 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 health care personnel management.
Prerequisite/corequisite: HESC 300 or HESC 348 or permission of instructor

HESC 430 Instructional Planning and Delivery  
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.
Prerequisite/corequisite: HESC 300
HESC 431 Teaching Learners in Health Care 3 credits

Explores different types of health care learners in a variety of health care 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 health care professional education.

Prerequisite/corequisite: HESC 300

HESC 432 Professional Development in Health Care 3 credits

Assessment, planning, implementation, and evaluation of educational programs for health care professions. Students discuss and develop educational needs assessment, continuing education programs, and evaluations related to the educational needs of their chosen health care professions. Discussion includes policies, procedures, accreditation, and laws related to lifelong learning in health professions.

Prerequisite/corequisite: HESC 300

HESC 435 Community Health Perspectives 3 credits

A study of health care needs and health care 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 health care. Emphasis is on promotion of wellness and modification of patient behavior as a basis for improving health care 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: HESC 300 or enrollment in human biology program and/or honors program

HESC 440 Special Project in Health Professions 1-3 credits

Students pursue directed learning experiences in various aspects of allied health, 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 health care organizations and institutions. Students have the opportunity to apply program competencies in a realistic setting. Course is available each semester and is be scheduled on an individual basis. May be repeated once for credit.

Prerequisites/corequisites: HESC 300; completion of six (6) hours of health professions courses and permission of the instructor.
HESC 448 Leadership Theory in Health Care 3 credits

Expansion of leadership theory as applied to the health care professional’s role in health care 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 health care.

Prerequisites/corequisites: HESC 300; 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 health care professional practice. Students explore the backgrounds of other health care professions, the relationships of the professions to each other, the roles each serves, and how the clinical work force is organized. This course is be taught using the principles of service learning and grant writing in relationship to interdisciplinary practice.

Prerequisites/corequisites: HESC 300; HESC 348 or permission of instructor

HESC 460 Forensics in Health Care 3 credits

An evidence-based framework for multidisciplinary health care professionals to identify, assess, and care for victims of maltreatment and violence through the life span. Students learn to interpret legal and regulatory guidelines and apply scientific forensic principles to the clinical setting as they deliver care to at-risk populations of various cultures and generations. Case study analysis assists in synthesis of forensics in health care through injury identification; evidence collection techniques including trace evidence and wound photography; and documentation strategies using body maps.

Prerequisites: PSYC 112 General Psychology or SOCI 115 Principles of Sociology or equivalent

HESC 470 Human Genetics and Genomics for Health Professions 3 credits

Emphasizes and explores the field of human genetics/genomics in the health care arena and the role of the health provider in genetics. Students discuss and practice assessment of the client, family, and the community related to genetics and examine pathology in genetics and the relationship to environmental factors. Topics include the Human Genome Project; human and molecular genetics; legal and ethical implications; genetic services; and culturally sensitive care.

Prerequisites: HESC 340 or a health assessment course
HESC 481 Capstone/Senior Project  
A senior project in which students demonstrate their health care 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 health care professionals. Must be taken in the last or second-to-last semester of the program.

Prerequisite/corequisite: HESC 300

HIST 101 History of Civilization I  
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  
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  
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  
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  
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 health care coverage from the founding of the United States through the beginning of the 21st century. Emphasis is on the advancement of health care during the 19th and 20th centuries. Subjects include the public reform movement’s impact on health care during the early 1900s; gender and race in health care; the development of nursing and other specialty health occupations; and the changes in health care from advances in science and technology.

Prerequisite: Full freshman English sequence

KETC 101 Medical Terminology 1 credit

A study of basic medical terminology used by health care professions. Focuses on the language of health care 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.

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 3 credits

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 3 credits

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 3 credits

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 3 credits

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

**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**  
1 credit

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**  
2 credits

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  
3 credits

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  
5 credits

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  
1 credit

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  
3 credits

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 basic research concepts necessary to evaluate published research for evidence-based nursing and health professions practice. Focus on the research process, reading and interpreting research articles, and evaluating the appropriateness of using the findings to guide professional practice. (3 theory credits)

Prerequisite or corequisite: NRSA 313; recommended: statistics
NRSA 326 Trends and Issues in Health Care 3 credit hours

Examination of local, national, and global health care trends and issues and their impact on the delivery of health care and on the practice of health care professionals. Emphasis on the role of the health care professional in current health care issues. (3 theory credits)

Prerequisite or corequisite: NRSA 313

NRSA 355 The Role of the Professional Nurse in Promoting Health 3 credits

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. (3 theory credits)

Prerequisite or corequisite: NRSA 313

NRSA 419 Community Health Perspectives 4 credits

Examines fundamental concepts of public and community health practice and the nurse’s role related to health needs of individuals, families, communities, and populations. (4 theory credits)

Prerequisite or corequisite: NRSA 313
NRSA 439 Nursing Leadership and Management  
4 credits

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 health care, and management of cost-effective and evidence-based whole-person care. *(4 theory credits)*

Prerequisite or corequisite: NRSA 313

NRSA 446 Senior Capstone  
1 credit

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. *(1 theory credit)*

Corequisite: May be taken with last NRSA courses in the last semester of BSN completion program

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 health care 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 credit hours; 0 laboratory hours; 0 clinical hours)*

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 credit hours; 0.5 laboratory credit hours, 1.5 clinical credit hours)*

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 credit hours; 0 laboratory credit hours, 1 clinical credit hours)

Prerequisites: Successful completion of semesters 1-3 of the prelicensure LPN-to-BSN program
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 credit hours; 0.5 laboratory credit hours, 1.5 clinical credit hours)

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 credit hours; 0.5 laboratory credit hours, 1.5 clinical credit hours)

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 credit hours; 0.5 laboratory credit hours, 2.5 clinical credit hours)*

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 credit hours; 0 laboratory credit hours, 0.5 clinical credit hours)*

Prerequisites: NRSB 321, NRSB 331  
Corequisites: NRSB 341

---

**NRSB 361 Theory: Alterations in Adult Health I**  
3 credits

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 credit hours; 0 laboratory credit hours, 0 clinical credit hours)*

Prerequisites: NRSB 341, NRSB 351, MATH 215  
Corequisites: NRSB 362, NRSB 371, NRSB 381

---

**NRSB 362 Clinical: Alterations in Adult Health I**  
3 credits

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 credit hours; 0.25 laboratory credit hours, 2.75 clinical credit hours)*

Prerequisites: NRSB 341, NRSB 351, MATH 215  
Corequisites: NRSB 361, NRSB 371, NRSB 381
**NRSB 371 Nursing Research**  
3 credits

Introduction to the fundamental concepts necessary to locate and evaluate published research for utilization in evidence-based nursing practice. Emphasis is placed upon the research process, accessing appropriate research resources, interpretation of research reports, and evaluation of usefulness of research findings to guide professional practice. (Semester 7) *(3 theory credit hours; 0 laboratory credit hours, 0 clinical credit hours)*

Prerequisites: NRSB 341, NRSB 351, MATH 215  
Corequisites: NRSB 361, NRSA 362, NRSB 381

**NRSB 381 Public Health Concepts**  
3 credits

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 credit hours; 0 laboratory credit hours, 0 clinical credit hours)*

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 credit hours; 0 laboratory credit hours, 0 clinical credit hours)*

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 credit hours; 0.25 laboratory credit hours, 3.75 clinical credit hours)*

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 health care, management of cost effective and evidence-based whole-person care, information technology (IT), and emerging trends in IT. (Semester 9) (3 theory credit hours; 0 laboratory credit hours; 0 clinical credit hours)

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 health care. (Semester 9) (6 theory credit hours; 0 laboratory credit hours, 0 clinical credit hours)

Prerequisites: NRSB 401, NRSB 402, NRSB 411
Corequisites: NRSB 422, NRSB 431

NRSB 422 Clinical: 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 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 health care. (Semester 9) (1 theory credit hour; 0.46 laboratory credit hour, 4.54 clinical credit hours)

Prerequisites: NRSB 401, NRSB 402, NRSB 411
Corequisites: NRSB 421, NRSB 431

NRSB 431 NCLEX-RN Success Strategies 1 credit

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 hour; 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  

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  
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 Level I Fieldwork: Pediatrics  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 630 OT Practice with Psychosocial Conditions 2 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 health care within community and health care settings. Students analyze the occupational impact of mental illness for the individual, various cultures, and society.

OTD 631 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 Level I Fieldwork: Adult 1 credit

Students integrate curriculum components during a one-week adult field experience.

OTD 690 Evidence-based Practice Application & 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.

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 & 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.

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.

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

Basic techniques, rules, and etiquette of golf. Additional cost for greens fees.

PEAC 174, 175 Weight Training and Conditioning I, II

Body development and cardiovascular activities for men and women. Individual weightlifting and cardiovascular programs are developed. May be repeated for credit.

PEAC 178 Wellness

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

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

Traces the history, development, and current status of the physician assistant profession. Students explore the role of the physician assistant as part of the health care team. Students research and investigate state and national legislation that governs the profession.

PHAS 501 Basics of Pharmacology

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

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 1 credit
An integrated, systems-based approach to dermatology.

PHAS 513 CMM Hematology, Oncology 1 credit
An integrated, systems-based approach to hematology and oncology.

PHAS 514 CMM Infectious Disease 1 credit
An integrated, systems-based approach infectious disease.

PHAS 516 CMM ENT 3 credits
An integrated, systems-based approach to ophthalmology and otolaryngology.

PHAS 517 CMM Cardiovascular Medicine 9 credits
An integrated, systems-based approach to the cardiovascular system: includes ECG interpretation.

PHAS 518 CMM Pulmonology 5 credits
An integrated, systems-based approach to pulmonary medicine.

PHAS 522 CMM Endocrinology 3 credits
An integrated, systems-based approach to endocrinology.

PHAS 523 CMM Neurology 3 credits
An integrated, systems-based approach to neurology.

PHAS 526 CMM Gastroenterology 6 credits
An integrated, systems-based approach gastroenterology.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHAS 527</td>
<td>CMM Musculoskeletal Medicine</td>
<td>8</td>
<td>An integrated, systems-based approach to orthopedics and rheumatology.</td>
</tr>
<tr>
<td>PHAS 529</td>
<td>CMM Nephrology</td>
<td>2</td>
<td>An integrated, systems-based approach to nephrology medicine.</td>
</tr>
<tr>
<td>PHAS 566</td>
<td>CMM Surgical and Emergency Care</td>
<td>3</td>
<td>An integrated, systems-based approach to surgical and emergency care. Surgical skills include IVs, suturing, sterile technique, scrubbing, gowning, and gloving techniques. Emergency skills include airway management and vascular access, ACLS, and BDLS.</td>
</tr>
<tr>
<td>PHAS 543</td>
<td>Clinical Case Studies in Faith, Diversity, and Ethics</td>
<td>2</td>
<td>Explores the application of the principles of medical ethics, Christian faith, and cultural diversity to patient care. Students interpret patient case studies and present these interpretations to a panel with expertise in each of the three areas.</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: RELP 254, RELP 316</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHAS 551</td>
<td>Behavioral Medicine</td>
<td>2</td>
<td>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.</td>
</tr>
<tr>
<td>PHAS 553</td>
<td>Clinical Genetics</td>
<td>2</td>
<td>Emphasizes clinical rather than traditional human genetics and is a vital resource for health care professionals. Stresses anticipation of disease based on individual characteristics or a family history and providing the necessary measures to forestall further complications.</td>
</tr>
<tr>
<td>PHAS 561</td>
<td>Pediatrics</td>
<td>2</td>
<td>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.</td>
</tr>
<tr>
<td>PHAS 562</td>
<td>Women’s Health</td>
<td>2</td>
<td>Explores health care issues unique to women throughout the life span, including adolescent development, menstruation, breast health, pregnancy management, and menopause.</td>
</tr>
</tbody>
</table>
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 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 639 Capstone Prep 1 credit

Prepares student to gather, synthesize, and process information for a satisfactory capstone project.

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 620-629 (or 630) Clinical rotations 2.5 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 health care 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 health care. 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.
PHAS 637 Capstone Prep I

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

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

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

PHYS 131 Survey of Physics

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

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

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

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 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 will explore how Seventh-day Adventist Christian beliefs provide a basis for Kettering College’s commitment to a ministry of service to the sick. Seventh-day Adventists are known around the world for their emphasis on continuing the healing ministry of Christ through the establishment and operation of health care facilities. 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 111 Biblical Resources for Understanding Health Care 3 credits

The course explores biblical, Christian, and Adventist foundations for understanding health care of the sort offered by the Kettering Health Network. Following a general introduction, topics will include examination of student beliefs, assumptions, and viewpoints; the nature of God and humankind; what it means to be healthy and/or ill; and Christian service and biblical notions of justice and care. All students are encouraged 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 126 Personal Encounters with Jesus 3 credits

This course explores biblical narratives that describe Jesus’ personal interactions with individuals of various cultures and socioeconomic status. Students seek to understand how an encounter with Jesus might affect the nature of our encounter with patients in today’s health care settings.

RELB 127 Stories of Salvation 3 credits

A review of the central stories of scripture with an emphasis on understanding their significance for the individual student. The biblical characters and story contexts provide the foundation for exploring the idea of salvation.

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.
REL 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 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.
RELP 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 3 credits
A general review of ethical challenges that arise in health care. 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 301 Desire, Happiness, and God 3 credits

RELP 303 Body, Mind, and Soul 3 credits
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 3 credits
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 health care workers with information, perspective, and skills necessary to be helpful to others who are approaching their own death. Uses case studies, role playing, readings, lectures, class discussion, and interviews with the dying.

RELP 316 Spirituality in Healing and Health Care 3 credits
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 health care. Emphasizes the student’s own development of ideas for integrating spirituality in the delivery of health care.
RELP 330 Christian Social Ethics 3 credits

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 health care.

RELP 505 Clinical Ethics I 1.5 credits

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 health care.

RELP 506 Clinical Ethics II 1.5 credits

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.

RELT 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.

RELT 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 510 Health Care as Christian Service

An exploration of the role of Christian service in the field of health care 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 health care. The course will emphasize the student’s own development of ideas for integrating spirituality in the delivery of health care.

RELP 511 Bioethics from Occupational Therapy and Christian Perspectives

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

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 happiness. Using literary, theological, and philosophical writings, students will analyze the dynamics of desire and their relationship to happiness and God.

RESA 101 Patient Assessment

An introduction to patient evaluation and assessment of the cardiopulmonary systems. The application of patient history, diagnostic laboratory results, and physical examination findings in selecting appropriate Respiratory Care protocols is discussed and practiced. Students will become American Heart Association BLS providers.

RESA 104, 204 Case-Based Pulmonary Pathology I, II

A study of the etiology, pathophysiology, clinical findings, and management of patients with various pulmonary disorders. Students apply basic respiratory care protocols to pulmonary disease management using clinical case studies.

Corequisites for RESA 104: RESA 124 and RESA 125
Corequisites for RESA 204: RESA 230 and RESA 231
Prerequisites: RESA 112 and RESA 101
RESA 112 Cardiopulmonary Anatomy and Physiology 3 credits

A study of the basic gross and microscopic anatomy of the respiratory and circulatory systems. Covers medical terminology; the normal mechanisms and control of ventilation; lung reflexes and defense mechanisms; principles of diffusion, perfusion, and gas transport; and the anatomy of the heart and its functions.

RESA 124 Respiratory Therapeutics 3 credits

Direct application of theory, operation, and delivery of respiratory care treatment modalities. 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 aerosol and humidity, medical gas, and bronchial hygiene therapies in the acute, sub-acute, and home care settings.

   Corequisites: RESA 104 and RESA 125
   Prerequisites: RESA 112 and RESA 101

RESA 125 Respiratory Therapeutics Clinical Practice 2 credits

12 hours of clinical experience per week performing patient assessments, aerosol and humidity therapy, medical gas administration, and bronchial hygiene therapy in acute care hospitals, long-term care facilities, and home care settings.

   Corequisite: RESA 124

RESA 217 Neonatal and Pediatric Respiratory Care 3 credits

Care of the pediatric patient with cardiopulmonary disease. Includes diseases of neonates, infants, and children as well as equipment and therapy techniques used in treating these diseases. Includes anatomy, physiology, and pharmacology applications to the neonatal and pediatric age group. Clinical application is provided through RESA 231.

   Corequisite: RESA 230 and RESA 231
   Prerequisite: RESA 220
RESA 220 Respiratory Therapeutics and Diagnostic Procedures  
3 credits
An overview of basic pulmonary function testing including arterial puncture and ABG analysis. Patient care simulations are used to practice endotracheal intubation, pulmonary rehabilitation, volume expansion therapy, and noninvasive positive pressure ventilation. Laboratory experience includes a hands-on approach to management and troubleshooting of PFT equipment, CPAP/BiPAP units, ABG sampling, and resuscitation equipment.
Corequisite: RESA 222
Prerequisites: RESA 124, RESA 125

RESA 222 Respiratory Therapeutics and Diagnostic Clinical Practice  
2 credits
12 hours of clinical experience per week performing patient assessments, pulmonary function testing, endotracheal intubation, volume expansion therapy, and noninvasive positive pressure ventilation in acute care hospitals, long-term care facilities, and home care settings.
Corequisite: RESA 220

RESA 226 Pharmacology  
2 credits
Principles of general pharmacology, drug action, and dosage calculation. Includes indications, side effects, hazards, and mechanisms of action regarding respiratory, cardiovascular, neuromuscular, sedative-narcotic, and antimicrobial drugs.
Corequisite: ENGL 118,
Prerequisites: RESA 101, RESA 112

RESA 230 Critical Care  
4 credits
Direct application of theory, operation, and delivery of mechanical ventilation. Laboratory experience includes a hands-on approach to management and troubleshooting of mechanical ventilators. Assessment of the critically ill patient in intensive care, long-term care, and home care settings is included.
Corequisites: RESA 204, RESA 231
Prerequisites: RESA 220, RESA 222

RESA 231 Critical Care Clinical Practice  
2 credits
12 hours of clinical experience per week performing patient assessments, ventilator initiation, care of the ventilator patient, ventilator weaning, and ventilator troubleshooting in acute care, long-term care, and home care settings. Clinical rotations include pediatric and neonatal intensive care units. Students begin developing an individual case study.
Corequisites: RESA 217, RESA 230
RESA 241 Advanced Diagnostics 3 credits

Advanced modes of mechanical ventilation and diagnostic procedures used in the critical care setting. Laboratory experience includes hemodynamic monitoring, 12-lead ECG, physiologic monitoring, and ventilator graphics.

Corequisite: RESA 242 and RESA 243
Prerequisites: RESA 217, RESA 230, RESA 231

RESA 242 Advanced Diagnostics Clinical Practice 2 credits

12 hours of clinical experience per week performing patient assessments, care of the ventilator patient, hemodynamic monitoring, 12-lead ECG, physiologic monitoring, and ventilator graphics in acute care hospitals, long-term care facilities, and home care settings. Clinical rotations include pediatric and neonatal intensive care units. Each student presents a case study to the class and medical director.

Corequisite: RESA 241 and RESA 243

RESA 243 Special Procedures 3 credits

An overview of special procedures within the scope of practice for an advanced respiratory care practitioner including bronchoscopy, tracheostomy, polysomnography, chest tubes, thoracentesis, and exercise stress testing. Students become American Heart Association NRP, PALS, and ACLS providers.

Corequisites: RESA 241 and RESA 242
Prerequisites: RESA 230, RESA 231

RESA 250 Respiratory Care Capstone 2 credits

A study of professional topics as they relate to respiratory care. Emphasis is on therapist-patient relations including ethical issues, cultural competence, and patient education. Directed study assists in preparation for NBRC examinations.

Corequisite: RESA 242
Prerequisites: RESA 217, RESA 230, RESA 231

RESA 294 Practicum 6 credits

Concentrated clinical experience in all areas of respiratory care. Emphasis is on the development of specific skills and knowledge in critical care, pulmonary function testing, and neonatal/pediatric care.

Prerequisite: RESA 250, RESA 241, and RESA 242
RESA 295 Independent Study in Respiratory Care 1-3 credits
An individualized program of independent study, clinical activity, research, or reading, jointly designed by a first- or second-year respiratory care student and an instructor with the approval of the program chairperson.

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.

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.

RESA 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. Monitoring equipment is demonstrated, and application of the equipment is practiced in a laboratory setting.

RESA 321 Pediatric Respiratory Care Case Management 3 credits
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.

RESA 330 Advanced Topics in Respiratory Care 3 credits
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.
RESA 495 Independent Study

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.

RESB 100 Survey of Respiratory Care

A study of the history and scope of the respiratory care profession as well as legal, professional, and ethical practice. General orientation to the health care environment including HIPPA, infection control, and safety education will be included. Students are expected to complete a 4-hour job shadow with a Registered Respiratory Therapist in a health care setting, and the American Heart Association BLS provider training.

RESB 110 Integrated Respiratory Care Sciences

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 & Physiology

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

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 health care settings. Students will also observe hyperbaric oxygen therapy in the clinical setting.

RESB 310 Cardiopulmonary Assessment  3 credits

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, volume expansion therapy, and noninvasive positive pressure ventilation.

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 health care 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 in the laboratory setting.
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 & Critical Care 2 credits

16 hours of clinical experience per week performing pulmonary function testing in the acute care setting; ventilator initiation and patient-ventilator assessments in the critical care and sub-acute care settings; and endotracheal intubation in the operating room.

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.

RESB 335 Pulmonary Diagnostics 3 credits

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.

RESB 345 Pediatric Respiratory Care Case Management 3 credits

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.

RESB 405 Critical Care Case Management 3 credits

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.
RESB 406 Clinical 4 Respiratory Critical Care  
16 hours of clinical experience per week performing ventilator initiation, patient-ventilator assessments, care of the ventilator patient, ventilator weaning, and ventilator troubleshooting in the critical care and sub-acute care settings. Clinical rotations include pediatric intensive care units. Students develop and present a patient case study.

RESB 410 Outpatient Respiratory Care Services  
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.

RESB 415 Advanced Practice in Neonatal Respiratory Care  
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  
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  
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  
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 116 and RTCA 116L through demonstrations, practice sessions, and laboratory simulations.

Corequisites: RTCA 116, RTCA 116L

### RTCA 115 Radiology in the Modern Medical World

1 credit

An introduction to radiography specifically and the health care profession generally. Topics include a brief history of medicine and radiology; hospital organizational systems; health care delivery setting; reimbursement policies within the health care industry; practicing in the medical field; ethical, professional, and medicolegal issues; and opportunities for career advancement.

Corequisites: RTCA 114, RTCA 116 and 116L

### RTCA 116 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 alimentary tract; radiographic positioning skills; compassionate patient care skills; radiographic terminology; and radiographic image identification and evaluation of the anatomic areas listed above.

### RTCA 116L Radiologic Technology I Laboratory

1 credit

A three-hour laboratory correlated with RTCA 116. Students observe demonstrations and practice all radiographic examinations listed in the companion course (RTCA 116). Simulated competency tests assess performance.

Corequisite: RTCA 116

### RTCA 120 Patient Care

2 credits

Basic patient care for the health care 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 health care 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, and skull/facial radiography and is correlated with RTCA 126 and RTCA 126L through demonstrations, practice sessions, and laboratory simulations. A functional knowledge of Windows operations for the clinical setting is recommended.

Prerequisite: RTCA 114
Corequisites: RTCA 126, RTCA 126L

RTCA 126 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, spinal column, bony thorax, and cranium.

Prerequisites: RTCA 116, 116L, 119
Corequisite: RTCA 126L

RTCA 126L Radiologic Technology II Laboratory  1 credit

A three-hour laboratory correlated with RTCA 126. Includes demonstrations and practice radiologic examinations listed in the companion course (RTCA 126). Simulated competency tests assess performance.

Prerequisites: RTCA 116, 119
Corequisite: RTCA 126

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

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 126, 126L

RTCA 135 Fundamentals of Radiation and Generation I

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.

RTCA 137 Formulating Radiographic Technique

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. Knowledge of word processing and spreadsheets is recommended.

Prerequisites: RTCA 126

RTCA 210 Advanced Patient Care

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

RTCA 215 Practicum IV

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 220
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.
Prerequisite: RTCA 135

RTCA 219 Pathology for Radiographers 3 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

RTCA 220 Radiologic Technology IV 2 credits
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

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. A typed paper is required.
Prerequisites: RTCA 218, 219

RTCA 231 Quality Assurance in Radiography 2 credits
A study of the basic concepts and practical applications of quality control techniques employed in radiologic technology to monitor X-ray production equipment, Imaging systems, image processing, and ancillary equipment. Functional knowledge of word processing and spreadsheets is recommended.
Prerequisite: RTCA 218
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 240 Practicum VI  
1 credit  
The last clinical term allows the student to demonstrate the affect skills necessary for the entry-level radiographer. Team work, professionalism, and multitasking are the major areas in which the student is evaluated as a culmination of all clinical experiences.  
Prerequisite: RTCA 239

RTCA 291 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

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.

SLHP 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 health care issues and research national health care trends through a culturally sensitive approach; and to introduce students to basic Spanish phrases and vocabulary so they can communicate, interview, and provide care.
SLHP 301 International Health 2 credits
An introduction to the global health care 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 experience outside the United States. Students are expected to travel outside the United States. This course includes 40 service-learning hours. Students not enrolled in the service learning honors program may take course with permission of instructor(s) and advisor.
Corequisite or prerequisite for SLHP students: SOCI (HEPR) 375, Cultural Diversity in Health Care

SLHP 331 Health Care Needs of Underserved Populations 2 credits
An introduction to the health care 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 in the service learning honors program may take the course with permission from the instructor(s) and advisor.
Corequisite or prerequisite for SLHP students: SOCI (HEPR) 375, Cultural Diversity in Health Care

SLHP 501 Health Care Activism and Research 3 credits
The study of health care delivery and health policy through research-based health activism. The focus is on developing a research proposal that reflects how a specific health issue coincides with a vision of social change in health care. Develops practical skills for collecting and analyzing data and presenting it in a form understandable to policymakers. Students are encouraged to develop research project proposals that reflect their own interests and abilities. Graduate students taking this course write a research proposal.
Prerequisite: HESC 318 or permission of instructor

SLHP 530 Fellowship Practicum I 2 credits
Demonstrates the application of service in the local community. Implementing the first part of the project plan proposed in the student’s fellowship application, the student serves at a local agency, providing service to clients with health care needs.
Prerequisite: Permission of instructor

SLHP 531 Fellowship Practicum II 2 credits
Completes the demonstration of the application of service in the local community using the approved plan from the fellowship application. The student completes the service project at a local agency, serving clients with health care needs.
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 health care setting. Explores social and cultural dimensions of health and health care and assessment and intervention techniques appropriate to specific cultural groups.
Prerequisites: ENGL 101 or equivalent and acceptance into a College major

SONO 201 Introduction to Sonography 1 credit
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
Roy G. Chew, PhD, Chairman
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
Hamlet Canosa, EdD
Vice President for Education
Columbia Union Conference, SDA
Columbia, Md.
Steven Chavez, MBA
CFO
Kettering Medical Center

Jack F. Fritzsche, BA
President
Century Propane
Dayton, Ohio
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
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

Loren Agrey, PhD
Dean for Undergraduate Academic Affairs
Kettering College

Victor Brown, MA
Dean for Enrollment and Student Life
Kettering College

Martin Clark, EdD
President
Kettering Medical Center Foundation

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: Roy Chew, PhD
President: Nate Brandstater, PhD

EXECUTIVE TEAM

Dean for Nursing and Graduate Academic Affairs: Ruth Abbott, PhD
Dean for Undergraduate Academic Affairs: Loren Agrey, PhD
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 and Medical Libraries: John Kissinger, MLS
STUDENT SERVICES

Dean for Enrollment and Student Life: Victor Brown, MA
Director of Student Finance: Kim Snell
Director of Student Life and the Residence Hall: Jerry Mahn, MDiv, MBA

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 Seventh-day Adventist Accrediting Association 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 doctoral degree 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, and the Higher Learning Commission. 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank and Department</th>
<th>Education</th>
<th>Affiliations</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUTH D. ABBOTT, 2015</td>
<td>Dean for Nursing and Graduate Academic Affairs, 2015</td>
<td>PhD Andrews University</td>
<td>MS University of Alabama, Birmingham</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BSN Wayne State University</td>
<td>Dean for Nursing and Graduate Academic Affairs</td>
</tr>
<tr>
<td>SUSAN AEBKER, 2014</td>
<td>Associate Professor, Occupational Therapy Doctorate Program, 2014</td>
<td>DHSc, OTR/L University of Indianapolis</td>
<td>MHS University of Indianapolis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BS-OT Ohio State university</td>
<td>BS-OT Ohio State University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AS Kettering College</td>
<td>AS Kettering College</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Associate Professor, Occupational Therapy</td>
<td>Associate Professor, Occupational Therapy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Doctorate Program, 2014</td>
<td>Doctorate Program, 2014</td>
</tr>
<tr>
<td>LOREN G. AGREY, 2015</td>
<td>Chair, Professor, Occupational Therapy</td>
<td>PhD University of Alberta</td>
<td>MEd University of Southern Mississippi</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MEd University of Southern Mississippi</td>
<td>BEd Canadian Union College</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dean for Undergraduate Academic Affairs, 2015</td>
<td>Dean for Undergraduate Academic Affairs, 2015</td>
</tr>
<tr>
<td>TERRANCE ANDERSON, 2013</td>
<td>Chair, Professor, Occupational Therapy Doctoral Program, 2013</td>
<td>OTD Rocky Mountain University of Health Professions</td>
<td>MS-OT Towson State University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BS Columbia Union College</td>
<td>BS Columbia Union College</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chair, Professor, Occupational Therapy Doctoral Program, 2013</td>
<td>Chair, Professor, Occupational Therapy Doctoral Program, 2013</td>
</tr>
<tr>
<td>FRANCES ANGERER, 2006</td>
<td>Chair, Physician Assistant Studies, 2012</td>
<td>PA-C</td>
<td>MPH Johns Hopkins School of Public Health</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BS University of Dayton</td>
<td>BS University of Dayton</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AS Kettering College</td>
<td>AS Kettering College</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chair, Physician Assistant Studies, 2012</td>
<td>Chair, Physician Assistant Studies, 2012</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Associate Professor, Physician Assistant Studies, 2012</td>
<td>Associate Professor, Physician Assistant Studies, 2012</td>
</tr>
<tr>
<td>HOPE APPELBAUM, 2003</td>
<td>RRT</td>
<td>MEd Northcentral University</td>
<td>BS Wright State University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AS Kettering College</td>
<td>AS Kettering College</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assistant Professor, Respiratory Care, 2015</td>
<td>Assistant Professor, Respiratory Care, 2015</td>
</tr>
</tbody>
</table>
LUCAS BEAGLE, 2014
PhD University of Florida
MS Youngstown State University
BS Wright State University
Assistant Professor, Sciences and Mathematics, 2014

MARISA BLAHOVICH, 2015
BSN Faculdade Adventista de Enfermagem SP, Brazil
MS Andrews University
Associate Professor, Nursing, 2015

ANDREA BORCHERS, 2011
PhD University of Cincinnati
MA Wright State University
BA Ohio State University
Associate Professor, Nursing, 2011

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

FRANK J. BREWSTER, 1981
MS University of Dayton
BA Wittenberg University
AS Kettering College
RT(R) (CT)
Chair, Radiologic Sciences, 2011
Professor, Radiologic Sciences and Imaging, 1991

LAURIE BROMAGEN, 2004
MS University of Maryland
BS Wright State University
Assistant Professor, Sciences and Mathematics, 2009

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 Doctoral Program, 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
PhD Fuller Theological Seminary
MA Andrews University
BA Pacific Union University
Associate Professor, Religion 2015
RHONDA DAVIS-CHESIRE, 2015
MOT, Texas Woman’s University
BS Atlantic Union College, OTR/L
Assistant Professor, Occupational Therapy
Doctorate Program, 2015

PAUL A. DELANGE, 1982
PhD University of Dayton
MS Miami University
BA Cedarville College
Professor, Sciences and Mathematics, 1995
Director, Division of Arts and Sciences, 1996
Chair, Sciences and Mathematics, 2011

ADELAIDE DURKIN, 2007
RN, COI
MSN Loma Linda University
BSN Centro Universitoria
Associate Professor, Nursing, 2014

LAURA EDWARDS, 2013
MA University of Dayton
BA Cedarville University
Assistant Professor, Humanities and Social Sciences, 2013

JONATHAN ENGELMAN, 2011
MA Western Michigan University
BS Walla Walla University
Assistant Professor, Sciences and Mathematics, 2011

BEVERLY J. ERVIN, 1998
PhD University of Dayton
MSA Central Michigan University
BA Antioch University
AS Kettering College
RRT, RPFT, RCP
Director, Academic Support Services 2011
Professor, 2013

JILL EVANS, 1982
MA Andrews University
BA Andrews University
Professor, Humanities, 1995

JASON R FABER, 2013
MD Wright State University
Physician Assistant Studies, Medical Director, 2013

ALISA FRENCH, 2006
MBA, RRT-NPS, COI Wright State University
BS Wright State University
Associate Professor, Respiratory Care, 2010

MELODIE FURGASON, 2013
PhD University of Massachusetts Medical School
BA Spring Arbor University
Assistant Professor, Science and Mathematics, 2013
CAROLYN GERSCH, 2001
PhD candidate, MSN, RN, CNE
PhD candidate Northcentral University
MSN University of Phoenix
BSN Indiana University
AS Vincennes University
Associate Professor, Nursing, 2004
Assistant Director, Nursing, 2010
Associate Director, Nursing, 2013
Chair, BSN-Completion program, 2013

LIZ GOLBA, 2013
RRT-NPS, RPFT, COI
MEd Northcentral University
BS, University of Dayton
Assistant Professor, Respiratory Care, 2013

JILL-RENAE GULCZINSKI, 2006
MSHS George Washington University
BS State University of New York-Binghamton
Assistant Professor, Physician Assistant Studies, 2006

NICOLE HEIMGARTNER, 2004
RN, COI
MSN University of Phoenix
BSN Spalding University
Associate Professor, Nursing, 2014

PATRICK HENSLEY, 2011
PhD Miami University
BA Hanover College
BSEd Indiana University
Instructor/ Science Laboratory Coordinator, 2011

SHANESE HIGGINS, 2014
DHSc, MOT, OTR/L University of Indianapolis
BS University of Dayton
Assistant Professor, Occupational Therapy
Doctoral Program, 2014

ROBERT HOOVER, 1996
MA University of Central Florida
BS University of Central Florida
AS Kettering College
RT(R)
Associate Professor, Radiology, 2007

LISA HUBER, 2004
RN, COI
MSN Walden University
BSN University of Cincinnati
AS Kettering College
Associate Professor, Nursing, 2013

UNCHALEE ICE, 2014
PhD, RN University of New Mexico
MS University of Alaska Anchorage
Assistant Professor, Nursing, 2014

TUTA IONESCU, 2011
PhD University of Phoenix
MA University of St. Francis
BS University of St. Francis
AS Sinclair Community College
RT (R)(CT)
Associate Professor, Radiologic Sciences and Imaging, 2011
PAM KELLER, 2013
PA-C
MPAS Kettering College
BSHP Kettering College
Assistant Professor, Physician Assistant Studies, 2013

JOHN KISSINGER, 2012
MLS Kutztown University
BA Southern Missionary College
Associate Professor, College and Medical Libraries, 2012

TERRI LONG, 2013
PA-C
MPAS University of Nebraska
BS Kettering College
Assistant Professor, Physician Assistant Studies, 2013

BETH A. MAXWELL, 1999
BS University of Dayton
AS Kettering College
RVT, RDCS, 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
Assistant Professor, Nursing, 2011

DONNA MOORE, 2006
RN, COI
MSN Indiana Wesleyan University
BSN Indiana University
Associate Professor, Nursing, 2014
Nursing Skills Lab Coordinator, 2010

RACHEL MOUTOUX, 2008
MEd Wright State University
BS Kettering College
AS Kettering College
RDMS
Assistant Professor, Diagnostic Medical Sonography, 2012

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 Sociology 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
Assistant Professor, Diagnostic Medical Sonography, 2012

DAVID PRICE, 2005
MS Central Michigan University
BS Park College
AS Park College
Associate Professor, Humanities, 2013

L. SUSAN PRICE, 1991
RDMS, RVT
PhD University of Dayton
MSEd University of Dayton
BS Park College
AS Central Ohio Technical College
AS Kettering College
Professor, Health Care Professional Studies, 2009
Chair, Diagnostic Medical Sonography, 2011

MARSHA L. PURTEE, 1988
RN, CNE, COI
MS Andrews University
BSEd Wright State University
Associate Professor, Nursing, 1995

RANDA K. QUALE, 1993
MS Wright State University
BS Dana College
Associate Professor, Sciences and Mathematics, 2006

PAULA K. REAMS, 1987
RN, LMT
PhD University of Dayton
MS Wright State University
BSN University of Cincinnati
Professor, Nursing, 2006
Chair, Health Sciences, 2007

CHERIE R. REBAR, 2005
PhD, MBA, RN, FNP, COI
PhD Northcentral University
FNP post-masters certificate University of Massachusetts, Boston
MSN University of Phoenix
MBA University of Phoenix
BME Morehead State University
AS Kettering College
Director, Division of Nursing, 2013–15
Associate Director, Division of Nursing, 2009
Chair, Prelicensure Nursing Programs, 2012–15
Chair, BSN Completion program, 2010
Chair, AS Nursing program, 2007
Professor, Nursing, 2012
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
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 and Medical Libraries, 2006
TIM SCANLON, 2013
PA-C
MS A.T. Still University
BS Kettering College
AS Kettering College
Assistant Professor, Physician Assistant Studies 2013
DANIEL L. SCHOUN, 1999
MS Wright State University
MS Andrews University
BS Andrews University
Associate Professor, Sciences and Mathematics, 2013
TERESA SIMMONS, 1985
MLIS Kent State University
BS Regents College
AS Kettering College
Associate Professor, College and Medical Libraries, 2012
Director of Alumni Relations, 2015
JEAN STIVERS, 2011
RN-C
MS Regis University
BS Andrews University
Associate Professor, Nursing, 2011
TARYN TALBOTT, 2008
MEd, RT(R), (CT), (MR), COI, QM
MS University of Phoenix
BS Kettering College
AS Kettering College
Associate Professor, Radiologic Sciences and Imaging, 2012
TRACY TAYLOR, 2005
RN
MSN Walden University
BSN Wright State University
Associate Professor, Nursing, 2014
JOAN K. ULOTH, 1983
RN, CNE
PhD Andrews University
MSN Loyola University
BSN Southern College
AS Southern College
Professor, Nursing, 1999
DAVID A. VANDENBURGH, 2007
DMin Fuller Theological Seminary
MDiv Andrews University
BS Union College
Professor, Humanities, 2010
Chair, Humanities and Social Sciences, 2015

REBEKAH M. WANG, 2007
MD Loma Linda University School of Medicine
BA Andrews University
Assistant Professor, Physician Assistant Studies, 2007

DARYLL WARD, 2002
AM University of Chicago
MDiv Andrews University and Tübingen University
BA Andrews University
Professor, Theology and Ethics, 2010

LAURA WILLIS, 2006
MSN, APRN, FNP-C
MSN Frontier Nursing University
MSN Indiana Wesleyan University
BSN Kettering College
AS Cincinnati State Technical and Community College
Associate Professor, Nursing, 2015
Coordinator, Service Learning Honors Program, 2009-14

R. TIMOTHY WILLSEY, 1977
MEd University of Cincinnati
BS Andrews University
Professor, Sciences and Mathematics, 1987

ADJUNCT FACULTY, LECTURERS, CLINICAL INSTRUCTORS
Robin Allison, RT
Art Altman, MD
Jeremias Andrews, MD
Brian Bailey, RT
Laura Barajas, MSN, RN
Connie Bates, RT (R)
Candace Bauer, MSN, RN
Dave Bechtol, RRT
Rochelle Beneke, RT(R) (MR)
Mary Benson-Landau, MSN, RN
Bruce Binder, MD
Brenda Blackwell, RT (R)
Deni Bock, RT
Jeanne Bohrer, MD
Michael Bowen, MA, RN, PA-C
Jessa Brady, RT
Giselle Bretz, MD
Michele Brooks, RT
Beth Brown, MSN, RN
Rob Brown, MD
Sheryl Bullman, MSN, RN
Tracy Burdge, RT(R)
Alex Calvo, MD
Kathy Cameron, BS
Paul Campbell, RT
Angela Cassano, PharmD, BCBS
Sonya Cheatwood, RT
Peg Cizadlo, MS, RN
Roy Coggeshall, RT (R)
Scott Colvin, RT (R) (CT)
Dana Cooper, RT
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cathy Cox</td>
<td>RT</td>
</tr>
<tr>
<td>Keelin Cromar, MSN, RN</td>
<td></td>
</tr>
<tr>
<td>Kyle Crowe, RT (R)</td>
<td></td>
</tr>
<tr>
<td>Melissa Curtis, RT (R)</td>
<td></td>
</tr>
<tr>
<td>Charles Dalton, BS, RT(R)</td>
<td></td>
</tr>
<tr>
<td>Kara Davis, RT</td>
<td></td>
</tr>
<tr>
<td>Melissa Davis, RT</td>
<td></td>
</tr>
<tr>
<td>Miranda Dickerson, MS, RN</td>
<td></td>
</tr>
<tr>
<td>Katie Dinh, MSN, CNP, RN</td>
<td></td>
</tr>
<tr>
<td>Scott Doak, MD</td>
<td></td>
</tr>
<tr>
<td>John Donnelly, MD</td>
<td></td>
</tr>
<tr>
<td>Lori Draut, RT</td>
<td></td>
</tr>
<tr>
<td>Sharon Dully, RT (R)</td>
<td></td>
</tr>
<tr>
<td>Tara Dumouchelle, MSN, RN</td>
<td></td>
</tr>
<tr>
<td>Judy Durrough, RT (R)</td>
<td></td>
</tr>
<tr>
<td>Jerry Edens, RRT</td>
<td></td>
</tr>
<tr>
<td>Jason Faber, MD</td>
<td></td>
</tr>
<tr>
<td>Elbie Foote, RRT</td>
<td></td>
</tr>
<tr>
<td>Ashley Fernandes, MD</td>
<td></td>
</tr>
<tr>
<td>Kathy Ferriell, MS, RN</td>
<td></td>
</tr>
<tr>
<td>Jennifer Fetter, RT</td>
<td></td>
</tr>
<tr>
<td>Nicole Flora, RT</td>
<td></td>
</tr>
<tr>
<td>James Frost, MD</td>
<td></td>
</tr>
<tr>
<td>Kim Fullen, RT (R)</td>
<td></td>
</tr>
<tr>
<td>Elaine Gaigermier, BS, RT(R)(N)</td>
<td></td>
</tr>
<tr>
<td>Sandra Gebhart, RT</td>
<td></td>
</tr>
<tr>
<td>John German, MD</td>
<td></td>
</tr>
<tr>
<td>William Gillen, RT(R)</td>
<td></td>
</tr>
<tr>
<td>Judith Green, MD</td>
<td></td>
</tr>
<tr>
<td>Cynthia Hale, RT</td>
<td></td>
</tr>
<tr>
<td>Glenn Hamilton, MD</td>
<td></td>
</tr>
<tr>
<td>D. Jill Hause, RT(R)</td>
<td></td>
</tr>
<tr>
<td>Rick Helton, RT(R)</td>
<td></td>
</tr>
<tr>
<td>Catherine Hertel, RT(R)(M)</td>
<td></td>
</tr>
<tr>
<td>Robert Hogue, RT(R)</td>
<td></td>
</tr>
<tr>
<td>Deborah Holley, RT(R)</td>
<td></td>
</tr>
<tr>
<td>Melinda Hopkins, MSN, RN</td>
<td></td>
</tr>
<tr>
<td>Kay Huber, MSN, RN, OCN</td>
<td></td>
</tr>
<tr>
<td>Andrea Denise Irvin, RRT</td>
<td></td>
</tr>
<tr>
<td>Heather Janney, RT(R)D</td>
<td></td>
</tr>
<tr>
<td>Amy Jauch, RN, MSN</td>
<td></td>
</tr>
<tr>
<td>Linda Jenkins, RT (R)</td>
<td></td>
</tr>
<tr>
<td>Nancy Jones, MSN, RN</td>
<td></td>
</tr>
<tr>
<td>Tom Jostworth, BS</td>
<td></td>
</tr>
<tr>
<td>Greven Kamp</td>
<td></td>
</tr>
<tr>
<td>Shirley Kamp, RT (R)</td>
<td></td>
</tr>
<tr>
<td>Lisa Kinsman, MSN, RN, CPNP</td>
<td></td>
</tr>
<tr>
<td>Jeffrey Kriegelstein, BS, RT(R)</td>
<td></td>
</tr>
<tr>
<td>Farrah Landes, RT</td>
<td></td>
</tr>
<tr>
<td>Lynette Lasanen-Williams, MSN, RN</td>
<td></td>
</tr>
<tr>
<td>Emily Lawson, AS, RT (R)</td>
<td></td>
</tr>
<tr>
<td>Scott Leddy, RT (R)</td>
<td></td>
</tr>
<tr>
<td>Elaine Markon, MS, (CNMT)</td>
<td></td>
</tr>
<tr>
<td>Mike Mattheis, RT</td>
<td></td>
</tr>
<tr>
<td>Carla McCullough, RT(R)</td>
<td></td>
</tr>
<tr>
<td>Janis McDaniel, RT (R)</td>
<td></td>
</tr>
<tr>
<td>Molly Mellon, MSN, RN</td>
<td></td>
</tr>
<tr>
<td>Lona Meschner, RT (R)</td>
<td></td>
</tr>
<tr>
<td>Debbie Milby, CRT</td>
<td></td>
</tr>
<tr>
<td>Connie Mitchell, RN, BS</td>
<td></td>
</tr>
<tr>
<td>Amy Ortiz-Moretta, MEd, PC</td>
<td></td>
</tr>
<tr>
<td>Rosiland Morris, RT</td>
<td></td>
</tr>
<tr>
<td>Shirley Morris, MSN, RN</td>
<td></td>
</tr>
<tr>
<td>Dawn Myers, MSN, RN</td>
<td></td>
</tr>
</tbody>
</table>
Staff

ACADEMIC OFFICES

Division of Arts and Sciences / Radiologic Technology, Office Assistant: Cathy Roth, 2011
  AS Grand Rapids Baptist College (now Cornerstone University)
Health Sciences, Office Assistant: Mary Harden, 2013
Nursing, Office Assistant: Jennifer Yarnell, 2011
  AS University of Phoenix
  BS in progress
Nursing, Office Assistant: Tracie O’Connor, 2010
  Notary Public State of Ohio
Occupational Therapy, Site Office Coordinator/Academic Advisor and Ponitz Pipeline Coordinator: Pamela Wilson, 2001
  BS Wiberforce University
Physician Assistant, Office Assistant: Maegan Luckiesh, 2015
  BA Union College
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
Office of the Dean of Academic Affairs, Office Assistant: Bridget Aiello, 2015

ACADEMIC SUPPORT

Director of Academic Support: Beverly Ervin, PhD (Faculty)
Academic Support: Carol Warner, MS Nursing (Adjunct Faculty)
Academic Support: Ed Pecce (Adjunct Faculty)
ADMISSIONS
Director of Admissions: Katrina Hill, 2014
BS Pacific Union College
Admissions Counselor: Tammy Erickson, 2007

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
Retail Coordinator: Stella Freeman, 1982
National Association of Colleges Stores / Ohio Association of College Stores

CHAPLAIN
Campus Chaplain: Steve Carlson, 2015
BS Union College
BA Union College
MA – in progress

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: Heather Mays, 2012
   BS Andrews University
   AS Kettering College

LIBRARIES (KETTERING MEDICAL CENTER EMPLOYEES)

Director of the College and Medical Libraries: John Kissinger (Faculty), 2012
   MLS Kutztown University
   BA Southern Missionary College

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
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: 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: Banjawan Moolkeo Irwin, 2015
    BA Asia-Pacific International University
Administrative Coordinator: Barbara Satterfield, 1993

RECRUITMENT
    Director of Recruiting: Jeff Anderson, 2013
        BS Southern Adventist University
Recruiter/Marketing Assistant: Breana Soliday Haughton, 2013
    BA Andrews University
Recruiter: Patrick Dahl, 2014
    BS Union College
Front Desk/Assistant to Recruitment: John Luckiesh, 2015
    BS Union College
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
Housing Monitor, Residence Hall: David Spindler, 2014
  BS Wright State 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
## Index

| Academic appeals, 42, 178 | Advanced imaging, 128 |
| Academic appeals and greivances, 42 | Advanced placement, 18 |
| Academic calendar, 5 | Advanced Placement credit, 29 |
| Academic dismissal, 178 | Advising, 54 |
| Academic policies, 25 | Alcohol policy, 57 |
| Graduate, 173 | Allied Health |
| Academic privacy, 39 | Division of, 109 |
| Academic privacy, graduate, 178 | Alternative credit, 29 |
| Academic probation, 178 | Alumni association, 13 |
| Academic progress, graduate, 178 | AP credit, 29 |
| Academic recognition, 37 | Application fee, 44 |
| Academic support | Arts and Sciences |
| Learning specialist, 58 | Admission, 73 |
| Smarthinking, 58 | Division of, 72 |
| Study groups, 58 | Goals and objectives, 72 |
| Tutoring, 58 | Associate of Science degree core requirements, 62 |
| Academic Support Center, 13, 58 | Attendance policy, 31 |
| Acceptance deposit, 44 | Automobile regulations, 58 |
| Accreditation, 12, 278 | Bachelor of Science |
| Higher Learning Commission, 12, 278, 279 | Degree requirements, 63 |
| Joint Review Committee on Education in Radiologic Technology, 279 | Bachelor of Science in Health Sciences, 162 |
| Adjunct faculty, 286 | Bachelor of Science in Health Sciences degree core, 67 |
| Admissions, 16 | Bachelor of Science in Nursing, 95 |
| Graduate, 171 | Program information, 95 |
| Special admission requirements, 18 | |
Financial aid, 49
  Nurse Education Assistance Loan Program, 52
  Student employment, 52
  Types, 50
  Veterans' benefits, 52
Financial information, 44
  Graduate level, 181
Food service, 56
Ford, William D., Federal Direct Loan, 51
  Federal Direct Subsidized Loan, 51
Good citizenship, 11
GPA, calculating, 35
Grade point average, calculating, 35
Grades and quality points, 34
Graduate academic policies, 173
Graduate admissions, 171
Graduate Bulletin, 170
Graduation
  Requirements, 42
  With honors, 43
Grievances, 42
Health
  Health care resources, 56
  Restrictive health conditions, 57
Health care experience documentation, 19
Health insurance
  Student, 56
Health of students, 56
Higher Learning Commission, 12, 278, 279
History of Kettering College, 9
Homeschooled students, 20
Nursing Student Loan (NSL), 50
Occupational Therapy Doctorate, 203
  Program of study, 208
Officers of the College, 277
Offices, 14
Ohio College Opportunity Grant (OCOG), 52
Ohio War Orphans Scholarship, 52
Orientation, 54
OTD program, 203
Outcomes, institutional, 60, 72
Part-time student, definition, 53
Payment options, 45
Peer tutoring, 13
Permission to take classes, 17
Physician Assistant Studies, 192
Prelicensure, 84, 87, 143
Probationary admission, 17
Program of study
  Prelicensure program for BSN, 91
Publications, 59
Quality points, 34
Radiologic sciences and imaging, 110
  Accreditation, 111
  Advanced imaging technologies, 128
  Clinical education sites, 112
  Mission statement, 110
  Professional registration, 112
  Programs available, 110
  Programs offered, 112, 127
  Radiologic technology, 114
Radiologic technology, 114
Readmission, 23
Recreational opportunities, 59
Registration, 25
Registration for classes, 21
Residence Hall, 55
Respiratory care
  Accreditation, 134
  Admission requirements, 136, 144
  Clinical education, 137, 145
  Description of program, 135, 143
  Mission, 135, 143
  Professional registration, 142, 152
  Programs offered, 139, 148
  Progression and completion, 137, 146
Restrictive health conditions, 57
Room deposits and charges, 44
SAT or ACT scores, 19
Security, 58
Service Learning Honors Program, 69
Simultaneous enrollment, 29
  Cross-registration through SOCHE, 29
  Dual enrollment, 30
Smarthinking, 58
SOCHE cross-registration, 29
Spiritual life, 55
Student conduct, 54
Student employment, 52
Student governance, 55
Student life, 54
Student personal statement form, 16, 20
Study groups, 58
Supplies, 59
Technical standards, 19
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone number, main</td>
<td>14</td>
</tr>
<tr>
<td>The College</td>
<td>9</td>
</tr>
<tr>
<td>Tobacco</td>
<td>57</td>
</tr>
<tr>
<td>Tobacco, alcohol and drug policy</td>
<td>57</td>
</tr>
<tr>
<td>TOEFL exam</td>
<td>22</td>
</tr>
<tr>
<td>Transcripts</td>
<td></td>
</tr>
<tr>
<td>Bankruptcy and default</td>
<td>44</td>
</tr>
<tr>
<td>Obtaining</td>
<td>43</td>
</tr>
<tr>
<td>Transfer credit</td>
<td>27</td>
</tr>
<tr>
<td>Limits by program</td>
<td>28</td>
</tr>
<tr>
<td>Transfer credit/validation by examination</td>
<td>24</td>
</tr>
<tr>
<td>Tuition</td>
<td>45</td>
</tr>
<tr>
<td>Methods of payment</td>
<td>46</td>
</tr>
<tr>
<td>Payment options</td>
<td>45</td>
</tr>
<tr>
<td>Tutoring</td>
<td>13</td>
</tr>
<tr>
<td>Expert</td>
<td>58</td>
</tr>
<tr>
<td>Online</td>
<td>58</td>
</tr>
<tr>
<td>Peer</td>
<td>58</td>
</tr>
<tr>
<td>Tutoring services</td>
<td>58</td>
</tr>
<tr>
<td>Veterans' benefits</td>
<td>52</td>
</tr>
</tbody>
</table>