Addendum to

Academic Bulletin

for Undergraduate and Graduate Studies

2018-19

Summer 2018

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

Revised July 2018
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Changes in this Addendum</td>
<td>3</td>
</tr>
<tr>
<td>Academic Calendar</td>
<td>4</td>
</tr>
<tr>
<td>Core Requirements</td>
<td>6</td>
</tr>
<tr>
<td>Advanced Imaging Technologies</td>
<td>16</td>
</tr>
<tr>
<td>Department of Respiratory Care</td>
<td>23</td>
</tr>
<tr>
<td>Department of Diagnostic Medical Sonography</td>
<td>35</td>
</tr>
<tr>
<td>Bachelor of Science in Health Sciences</td>
<td>44</td>
</tr>
<tr>
<td>Graduate Program: Occupational Therapy Doctorate</td>
<td>58</td>
</tr>
<tr>
<td>Course Descriptions</td>
<td>70</td>
</tr>
</tbody>
</table>
Major Changes in this Addendum

1. **Academic Calendar:** The calendar has been updated to include the seven-week format of the Health Sciences department and the graduation date for spring 2019.

2. **Revised Math Requirements:** The Respiratory Care, Diagnostic Medical Sonography, and Health Sciences departments, along with the related Core curricula, have revised their math requirement. Previously these areas required MATH 165 College Algebra and Trigonometry. In future, the math requirement will be MATH 155 College Algebra.

3. **Core Requirements:** The math requirement was changed to include MATH 155 for the following Core curricula: Associate of Science Degree, Bachelor of Science Degree, Bachelor of Science in Health Sciences.

4. **Advanced Imaging Technologies:** The credit hour requirements for select courses in Advanced Imaging have been changed, resulting in fewer total credits required to complete the degree and certificate programs.

5. **Respiratory Care:** The math requirement was changed from MATH 165 to MATH 155 for the BS with a major in Respiratory Care. Minor changes were made to the course requirements for the BS in Health Sciences: Respiratory Care emphasis.

6. **Diagnostic Medical Sonography:** The math requirement was changed from MATH 165 to MATH 155, along with minor revisions of wording to enhance clarity.

7. **Health Sciences:** A variety of changes were made to update the section for introduction of a seven-week course length. Changes affect the required Health Science courses; an additional course option for the Respiratory Care emphasis; changes in the course requirements for the Advance Imaging emphasis; and changes in the course requirements and sequence of courses for the Healthcare Management major, including a change in the math requirement from MATH 165 to MATH 155.

8. **Occupational Therapy:** OTD resequenced a few courses in the curriculum. Three courses were split into two courses each (Applied Spiritual Care into two one-credit hour courses, Bioethics into one religion course and one OTD course, and OT Practice with Adult Neurological Conditions into two parts).

9. **Course Descriptions:** Numerous changes were made to course descriptions to reflect changes in credit hours, addition of MATH 155 College Algebra, deletion of HESC 415 Health Care Informatics Applications for Health Professions, and splitting of OTD and Religion courses.
Academic Calendar

FALL SEMESTER 2018**
Monday, Aug. 20–Wednesday, Aug. 22 ......... Faculty and staff pre-week
Friday, Aug. 24 .................................................. Fall Welcome
Monday, Aug. 27 ............................................ Classes begin
Friday, Aug. 31 ................................................... Convocation

                      Last day to add a class*

Monday, Sept. 3 .............................................. Labor Day; no classes
Monday, Sept. 10 ........................................... Last day to drop with 100 percent refund

                      and a grade of W*

Thursday, Oct. 11–Friday, Oct. 12 .................... Fall break
Friday, Oct. 12 ............................................... First 7 week classes end
Monday, Oct. 15 ................................................ Classes resume
Monday, Oct. 22 ............................................. Second 7 week classes begin
Monday, Nov. 19 ............................................. Last day to drop with WP/WF*

Wednesday, Nov. 21–Friday, Nov. 23 ............... Thanksgiving break; no classes
Friday, Dec. 14 ................................................. Fall semester ends

WINTER SEMESTER 2019**
Tuesday, Jan. 2 ................................................ Clinical rotations begin for 3rd year OTD students
Friday, Jan. 4 .................................................... Winter Welcome
Monday, Jan. 7 ................................................ Classes begin
Friday, Jan. 11 ................................................ Convocation
Friday, Jan. 11 ................................................... Last day to add a class*
Monday, Jan. 21 .............................................. Martin Luther King Day; no classes
Tuesday, Jan. 22...................................................... Last day to drop with 100 percent refund
and a grade of W*

Friday, March 1...................................................... First 7 week classes end

Monday, March 4–Friday, March 8 ......................... Spring break

Monday, March 11.................................................... Second 7 week classes begin

Friday, March 22 .................................................... Last day to drop with WP/WF*

Friday, April 19 ...................................................... Good Friday; no classes

Monday, April 22 .................................................... Graduation

Thursday, April 25 ................................................... Winter semester ends

SUMMER SEMESTER 2019**

Friday, May 3 ...................................................... Summer Welcome

Monday, May 6 ...................................................... Classes begin

Friday, May 10 ..................................................... Last day to add a class*

Friday, May 17 ..................................................... Last day to drop a class for 100 percent refund
and a grade of W*

Monday, May 27 .................................................... Memorial Day; no classes

Wednesday, June 19 ............................................. Last day to drop with WP/WF*

Friday, June 21 ..................................................... First 7 week classes end

Monday, June 24 .................................................... Second 7 week classes begin

Thursday, July 4 ..................................................... Independence Day; no classes

Friday, July 12 ..................................................... Last day of classes for standard programs

Friday, July 27 ..................................................... Last day of classes for OTD Program

Friday, Aug. 9 ...................................................... Summer semester ends

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

** See KC website for more details regarding dates for 7 week courses.
Core Requirements

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

KETTERING COLLEGE INSTITUTIONAL OUTCOMES

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

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

BASIC institutional outcomes:

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

   - Demonstrates the ability to put knowledge to use in a new practical context, such as classroom settings, clinical/laboratory, or mission experiences.

S: Specialized learning: *How are you becoming an expert?*
   - Demonstrates appropriate use of, and fluency in, specialized terms, vocabulary, technologies, and methods of the specific field of study.
I: Intellectual skills: *In what ways are you smarter?*

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

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

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

**RATIONALE FOR CORE REQUIREMENTS**

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

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

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

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

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

Religion: The study of religion contributes to students’ abilities to understand their world and act creatively in it. The curriculum explicitly addresses possibilities for personal spiritual development that will lead to Christian service, ethics that will inform behaviors, critical thinking, and an opportunity to discover the good news of God.

Social sciences: The study of a social science develops the knowledge, skills, and behaviors necessary for establishing, maintaining, and promoting productive personal and professional relationships and contributes to the understanding of self, family, and community.

**DEGREE REQUIREMENTS**

The following section enumerates the core coursework, credits, and residency requirements for the associate and bachelor’s degrees offered by the College. See the *Graduate Bulletin* for core requirements for the master’s and doctoral degrees.
Degree requirements are in addition to core requirements and make the actual number of credits required higher than the core requirements alone. Degree requirements are described separately in the appropriate degree sections of this Bulletin.

ASSOCIATE OF SCIENCE DEGREE CORE

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

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

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

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

I. Composition and Communication ................................................................. 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), College Algebra (MATH 155) 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 101, Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ (3 credits)
   B. Additional religion elective to bring group total to 6
      (Note: Only religion courses from faith-based institutions may be considered for transfer credit to meet the religion core requirement.)

VI. Social sciences ........................................................................................................ 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 healthcare-related professional studies.

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

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

I. Composition and Communication (9 credits required)
   Must include:
   ENGL 101 Writing and Rhetoric I ................................................................. 3 credits
   One of the following (refer to the individual major).......................... 3 credits
      ENGL 102 Writing and Rhetoric II
      ENGL 118 Writing and Research in the Health Care Professions
      ENGL 218 Writing and Research in the Sciences
   COMM 215 Introduction to Human Communication ...................... 3 credits

II. Humanities (24 credits required)
   A. Group I: Religion Courses ................................................................. 12 credits
      Must include:
      RELB 101 Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ
RELP 254 Morality and Medicine
RELP 316 Spirituality in Healing and Health Care

Additional religion elective to bring group total to 12 credits

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

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

Must include:

A full year’s sequence of history (6 credits)

Humanities such as literature, philosophy, music, art, theater, or foreign language.

III. Mathematics (3 credits required)

May be satisfied by one of the following (see requirements for each specific major):

College Algebra (MATH 155) with a grade of C or above.

College Algebra and Trigonometry (MATH 165) with a grade of C or above.

Transfer credit equivalent to MATH 155 or MATH 165 higher (as required by major).

IV. Natural Sciences (12 credits required)

Including:

One-year laboratory course sequence with BIOL, CHEM,

or PHYS prefix......................................................................................8 credits

Remaining 4 credits determined by the major

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

Required courses:

PEAC 178 Wellness ........................................................................... 1 credit

PEAC 000 Activity Course................................................................. 1 credit

VI. Social Sciences (9 credits required)

Required courses:

PSYC 112 General Psychology..........................................................3 credits

SOCI 115 Principles of Sociology.......................................................3 credits

Social sciences elective to bring total to 9 credits

BACHELOR OF SCIENCE IN NURSING DEGREE CORE (PRELICENSURE DEGREE)

Statement of purpose: The purpose of the BSN prelicensure degree is to prepare nursing graduates for professional nursing practice to individuals, families, communities, and populations in the spirit of Christian caring and service. Graduates are prepared for NCLEX-RN licensure.
Credits and residency requirements: The Bachelor of Science in Nursing degree requires 127 credits, including general education. Required major courses must total at least 60 credits at the upper division; at least 68 credits must be taken at Kettering College.

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

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 101 Seventh-day Adventist Fundamental Beliefs and
     the Healing Ministry of Christ........................................................................ 3 credits
   - RELP 316 Spirituality in Healing and Health Care.......................................... 3 credits
   - RELP 306 Spiritual Dimensions of Death and Dying .................................... 3 credits
   One additional religion elective to bring group total to 12 credits
   (Note: Only religion courses from faith-based institutions may be considered for transfer credit to meet the religion core requirement.)
   Group II: May include literature, history, philosophy, fine arts, foreign language (6 credits)

III. Mathematics (3 credits required)
   - MATH 105 Fundamentals of Mathematics .................................................... 3 credits

IV. Natural Sciences (12 credits required)
   A. BIOL 119 & 129 Anatomy and Physiology I & II ......................................... 8 credits
   B. CHEM 105 Chemistry for the Health Sciences ............................................ 4 credits

V. Physical Education, Health, and Wellness (2 credits required)
   - PEAC 178 Wellness ....................................................................................... 1 credit
   - PEAC 000 Activity Course .............................................................................. 1 credit

VI. Social Sciences (9 credits required)
   - PSYC 112 General Psychology ...................................................................... 3 credits
PSYC 138 Human Growth and Development .........................................................3 credits
SOCI 115 Sociology .........................................................................................3 credits

BACHELOR OF SCIENCE IN NURSING DEGREE CORE (COMPLETION DEGREE)

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

Credits and residency requirements: The Bachelor of Science in Nursing completion degree requires 48 credits beyond the Associate of Science nursing degree (or its equivalent) for graduation and at least 36 upper-division credits; 30 credits must be taken from Kettering College.

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

I. Humanities .....................................................................................................................6 credits
   May include courses from literature, history, philosophy, music, art, theater, or foreign language. Any humanities credits earned as part of an associate degree program cannot be utilized as humanities credits for the BSN completion degree.

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

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

IV. Mathematics ..............................................................................................................3-4 credits
    Requirements may be met by one of the following:
    MATH 215 Probability and Statistics
    Transfer credit equivalent to MATH 215
    Recommended prior coursework: a college-level mathematics course in the past five years
BACHELOR OF SCIENCE IN HEALTH SCIENCES DEGREE (NON-COMPLETION DEGREE)

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

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

The Bachelor of Science in Health Sciences requires at least 120 semester credits, including general education, with at least 40 credits in the upper division. Required major courses and elective major courses must total at least 40 credits, with at least 20 credits in the upper division; 68 credits must be taken at Kettering College.

MINIMUM CORE REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN HEALTH SCIENCES DEGREE

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

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

III. Mathematics: 3 credits required
   College Algebra (MATH 155) with a grade of C or above.
College Algebra and Trigonometry (MATH 165) with a grade of C or above
Transfer credit equivalent to MATH 155 or higher

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

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

VI. Social Sciences: 9 credits required
Required:
- PSYC 112 General Psychology..................................................................................3 credits
- SOCI 115 Principles of Sociology.............................................................................3 credits
- SOCI 375 Cultural Diversity ....................................................................................3 credits

TOTAL .........................................................................................................................55 credits

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

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

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

Attitudes and values fostered in this degree will enhance career mobility within healthcare settings and may serve as a foundation for graduate education. Those seeking greater emphasis in specific healthcare disciplines may choose from:
- Education
- Management
- Sonography
- Advanced imaging (see advanced imaging in the radiology section of this Bulletin)
- Respiratory care (see respiratory care section of this Bulletin)

Students who wish to enroll in the BSHS program without earning an associate degree will be reviewed individually to establish credit equivalent to an associate degree.
The Bachelor of Science in Health Sciences degree requires a minimum of 51-52 credits; however, different majors may require more credits. Those working toward bachelor’s completion must take a minimum of 30 credits at Kettering College, and at least 36 credits must be from the upper division. Students must achieve a grade of C or better in all core courses listed below for graduation.

CORE CURRICULUM:

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

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

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

IV. Mathematics ...................................................................................................................................... 3-4 credits
    Requirements may be met by one of the following:
    MATH 215 Probability and Statistics
    Transfer credit equivalent to MATH 215
    Recommended prior coursework: a college-level mathematics course in the past five years
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)
  1. Emphasis in advanced imaging: The ARRT-registered technologist will begin by selecting any two modalities in the advanced imaging technologies:
     - Computed tomography (CT)
     - Magnetic resonance imaging (MRI)
     - Vascular interventional technology (VIT)
     - Cardiovascular interventional technology (CIT)
  2. 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).
  3. 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, vascular interventional technology, and cardiovascular interventional technology are offered as one-semester courses of study. The MRI program is offered in 1.5 semesters. (See the advanced imaging track at the end of this Bulletin section).

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

ADMISSION REQUIREMENTS

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

Bachelor of Science in Health Sciences or Advanced Imaging Certificate

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

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. Clinical contact hours vary based on modality and length of 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 clinical coordinator and the clinical site and completed before academic credit will be given.

Transportation: Students are responsible for their own transportation to area hospitals for clinical education assignments.

Clinical rotations: To be of maximum benefit to the imaging student and to enhance the student’s versatility and skills, a wide variety of clinical rotations are provided. This includes hospitals, independent imaging centers, and physicians’ offices. The student may be assigned to Kettering College clinical affiliations anywhere within 70 miles of Kettering College.

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

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

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

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

PROGRESSION REQUIREMENTS

- GPA in arts and sciences courses: In order to remain in the advanced imaging program, a student must earn a grade of C or above in 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. A student who fails or is removed from ADIM cannot switch to another emphasis.

**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>Degree core credits</th>
<th>18-19</th>
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<tbody>
<tr>
<td>HESC credits</td>
<td>19</td>
</tr>
<tr>
<td>ADIM credits (vascular track vs. sectional track)</td>
<td>15-23</td>
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<thead>
<tr>
<th>TOTALS:</th>
<th>Option 1: CT, MRI (23)</th>
<th>60-61 credits</th>
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<tbody>
<tr>
<td></td>
<td>Option 2: VIT, CIT (15)</td>
<td>52-53 credits</td>
</tr>
<tr>
<td></td>
<td>Option 3: VIT, CT (15)</td>
<td>52-53 credits</td>
</tr>
<tr>
<td></td>
<td>Option 4: VIT, MRI (20)</td>
<td>57-58 credits</td>
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<tr>
<td></td>
<td>Option 5: CT, CIT (18)</td>
<td>55-56 credits</td>
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<tr>
<td></td>
<td>Option 6: MR, CIT (23)</td>
<td>60-61 credits</td>
</tr>
</tbody>
</table>
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 310, 318, 340, 348, 381, 435, 481 (19 credits)

Advanced imaging emphasis courses
  Option 1: CT, MRI — ADIM 300, 328, 404, 305, 425, 315 (23 credits)
  Option 2: VIT, CIT — ADIM 311, 321, 412, 432 (15 credits)
  Option 3: VIT, CT — ADIM 300, 328, 311, 321, 404 (15 credits)
  Option 4: VIT, MRI — ADIM 311, 321, 305, 425, 315 (20 credits)
  Option 5: CT, CIT — ADIM 300, 328, 404, 412, 432 (18 credits)
  Option 6: MR, CIT — ADIM 305, 425, 315, 412, 432 (23 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</th>
<th>Title</th>
<th>Credits</th>
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<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 404</td>
<td>Practicum I (CT)</td>
<td>3</td>
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</table>

TOTAL 9

Note: ARRT Registry review material will be incorporated into this course.
CERTIFICATE IN MAGNETIC RESONANCE IMAGING (MRI)

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>ADIM 305</td>
<td>MRI Theory*</td>
<td>6</td>
</tr>
<tr>
<td>ADIM 425</td>
<td>Clinical Aspects of MRI*</td>
<td>5</td>
</tr>
<tr>
<td>ADIM 315</td>
<td>Practicum II (MRI)</td>
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**TOTAL** 14

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

CERTIFICATE IN VASCULAR INTERVENTIONAL TECHNOLOGY (VIT)

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>ADIM 311</td>
<td>Vascular Interventional Technology*</td>
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<tr>
<td>ADIM 321</td>
<td>Practicum III (VIT)</td>
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**TOTAL** 6

* Note: ARRT Registry review material will be incorporated into this course. Course availability is subject to minimum student enrollment.

CERTIFICATE IN CARDIOVASCULAR INTERVENTIONAL TECHNOLOGY (CIT)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ADIM 412</td>
<td>Cardiovascular Interventional Technology</td>
<td>6</td>
</tr>
<tr>
<td>ADIM 432</td>
<td>Practicum IV (CIT)</td>
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**TOTAL** 9

Note: ARRT Registry review material will be incorporated into this course. Course availability is subject to minimum student enrollment.

OPTIONAL CLINICAL EXPERIENCE AVAILABLE TO ALL MODALITIES

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ADIM 396</td>
<td>Variable Independent Clinical</td>
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</table>

PROFESSIONAL REGISTRATION

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

Taryn Talbott, Clinical Coordinator

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

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

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

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

DEGREES OFFERED

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

ACCREDITATION

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

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

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

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

PROGRAM GOAL FOR BS IN HEALTH SCIENCES: RESPIRATORY CARE EMPHASIS

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

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

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

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

#### PROGRAM OF STUDY

#### THIRD YEAR, FALL

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>RESA 3XX</td>
<td>Required emphasis course</td>
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<tr>
<td>HESC 381</td>
<td>Introduction to the Health Sciences Program</td>
<td>3</td>
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<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>
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<tr>
<td>MATH 215</td>
<td>Statistics</td>
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**TOTAL** 15-16

#### THIRD YEAR, WINTER

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<tr>
<td>SOCI 375</td>
<td>Cultural Diversity in Health Care</td>
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<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>
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<td>HESC 348</td>
<td>Concepts of Management and Leadership in Health Care</td>
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<tr>
<td>RELP 306</td>
<td>Spiritual Dimensions of Death and Dying</td>
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**TOTALS** 15

#### FOURTH YEAR, FALL

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<td>Required emphasis course</td>
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<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>
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<tr>
<td></td>
<td>Humanities Group II Elective</td>
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**TOTAL** 12
### FOURTH YEAR, WINTER

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<tr>
<th>Course Code</th>
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<tr>
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<tr>
<td>HESC 318</td>
<td>Introduction to Health Care Research</td>
<td>3</td>
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<tr>
<td>HESC 481</td>
<td>Capstone/Senior Project</td>
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<td></td>
<td>Humanities Group II Elective</td>
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<td><strong>TOTAL</strong></td>
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<tr>
<td><strong>TOTAL CREDITS</strong></td>
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<td><strong>52-53</strong></td>
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</table>
3-YEAR BACHELOR OF SCIENCE WITH MAJOR IN RESPIRATORY CARE

MISSION STATEMENT

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

DESCRIPTION OF THE PROGRAM

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

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

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

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

END-OF-DEGREE STUDENT LEARNING OUTCOMES

The goal of the Department of Respiratory Care is to prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs). Upon successful completion of the respiratory care program, the graduate will be a competent advanced-level respiratory therapist. All graduates will demonstrate:

1. Ability to recall, apply, and analyze information required of advanced-level respiratory therapists.
2. Manual dexterity and technical proficiency necessary to perform as competent advanced-level respiratory therapists.
3. Caring and positive attitude necessary for continued employment as advanced-level respiratory therapists.
4. Ability to engage in critical thinking, reflection, and problem solving through evidence-based practice in multiple healthcare settings.
5. Respect and adaptability for cultural, ethnic, and individual diversity within a changing healthcare environment.
6. Ability to incorporate current knowledge, theory, and research into health professions practice.
7. Ability to empower himself or herself and others through an integration of leadership, management, and teaching/learning skills in the healthcare environment.
8. Professional, ethical, spiritual, and compassionate service within the healthcare setting.

ADMISSION REQUIREMENTS

Applicants are considered for admission based on the following criteria:

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

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

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

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

- Early action: Applications received by Jan. 31 will be considered for early program admission. The admissions decision will be communicated by the end of February. An admitted student will have until May 1 to either accept or decline the offer of admission.
• Regular decision: Applications received by May 25 will be considered for program admission to fill any spots available after early action decisions have been made. Students admitted under regular decision will receive their admissions decisions by mid-June and will have 10 days to accept or decline.

PRE-ENROLLMENT REQUIREMENTS

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

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

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

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

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

CLINICAL EDUCATION

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

Schedules of classes and clinical rotations are established at the beginning of each semester. Transportation to clinical sites is the responsibility of the student.

PROGRESSION

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

COMPLETION

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

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

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

GRADUATION

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

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

READMISSION

To be considered for readmission into the respiratory care program:

• The student must submit a written request to the admissions office. Students who have been readmitted may be required to repeat courses.
• A student may not enroll in a respiratory care course more than twice. A grade of W does not apply. Grades of WP and WF both count as enrolled in a course.
• Courses must be repeated the following term in which the course is offered.
• Current Academic Bulletin policies will be in effect upon readmission.
## BACHELOR OF SCIENCE WITH MAJOR IN RESPIRATORY CARE PROGRAM OF STUDY

### FIRST YEAR, FALL

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<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>
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<tr>
<td>MATH 155</td>
<td>College Algebra</td>
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<tr>
<td>PSYC 112</td>
<td>General Psychology</td>
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**TOTAL** 16

### FIRST YEAR, WINTER

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<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>
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<tr>
<td>HUMN</td>
<td>Humanities elective</td>
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<tr>
<td>SOCI 115</td>
<td>Sociology</td>
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**TOTAL** 16

### FIRST YEAR, SUMMER

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<td>Human Anatomy and Physiology II</td>
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<tr>
<td>HUMN</td>
<td>Humanities elective</td>
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<tr>
<td>KETC 101</td>
<td>Medical Terminology</td>
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<tr>
<td>PEAC 178</td>
<td>Wellness</td>
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<td>PEAC</td>
<td>Physical education elective</td>
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**TOTALS** 10
## SECOND YEAR, FALL

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<tbody>
<tr>
<td>RESB 100</td>
<td>Survey of Respiratory Care</td>
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<tr>
<td>RELB 101</td>
<td>Seventh-day Adventist Fundamental Beliefs</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>and the Healing Ministry of Christ</td>
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<tr>
<td>RESB 110</td>
<td>Integrated Respiratory Care Sciences</td>
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<tr>
<td>RESB 205</td>
<td>Cardiopulmonary Anatomy and Physiology</td>
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</tr>
<tr>
<td>RESB 310</td>
<td>Cardiopulmonary Assessment</td>
<td>3</td>
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<tr>
<td>RESB 305</td>
<td>Respiratory Protocols I (with lab)</td>
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<tr>
<td>RESB 306</td>
<td>Clinical 1 Respiratory Protocols</td>
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**TOTAL** 17

## SECOND YEAR, WINTER

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<tbody>
<tr>
<td>ENGL 118</td>
<td>Writing and Research in the Health Care Professions</td>
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<tr>
<td>RESB 311</td>
<td>Cardiopulmonary Pathology</td>
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<tr>
<td>RESB 330</td>
<td>Respiratory Care Pharmacology</td>
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<tr>
<td>RESB 315</td>
<td>Respiratory Protocols II (with lab)</td>
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<tr>
<td>RESB 316</td>
<td>Clinical 2 Respiratory Protocols</td>
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<tr>
<td>RELP 316</td>
<td>Spirituality in Healing and Health Care</td>
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**TOTAL** 17

## SECOND YEAR, SUMMER

<table>
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<td>Morality and Medicine: Christian</td>
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<td></td>
<td>Perspective on Bioethical Issues</td>
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<tr>
<td>RESB 335</td>
<td>Pulmonary Diagnostics</td>
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<td>RESB 325</td>
<td>Introduction to Critical Care (with lab)</td>
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<tr>
<td>RESB 326</td>
<td>Clinical 3, Diagnostics and Critical Care</td>
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**TOTALS** 11
### THIRD YEAR, FALL

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<td>Teaching Learners in Health Care</td>
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<tr>
<td>RESB 405</td>
<td>Critical Care (with lab)</td>
<td>3</td>
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<tr>
<td>RESB 345</td>
<td>Pediatric Respiratory Care</td>
<td>3</td>
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<tr>
<td>RESB 320</td>
<td>Cardiopulmonary Monitoring</td>
<td>3</td>
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<tr>
<td>RESB 406</td>
<td>Clinical 4 Respiratory Critical Care</td>
<td>2</td>
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<tr>
<td>SOCI 375</td>
<td>Cultural Diversity in Health Care</td>
<td>3</td>
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### THIRD YEAR, WINTER

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<th>Course Title</th>
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<tbody>
<tr>
<td>HESC 348</td>
<td>Concepts of Management and Leadership in Health Care</td>
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<tr>
<td>MATH 215</td>
<td>Probability and Statistics</td>
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<tr>
<td>RESB 410</td>
<td>Outpatient Respiratory Care Services</td>
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<tr>
<td>RESB 415</td>
<td>Neonatal Respiratory Care (with lab)</td>
<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>
<tr>
<td><strong>TOTALS</strong></td>
<td></td>
<td><strong>16</strong></td>
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</table>

### THIRD YEAR, SUMMER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

**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.

PROFESSIONAL REGISTRATION

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

MORE INFORMATION ABOUT RESPIRATORY CARE

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

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

DESCRIPTION OF THE PROGRAM

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

Areas of specialization including abdominal, vascular, obstetrics/gynecology, and echocardiography are all available in a single bachelor’s degree curriculum at Kettering College. 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. Prior to beginning the program, contact the ARDMS at 800-541-9754 or www.ardms.org for further information.

ADMISSION REQUIREMENTS

Admission to the diagnostic medical sonography program is competitive and one class is accepted 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:

BIOL 119 Human Anatomy and Physiology I (4 credits)
<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 credits</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Writing and Rhetoric I</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 155</td>
<td>College Algebra</td>
<td>3 credits</td>
</tr>
<tr>
<td>PEAC 178</td>
<td>Wellness</td>
<td>1 credit</td>
</tr>
<tr>
<td>PHYS 131</td>
<td>Survey of Physics</td>
<td>4 credits</td>
</tr>
<tr>
<td>RTCA 121</td>
<td>Medical Terminology</td>
<td>1 credit</td>
</tr>
<tr>
<td>SOCI 115</td>
<td>Principles of Sociology</td>
<td>3 credits</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](http://www.ardms.org) for information concerning past legal issues, as they may restrict the possibility of becoming a registered sonographer.

4. **Technical standards:** Applicants must meet certain physical and health requirements defined as technical standards. The standards are described on the sonography website ([www.ardms.org](http://www.ardms.org)) and in the *Student Handbook*.

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

SELECTION PROCESS

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

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

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

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

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

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

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

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

FIRST YEAR, FALL

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</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</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>MATH 155</td>
<td>College Algebra</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 (with the exception of SOCI 375), but they may not be delayed.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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>PSYC 112</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>RELB 101</td>
<td>Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>18</strong></td>
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</table>

SECOND YEAR, WINTER

<table>
<thead>
<tr>
<th>Course Code</th>
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<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></td>
<td>*May only be taken during this semester</td>
<td></td>
</tr>
<tr>
<td>PEAC</td>
<td>Physical education elective</td>
<td>1</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>SONO205</td>
<td>Introduction to Sonography</td>
<td>2</td>
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<tr>
<td></td>
<td><strong>TOTAL</strong></td>
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THIRD YEAR, FALL

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>SONO 300</td>
<td>Clinical Sonography I</td>
<td>4</td>
</tr>
<tr>
<td>SONO 301</td>
<td>Sonographic Physics and 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>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>14</strong></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>RELT 305</td>
<td>World Religions for Health Care Professionals</td>
<td>3</td>
</tr>
<tr>
<td>SONO 302</td>
<td>Sonographic Physics and 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>
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<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>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</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>
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</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>
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FOURTH YEAR, SUMMER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</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>
<tr>
<td></td>
<td><strong>TOTALS</strong></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL CREDITS FOR THE DEGREE</strong></td>
<td><strong>131-134</strong></td>
</tr>
</tbody>
</table>

CLINICAL INFORMATION

1. Clinical education: To be of maximum benefit to the sonography student and to enhance versatility and skills, Kettering College provides a wide variety of clinical experiences. These rotations include hospitals, outpatient imaging centers, and physician offices. The student may be assigned to Kettering College's sonography clinical affiliates anywhere in Ohio, Northern Kentucky, or Indiana. The final summer externship provides full-time experience in various specialties and unique opportunities in sonography. In cooperation with the clinical coordinator, students may choose a clinical site anywhere in the United States and/or experiences in sonography education, research, management, and mission trips.

2. Clinical contact hours: The student will accumulate more than 1,900 clinical hours in diagnostic medical sonography. This makes the program highly rigorous.

3. Reliable transportation: Students are responsible for their own transportation to clinical education assignments.

4. Attendance: The professional demands of diagnostic medical sonography make attendance for class and clinicals a requirement for student success.
PROGRESSION

In order to progress in the diagnostic medical sonography program, the student must:

1. Earn a grade of C or higher for all diagnostic medical sonography (SONO) courses and all other arts and sciences courses.
2. The student who receives a grade below C or W (WP or WF) in a sonography (SONO) course will be dismissed from the program and must apply for readmission. Students will be readmitted under the Academic Bulletin in use at the time they reapply.

READMISSION

Students wishing to apply for readmission should apply in writing to the department chair of diagnostic medical sonography. If readmitted, a student may repeat a course only once. A course must be repeated the next term in which the course is offered. Requests for readmission will be evaluated on an individual basis. A student readmitted after receiving a grade below C in a didactic sonography course will be required to register for an audit in the concurrent clinical sonography course in which the didactic course is being repeated. Satisfactory completion of the audit is required for progression to the next clinical sonography course.

The decision to readmit a student will be on the following criteria:

- Available space within the program.
- Review and evaluation of the student’s standing, relative to any revisions that may have occurred in the program.
- Review and evaluation of academic and clinical performance.
- Submission of evidence demonstrating potential for academic success.

GRADUATION REQUIREMENTS

- Students must achieve a minimum GPA of 2.0.
- Students must achieve a C or better in all sonography (SONO) courses and all other arts and sciences courses for graduation.
- If a student receives a grade of C- or below in any arts and sciences course, the course must be retaken prior to graduation.
- Students must meet all other graduation requirements as specified in this Academic Bulletin.
Bachelor of Science in Health Sciences

Paula Reams, chair; advisors: Hope Appelbaum, Robin Clinefelter, Alisa French, Elizabeth Golba, Robin Vanderbilt

MISSION STATEMENT

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

PROGRAMS

Available programs include:

- Bachelor’s completion program
- Healthcare management major
- Healthcare management major, pre-occupational therapy track

BACHELOR OF SCIENCE IN HEALTH SCIENCES (BACHELOR’S COMPLETION)

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

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

- Management
- Education
- Sonography
- Advanced imaging (see advanced imaging in the radiology section of the Bulletin)
- Respiratory care (see respiratory care section of the Bulletin); any student taking this emphasis must be a Registered Respiratory Therapist (RRT).
Students who wish to enroll in the BSHS completion program without having earned an associate degree will be reviewed individually to establish credit equivalent to an associate degree.

BACHELOR OF SCIENCE IN HEALTH SCIENCES, HEALTHCARE MANAGEMENT MAJOR

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

BACHELOR OF SCIENCE IN HEALTH SCIENCES, HEALTHCARE MANAGEMENT MAJOR, PRE-OCCUPATIONAL THERAPY TRACK

The pre-occupational therapy track prepares students for applying to an occupational therapy doctoral program. Students in this track must take a full sequence of anatomy and physiology, medical terminology, abnormal psychology, and human growth and development. Those courses that meet OTD prerequisites are noted with an asterisk in the program of study. Abnormal psychology must be taken outside Kettering College.

END-OF-DEGREE STUDENT LEARNING OUTCOMES

Graduates of the Bachelor of Science in Health Sciences program acquire advanced skills, knowledge, and values to expand their professional roles in the healthcare system while incorporating a comprehensive knowledge base as a healthcare professional.

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

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

11. Integrates economic, accounting, financial and healthcare policy knowledge into the healthcare management practice (healthcare management major only).

PROGRAM GOAL FOR BS IN HEALTH SCIENCES: RESPIRATORY CARE EMPHASIS

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

PRE-ENROLLMENT REQUIREMENTS

To enroll in HESC courses, the following requirements must be met:

1. All students enrolled in BSHS program are expected to be proficient in the computer skills required for document preparation, Internet searching, and the use of email.

2. All students must have access to the Internet.

3. A current associate-degree radiology student may submit a conditional-admit form to the admissions office to start the BSHS completion program during the associate degree program. Student must be in the second year of the radiology program to apply.

ADMISSION REQUIREMENTS: BACHELOR’S COMPLETION PROGRAM

A. Complete the student personal statement form online at www.kc.edu/personalstatement.

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

C. Meet College admission requirements.

D. Fulfill one of the following:

   1. Have associate degree or its equivalent. *

   2. Complete a certificate/ diploma program.

   3. Apply to the program in the following manner:

       a. Students new to Kettering College must complete the new-student admission process.

       b. Students continuing from the radiology associate degree program may request conditional admission through the admissions office.

   Equivalency decisions will be made on a case-by-case basis.

ADMISSION REQUIREMENTS: HEALTHCARE MANAGEMENT MAJOR

A. Complete the student personal statement online at www.kc.edu/personalstatement.
B. Meet College admission requirements
C. Math placement exam if needed*

*Note: In order to follow the suggested course of study, students must score at least 70 percent on the math placement test or provide transfer credit equivalent to MATH 105. If this is not met, MATH 105 must be taken before taking MATH 165.

LEAVE OF ABSENCE

If a student is planning on taking a leave of absence for more than one semester (including summer semester), the student must fill out a leave of absence request. Students gone for two semesters or more without completing the form must reapply to the College and, if reaccepted, meet the requirements of the current Academic Bulletin at the time of readmission.

PROGRESSION: BACHELOR'S COMPLETION PROGRAM

- Students must complete all requirements for the program in 6 years.
- A student must earn a grade of C or above in HESC 381, Introduction to the Health Sciences Program, or have permission from the program chair before continuing in any other HESC course in the program of study. To graduate from the health sciences completion program (Bachelor of Science in Health Sciences degree), a student must earn a grade of C or higher in all coursework.
- Progression requires a minimum cumulative GPA of 2.00. If a student receives a C- or below in a course, the course must be repeated; however, as long as a 2.00 or above is achieved in a semester, the student may progress. A student may not enroll in a course more than twice (a grade of W does not apply; a grade of WP or WF counts as re-enrolled in a course). Failing a didactic course twice is a failure to progress, and the student will be dismissed from the completion program.
- Kettering College, A.S. Radiology students who are conditionally admitted (see section on admissions) are required to take HESC 381 the first term of admissions or they will be dropped from the program. The student may reapply once they have completed the associate degree.

PROGRESSION: HEALTHCARE MANAGEMENT MAJOR

Students must complete the core curriculum. To graduate from the healthcare management major (Bachelor of Science in Health Sciences degree), a student must earn a grade of C or higher in all coursework. Progression requires a minimum GPA of 2.00 in each term. If a student receives a C- or below in a course, the course must be repeated; however, as long as a 2.00 or above is achieved in a semester, the student may progress. A student with a cumulative GPA of 2.50 or higher who does not successfully complete a required course may be allowed to remain in the program. The course must be repeated in the next term in which it is offered, as long as it is not a
prerequisite to another course. A student may not enroll in a course more than twice (a grade of W does not apply; a grade of WP or WF counts as re-enrolled in a course). Failing a didactic course twice is a failure to progress, and the student will be dismissed from the healthcare management major.

READMISSION

Readmission requests must be made in writing to the admissions office. Requests will be evaluated individually and may be based on the following criteria:

1. Cumulative GPA of 2.3 or above
2. Patterns of attendance (online), withdrawals, repeats, and/or failures
3. Available space in the program
4. Evaluation of the student’s standing relative to any revisions that may have occurred in the curriculum, courses, or requirements
5. Period of time out of the program
6. Submission of evidence demonstrating a plan for academic success (learning contract)
7. Failure of clinical rotations (if applicable).

Students will be readmitted under the current Academic Bulletin. A student is not eligible for readmission if he or she has received a second grade below C in any course unless readmission is approved by the program director and the Dean for Undergraduate Academic Affairs.

GRADUATION REQUIREMENTS

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

CHANGING AND/OR ADDING EMPHASES (BACHELOR'S COMPLETION ONLY)

A student may change or add emphases once admitted to the program with approval of his or her advisor. If a student is dismissed from the clinical portion of an emphasis (ADIM), the student will also be dismissed from the Health Sciences program.
COURSE OF STUDY: BACHELOR’S COMPLETION PROGRAM

The Bachelor of Science in Health Sciences degree requires a minimum of 51-52 credits; however, different emphases may require more credits. Bachelor’s completion-seeking students are required to take a minimum of 30 credits at Kettering College to complete the degree, and at least 36 credits must be from the upper division.

All students must take:

1. HESC 381 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 (clinical required for advanced imaging only).
5. Health sciences electives as stipulated by the emphasis.
6. Other courses as stipulated by the emphasis.
**BACHELOR OF SCIENCE IN HEALTH SCIENCES DEGREE Core**

Health sciences courses: (18 credits in HESC core, required emphasis courses, and 6 additional elective courses, depending on emphasis. Advanced imaging has more credits due to certification requirements. Elective credits are dealt with on a case-by-case basis.)

Arts and sciences courses (18-19 credits to meet core requirements)

Humanities (6 credits)

Religion (6 credits)
- RELP 316  Spirituality in Healing and Health Care ........................................... 3
- RELP 306  Spiritual Dimensions of Death and Dying ........................................... 3

Mathematics (3-4 credits)
- MATH 215  Probability and Statistics or its equivalent ........................................ 4

Social Sciences (3 credits)
- SOCI 375  Cultural Diversity in Health Care ....................................................... 3

Natural Sciences (3 credits) ADVANCED IMAGING: CT and/or MRI only
- BIOL  Sectional Anatomy ...................................................................................... 3

Health sciences core courses (19 credits required)
- HESC 381  Introduction to the Health Sciences Program ........................................ 3
- 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 435  Community Health Perspectives ............................................................. 3
- HESC 481  Capstone/Senior Project ......................................................................... 1

Health Sciences management emphasis courses (9 credits required)
- HESC 421  Healthcare Personnel Management ...................................................... 3
- HESC 448  Leadership Theory in Healthcare ............................................................ 3
- HESC 451  Interdisciplinary Team Practice in Community-Based Care .................. 3
Health Sciences education emphasis (9 credits required)

HESC 430 Instructional Planning and Delivery.......................................................... 3
HESC 431 Teaching Learners in Health Care............................................................. 3
HESC 432 Professional Development in Healthcare................................................. 3

Health Sciences sonography emphasis (9 credits required)

Must have AS degree in sonography.

HESC 448 Leadership Theory in Healthcare OR
HESC 430 Instructional Planning and Delivery......................................................... 3
MESO 400 Advanced Project in Medical Sonography I.......................................... 3
MESO 401 Advanced Project in Medical Sonography II......................................... 3

Health Sciences respiratory care emphasis (choice of 3 courses from below)

Must have the RRT credential to take these courses.

RESA 310 Cardiopulmonary Assessment..................................................................... 3
RESA 311 Advanced Practice in Neonatal/Pediatric Respiratory Care ..................... 3
RESA 320 Cardiopulmonary Monitoring.................................................................... 3
RESA 321 Pediatric Respiratory Care Case Management........................................... 3
RESA 330 Advanced Topics in Respiratory Care....................................................... 3
RESA 495 Independent Study...................................................................................... 1-3

Health Sciences advanced imaging emphasis (more credits required)

For more information, see the radiologic technology program.

ADIM 300 CT Theory .................................................................................................... 3
ADIM 404 Practicum I (CT)......................................................................................... 3
ADIM 328 Clinical Aspects of CT................................................................................ 3
ADIM 305 MRI Theory................................................................................................. 6
ADIM 315 Practicum II (MRI) .................................................................................... 3
ADIM 425 Clinical Aspects of MRI............................................................................. 5
ADIM 311 Vascular Interventional Technology......................................................... 3
ADIM 321 Practicum III (vascular interventional technology)................................. 3
ADIM 412 Cardiovascular Interventional Technology............................................... 6
ADIM 432 Practicum IV (cardiovascular interventional technology)....................... 3
Health Sciences additional elective study (6 credits depending on emphasis)

Students choose from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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 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>Healthcare 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 Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>HESC 440</td>
<td>Special Project in Health Professions</td>
<td>1-3</td>
</tr>
<tr>
<td></td>
<td>(may be repeated up to 6 credits with permission of advisor)</td>
<td></td>
</tr>
<tr>
<td>* HESC 448</td>
<td>Leadership Theory in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>* HESC 451</td>
<td>Interdisciplinary Team Practice in Community-Based Care</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 be used for either an elective HESC or humanities (HIST) but cannot count for both.
BACHELOR OF SCIENCE IN HEALTH SCIENCES: HEALTHCARE MANAGEMENT MAJOR

The Bachelor of Science in Health Sciences requires at least 120 semester credits, including general education, with at least 40 semester credits in the upper division. Required major courses and elective major courses must total at least 40 semester credits, with at least 20 semester credits in the upper division; 68 hours of credit must be taken at Kettering College.

I. Required BSHS Core ........................................................................................................................................................................55 credits

SCI Core  **See below for courses .................................................................................................................................8
ENGL 101 Writing and Rhetoric I .................................................................................................................................3
ENGL 102 Writing and Rhetoric II .................................................................................................................................3
COMM 215 Intro to Human Communications ..............................................................................................................3
RELB 101 Biblical Resources for Understanding Healthcare ................................................................................3
RELB 254 Morality and Medicine .................................................................................................................................3
RELP 316 Spirituality in Healing and Health Care ........................................................................................................3
RELT 305 World Religions for Health Care Professionals ........................................................................................3
HIST XXX History survey sequence (two courses) .........................................................................................................6
HUMN XXX Humanity Electives (two courses) .................................................................................................................6
MATH 155 College Algebra ....................................................................................................................................................3
PEAC 178 Wellness ..........................................................................................................................................................1
PEAC XXX PE Activity Course ........................................................................................................................................1
PSYC 112 General Psychology ........................................................................................................................................3
SOCI 115 Principles of Sociology ........................................................................................................................................3
SOCI 375 Cultural Diversity ................................................................................................................................................3

** Science core (both BIOL 119 and BIOL 129 must be taken for pre-OT)

BIOL 119 Anatomy and Physiology I ............................................................................................................................4
BIOL 129 Anatomy and Physiology II ..............................................................................................................................4
BIOL 151 Microbiology .....................................................................................................................................................4
CHEM 105 Chemistry for Health Sciences ......................................................................................................................4
PHYS 131 Survey of Physics .............................................................................................................................................4

II. Required Cognate Courses ...................................................................................................................................................27-28 credits

ACCT 201 Principles of Accounting .................................................................................................................................3
ECON 101 Fundamentals of Economics ..........................................................................................................................3
FINC 101 Principles of Finance ........................................................................................................................................3
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>MATH 215</td>
<td>Probability and Statistics</td>
<td>3-4</td>
</tr>
<tr>
<td>MKTG 201</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 210</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 220</td>
<td>Organizational Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

| III. Required Major Courses .................................................................................. | 37 credits |
| HESC 281   | Introduction to the Health Professions                                       | 3       |
| HESC 320   | Human Resources in Healthcare                                                | 3       |
| HESC 330   | Healthcare Organizational Systems                                            | 3       |
| HESC 315   | Communication, Negotiations, and Conflict Resolution in Healthcare Organizations | 3       |
| HESC 318   | Introduction to Health Professional Research                                 | 3       |
| HESC 340   | Legal and Ethical Considerations in Health Care                              | 3       |
| HESC 445   | Healthcare and Government Policy                                             | 3       |
| HESC 421   | Healthcare Personnel Management                                              | 3       |
| HESC 451   | Interdisciplinary Team Practice in Community-Based Care                      | 3       |
| HESC 448   | Leadership Theory in Healthcare                                              | 3       |
| HESC 480   | Healthcare Management Internship                                             | 6       |
| HESC 481   | Capstone                                                                     | 1       |

| IV. Major Elective Courses ...................................................................................... | 6 credits |
| HESC 350   | Risk Management In Healthcare Organizations                                  | 3       |
| HESC 302   | Mission Experience In Cultural Diversity                                     | 3       |
| HESC 326   | Issues and Trends in Healthcare                                              | 3       |
| HESC 345   | History of Health Care in the United States                                  | 3       |
| PSYC 138   | Human Growth and Development                                                 | 3       |
| HESC 350   | Risk Management In Healthcare Organizations                                  | 3       |
| HESC 302   | Mission Experience In Cultural Diversity                                     | 3       |
| HESC 326   | Issues and Trends in Healthcare                                              | 3       |
| HESC 345   | History of Health Care in the United States                                  | 3       |
| PSYC 138   | Human Growth and Development                                                 | 3       |

(must be taken if going into OTD program)

TOTAL .............................................................................................................................. 125-126 credits

In order to complete the major in a timely manner, the student should follow the suggested course of study as outlined below.
BSHS 3-YEAR HEALTHCARE MANAGEMENT MAJOR: SUGGESTED COURSE OF STUDY

FIRST YEAR

FALL

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>*CHEM 105</td>
<td>Chemistry for Health Sciences</td>
<td>4</td>
</tr>
<tr>
<td>ECON 101</td>
<td>Fundamentals of Economics</td>
<td>3</td>
</tr>
<tr>
<td>HIST XXX</td>
<td>History Sequence I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Fundamentals of Mathematics (if needed)</td>
<td>(3)</td>
</tr>
<tr>
<td>RELB 101</td>
<td>Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** 13-16

WINTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PHYS 131</strong></td>
<td>Survey of Physics</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Writing and Rhetoric I</td>
<td>3</td>
</tr>
<tr>
<td>FINC 101</td>
<td>Principles of Finance</td>
<td>3</td>
</tr>
<tr>
<td>HIST XXX</td>
<td>History sequence II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 155</td>
<td>College Algebra</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** 16

SUMMER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 215</td>
<td>Intro to Human Communications</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>Writing and Rhetoric II</td>
<td>3</td>
</tr>
<tr>
<td>HESC 281</td>
<td>Introduction to the Health Professions</td>
<td>3</td>
</tr>
<tr>
<td>KETC 101</td>
<td>Medical Terminology (must be taken if going into OTD program)</td>
<td>(1)</td>
</tr>
<tr>
<td>PEAC 178</td>
<td>Wellness</td>
<td>1</td>
</tr>
<tr>
<td>SOCI 115</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** 13-14

*BIOL 119 and BIOL 129 may be taken instead (these must be taken if going into OTD program).

**BIOL 151 may be taken instead.
## SECOND YEAR

### FALL

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HUMN XXX</td>
<td>Humanities Group II Elect</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 201</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>RELP 254</td>
<td>Morality and Medicine</td>
<td>3</td>
</tr>
<tr>
<td>HESC 340</td>
<td>Legal and Ethical Considerations in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 112</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HESC 348</td>
<td>Concepts of Management and Leadership in Health Care</td>
<td>3</td>
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**TOTAL** 16

### WINTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MATH 215</td>
<td>Probability and Statistics</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 210</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>RELT 305</td>
<td>World Religions for Health Care Professionals</td>
<td>3</td>
</tr>
<tr>
<td>HESC 318</td>
<td>Healthcare Statistics and Research</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 201</td>
<td>Principles of Accounting</td>
<td>3</td>
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**TOTAL** 15

### SUMMER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MKTG</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>HESC 421</td>
<td>Healthcare Personnel Management</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 375</td>
<td>Cultural Diversity in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HUMN XXX</td>
<td>Humanities Group II Elect</td>
<td>3</td>
</tr>
<tr>
<td>PEAC XXX</td>
<td>Physical Education Elective</td>
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**TOTAL** 13
### THIRD YEAR

#### FALL

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 220</td>
<td>Organizational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HESC 320</td>
<td>Human Resources in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>HESC 310</td>
<td>Health Care Economics and Finance</td>
<td>3</td>
</tr>
<tr>
<td>HESC 315</td>
<td>Communication, Negotiations, and Conflict</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Resolution in Healthcare Organizations</td>
<td>3</td>
</tr>
<tr>
<td>HESC 448</td>
<td>Leadership Theory in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
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</tbody>
</table>

#### WINTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HESC XXX</td>
<td>HESC elective (PSYC 138 for OTD; not online)</td>
<td>3</td>
</tr>
<tr>
<td>HESC 330</td>
<td>Healthcare Organizational Systems</td>
<td>3</td>
</tr>
<tr>
<td>HESC 445</td>
<td>Healthcare and Government Policy</td>
<td>3</td>
</tr>
<tr>
<td>HESC 451</td>
<td>Interdisciplinary Team Practice in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Community-Based 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></td>
<td></td>
<td>15</td>
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</tbody>
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#### SUMMER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HESC XXX</td>
<td>HESC elective</td>
<td>3</td>
</tr>
<tr>
<td>HESC 480</td>
<td>Healthcare Management Internship</td>
<td>6</td>
</tr>
<tr>
<td>HESC 481</td>
<td>Capstone</td>
<td>1</td>
</tr>
<tr>
<td>*PSYC XXX</td>
<td>Abnormal Psychology (Pre-OTD only)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10-13</td>
</tr>
</tbody>
</table>

*Required as a pre-requisite for OTD, if not already completed.
Graduate Program:
Occupational Therapy Doctorate

DEPARTMENT PERSONNEL
Terrance Anderson, Department Chair and Program Director; Susan Aebker; Michael Davis-Cheshire; Rhonda Davis-Cheshire; Shanese Higgins; Tiffany Lester; Danielle McPeck

MISSION
The Occupational Therapy Doctoral Program at Kettering College is committed to excellence in the education of self-reflecting, trustworthy, innovative, caring, competent, collaborative, culturally aware, and culturally sensitive entry-level occupational therapists to serve the community in southern Ohio.

DESCRIPTION
The American Occupational Therapy Association gives the following definition of the profession: In its simplest terms, occupational therapists and occupational therapy assistants help people across the lifespan participate in the things they want and need to do through the therapeutic use of everyday activities (occupations). Common occupational therapy interventions include helping children with disabilities to participate fully in school and social situations, helping people recovering from injury to regain skills, and providing supports for older adults experiencing physical and cognitive changes. Occupational therapy services typically include:

- An individualized evaluation, during which the client/family and occupational therapist determine the person’s goals.
- Customized intervention to improve the person’s ability to perform daily activities and reach the goals.
- An outcomes evaluation to ensure that the goals are being met and/or make changes to the intervention plan.

Occupational therapy services may include comprehensive evaluations of the client’s home and other environments (e.g., workplace, school), recommendations for adaptive equipment and training in its use, and guidance and education for family members and caregivers. Occupational therapy practitioners have a holistic
perspective in which the focus is on adapting the environment to fit the person, and the person is an integral part of
the therapy team.

OCCUPATIONAL THERAPY DOCTORAL PROGRAM PHILOSOPHIES

The Kettering College occupational therapy program has adapted philosophies of occupation and occupational
therapy from the *Occupational Therapy Practice Framework: Domain and Process*, 3rd Ed. (AOTA, 2014; DOI:
https://doi.org/10.5014/ajot.2014.682006). The fundamental beliefs about humans and how people learn is
adapted from the field of andragogy.

OCCUPATION

“The term occupation … refers to the daily life activities in which people engage. Occupations occur in context
and are influenced by the interplay among client factors, performance skills, and performance patterns.
Occupations occur over time; have purpose, meaning, and perceived utility to the client; and can be observed by
others or be known only to the person involved” (AOTA, 2014, p. 53).

Occupations are the activities in which human beings engage that provide meaning and purpose. Engagement
in occupation improves health and well-being. Specific occupations are differentiated by the unique characteristics
of each individual person, task, and context. Occupational contexts include cultural, temporal, physical, and social
diversity. Engagement in occupation creates the fabric and meaning of our human experience.

OCCUPATIONAL THERAPY

In its simplest terms, occupational therapists and occupational therapy assistants help people across the
lifespan participate in the things they want and need to do through the therapeutic use of everyday activities
(occupations). Common occupational therapy interventions include helping children with disabilities to participate
fully in school and social situations, helping people recovering from injury to regain skills, and providing supports for
older adults experiencing physical and cognitive changes. Occupational therapy services typically include:

- 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.

The art and science of occupational therapy is to support full participation in life through identified meaningful occupations, which leads to increased health and well-being. Fundamental to occupational therapy is the belief that occupational engagement is the right of everyone regardless of circumstances. Occupational therapy is the only profession that provides treatment focused on increased participation in meaningful occupations as a method to maximize function, adaptation, and health. Occupational therapy interventions comprise a variety of approaches including the promotion, restoration, and maintenance of health, well-being, and quality of life; modifications to support health and occupational engagement; and prevention of changes that could negatively impact health and participation in life. Occupational therapists strive to provide occupation-based, evidence-based, client-centered, and culturally appropriate interventions for individuals, communities, or populations. Maintaining high levels of quality in occupational therapy requires continued professional engagement of therapists in research, education, advocacy, cultural competency, and clinical practice.

Occupational therapy practitioners use their knowledge of the transactional relationship among the person, his or her engagement in valuable occupations, and the context to design occupation-based intervention plans that facilitate change or growth in client factors (body functions, body structures, values, beliefs, and spirituality) and skills (motor, process, and social interaction) needed for successful participation. Occupational therapy practitioners are concerned with the end result of participation and thus enable engagement through adaptations and modifications to the environment or objects within the environment when needed. Occupational therapy services are provided for habilitation, rehabilitation, and promotion of health and wellness for clients with disability- and non-disability-related needs. These services include acquisition and preservation of occupational identity for those who have or are at risk for developing illness, injury, disease, disorder, condition, impairment, disability, activity limitation, or participation restriction (AOTA, 2014, p. 51).

FUNDAMENTAL BELIEFS ABOUT HUMANS AND HOW THEY LEARN

Human beings have an innate drive to learn. Learning prepares people for full participation in the occupations of life. The learning process is unique for each individual and based on multiple dynamic variables including the purpose for learning, the preferred learning style, the learning environment, the time frame for learning, and the complexity of information to be learned. Adult learners are capable of identifying areas that need to be improved, setting their own goals and desired outcomes, and choosing which approaches to learning will help them achieve
these outcomes. Acquisition of knowledge and skills occurs through seeking, reflecting, hands-on practice, and self-assessment. Successful educators facilitate and mentor adult learners in methods that support lifelong learning.

**CURRICULUM DESIGN**

The occupational therapy curriculum design is organized based on the human developmental model (biological and psychological) for a conceptual framework and the three domains of Bloom’s Taxonomy of Learning Domains as the categories of educational activities. The human development model is used to guide the student in learning and understanding the impact of challenges on occupational performance during the life span of individuals. This provides the framework for students to develop their clinical skills. The three domains of Bloom’s taxonomy (knowledge, skills, and attitude) are also applied throughout the curriculum. The curriculum involves the acquisition of knowledge and the development and shaping of intellectual skills, as students begin to recognize facts, procedural patterns, and concepts that help in developing cognitive skills. The acquisition of skills pertinent to the profession, such as practice of hands-on activities, is of utmost importance and is used extensively in the curriculum.

Personal attitude is important in a clinical profession such as occupational therapy. Therefore, the curriculum emphasizes students’ personal awareness of behavioral strengths and weaknesses that can affect attitude. This is accomplished through self-assessment of behavior using a portfolio-based reflection tool and professional skills assessments.

**STUDENT LEARNING OUTCOMES AND MAIN THREADS OF CURRICULUM**

- **Student-centered learning:** The concept of student-centered learning drives the occupational therapy curriculum. Students benefit most from active, experiential learning including laboratory experiences, case-based problem-solving exercises, fieldwork, and participation in projects and discussions.

  OTD student learning outcomes: The student will become a committed lifelong learner and will practice a client-centered approach with a broad exposure to occupational therapy areas of practice (broad integrative learning).

- **Occupation-based practice:** Woven throughout the curriculum and emphasized in all core theoretical and clinical courses is the importance of the use of occupations as a means and ends of clinical practice. Students are encouraged to use occupation as the main therapeutic tool.

  OTD student learning outcomes: The student will demonstrate the use of occupations not only in the assessment of clients but also as therapeutic tools to assist clients in regaining occupational identity (applied learning, intellectual skills).
• Client-centered practice: Also woven throughout the curriculum and emphasized in all core theoretical and clinical courses is the importance of a client-driven therapeutic approach and the collaborative manner in which occupational therapists relate to clients.

  OTD student learning outcomes: The student will uphold the knowledge that increased client participation in the rehabilitation process results in enhanced functional and occupational outcomes (applied learning).

• Evidence-based practice: The first year includes didactic coursework on the core concepts of evidence-based practice and advanced measurement. Woven into the coursework for the rest of the curriculum are opportunities to apply evidence to case examples in OT practice.

  OTD student learning outcomes: Student will use and apply critical analysis of evidence during the occupational therapy process and in clinical research (specialized learning, intellectual skills).

• Social-cultural interactions: Throughout the curriculum, students gain an appreciation for diversity of cultures, interests, roles, abilities, and opportunities prevalent in society and in the border communities of southern Ohio.

  OTD student learning outcomes: The student will demonstrate knowledge of and appreciation for the role of clients’ sociocultural backgrounds on health and participation in occupations (applied learning, civic engagement).

• Reflective learning: Throughout the curriculum, students are required to assess their professional behavior using a portfolio-based reflection tool and a professional skills assessment tool. This tool encompasses areas such as communication, commitment to learning, time management, problem solving, and critical thinking. Students identify areas that need to be improved and document their goals, desired outcomes, and approaches to reach those outcomes. Students meet at midterm each semester to discuss with advisors their goals and outcomes. This process encourages students to become reflective learners and clinicians.

  OTD student learning outcomes: Student will display a transformation from student to healthcare professional who can communicate and demonstrate use of self and modify behavior as required (broad integrative learning, intellectual skills).

• Christian service: Beginning the first semester, students are guided to understand the Christian concepts of self-giving love and whole-person wellness and how these concepts shape the ideal of service. Throughout the curriculum, students have classroom and community opportunities to do service, developing a habit of service, so that it informs personal and professional choices and builds commitment to others in both local and global communities.
OTD student learning outcomes: Student will uphold the Christian concepts of service and advocate for clients who are experiencing occupational dysfunction, alienation, or deprivation (civic engagement).

ACCREDITATION

The entry-level occupational therapy doctoral degree program has been granted preaccreditation status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449; 301-652-AOTA; www.acoteonline.org (see Accreditation Council for Occupational Therapy Education Accreditation Manual VI.E., revised December 2015).

The program must complete an onsite evaluation and be granted accreditation status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT); after successful completion of this exam, an individual is an Occupational Therapist, Registered (OTR).

All states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT certification examination. Note that a felony conviction may affect a graduate’s eligibility to sit for the NBCOT certification exam or to obtain state licensure.

APPLICATION INFORMATION

Minimal requirements for admission:

1. A bachelor’s or master’s degree from a regionally accredited higher education institution with a minimum cumulative GPA of 3.0 on a 4-point scale. For students with a degree in progress and admitted on a conditional basis, evidence of completing the bachelor’s degree must be submitted to the Kettering College occupational therapy department at least 30 days prior to the first day of class.

2. Completion of the following prerequisite courses (semester credit hours) within the past 10 years with a minimum grade of C or evidence of use of content in work within the past 10 years:
   - Anatomy and Physiology with lab.............................................8 semester credits
   - Developmental Psychology ....................................................3 semester credits
   - Abnormal Psychology .........................................................3 semester credits
   - Sociology ..................................................................................3 semester credits
   - Statistics ..................................................................................3 semester credits
   - Writing and Rhetoric II..............................................................3 semester credits
   - Medical Terminology ...............................................................1 semester credit
Notes: Students earning less than a C during a retake of any of the prerequisite courses will not be considered for admission. Evidence of completion of all prerequisite courses must be submitted to the occupational therapy department at least 30 days prior to the first day of class.

3. Five letters of recommendations from individuals with direct experience in evaluating the student’s academic or work performance (e.g., work supervisor, course instructor).

4. Twenty (20) hours of observation of an occupational therapist (OTR).

5. Submission of official GRE results to the Kettering College main campus: 3737 Southern Blvd. Kettering, OH 45429.

APPLICATION PROCESS

An applicant must complete the application process on the Occupational Therapy Centralized Admission System (OTCAS) at https://portal.otcas.org/ and have the application completed and verified by the deadline published on www.kc.edu/occupational-therapy to be considered for admission. It can take several weeks for applications to be verified by OTCAS; applicants should plan accordingly. During the application process, all official transcripts should be sent directly to OTCAS. However, if an applicant received college credit from any international college or university, official transcripts need to be mailed to OTCAS and Kettering College directly from the institution(s), and the applicant needs to have the transcript(s) officially translated by a company that provides credential evaluation, such as WES (www.wes.org), ECE (www.ece.org), or Josef Silny (www.jsilny.com).

It is Kettering College’s policy to use the cumulative GPA calculated by OTCAS when assigning admissions points and determining eligibility. This applies to those who have completed their bachelor’s and/or master’s degrees, as well as those who have degrees in progress. OTCAS calculates GPAs based on all academic course work completed. For more information on how OTCAS calculates GPAs, please read the OTCAS Frequently Asked Questions (FAQ) on the OTCAS website.

Once completed applications are reviewed and verified by the admission committee, select applicants are invited for interviews. The interview consists of a series of set questions for all applicants; responses during the interview are scored.

Scores are compiled based on:

- Overall GPA
- Prerequisite GPA
- GPA of last 60 credits completed
- Five letters of recommendation
- GRE scores
• Interview scores
• Previous enrollment and/or a degree from Kettering College or a college/university accredited by the Accrediting Association of Seventh-day Adventist Colleges, Schools, and Universities (AAA)
• Kettering Health Network employment

Following interviews, all applicants will be ranked in total score from highest to lowest. Positions in the program will be offered in writing to the top applicants. Applicants accepting the offers will be required to submit a formal written acceptance and a $500 non-refundable deposit. The $500 will be applied to the first semester’s tuition. If any applicant does not accept an offer or fails to submit the deposit, the next person in the ranking will be offered the position. This will continue until all positions are filled. Once all positions are filled, any applicants left on the ranking list will be placed on a wait list. If any seats remain open following the standard admission process, applications will be accepted and reviewed as they are received, with admission offered to qualified applicants until the cohort reaches full enrollment or until the first day of classes, at which time the admissions process will officially close for the academic year.

FOREIGN APPLICANTS

Required TOEFL scores: Students from non-English-speaking countries need to submit TOEFL scores. A minimum total score of 90 is required for all Internet-based tests; a minimum total score of 577 is required for all written tests. The TOEFL exam must be taken within the past two years, and the official test scores must be mailed directly from the testing site to the Kettering College admissions office, 3737 Southern Blvd., Kettering, OH 45429.

Note: International students must provide proof of ability to pay for at least one academic year at Kettering College.

PROGRESSION REQUIREMENTS

Students must maintain continuous enrollment and meet all program requirements.

Grading scale:
• 90 – 100 percent = A
• 80 – 89 percent = B
• 70 – 79 percent = C*
• 60 – 69 percent = D*
• < 60 percent = F*

*Any grade less than a B is considered failing.
Students must request and pay to have a criminal background check performed by a College-approved service no more than six months prior to beginning a clinical experience. Please contact the admissions office for an approved service.

Commencement of the clinical portion of the program is contingent upon successful clearance of the background check.

CONDITIONS FOR DISMISSAL

A student will be dismissed from the OTD program for any one of the following:

- Earning a grade lower than B in any course
- Breaching professional ethics
- Exhibiting behavior that might pose a threat to other people or property
- Professional skills probation for more than two semesters

A student may be dismissed from the OTD program for any violation of a program policy.

GRADUATION REQUIREMENTS

Students must complete all coursework (100 credits) in the OTD curriculum with a minimum of a B or Pass. All fieldwork and doctoral experiences must be successfully completed within three years of completion of the didactic coursework in the sixth semester.

PROGRAM OF STUDY

Semester 1: The first semester begins with the “big picture” of occupational therapy by outlining and exploring occupation, occupational therapy, client-centered practice, and ethics. This will set the students firmly in the overarching values and beliefs of occupational therapy and Kettering College’s mission and values. In addition, detailed foundational knowledge of kinesiology, occupation (task) analysis, occupation models, occupational science, and evidence-based practice will be built.

Semester 2: The second semester continues with building foundational information on neuroscience, evidence-based practice, and delivery management of pediatric intervention. Students will begin developing pediatric evaluation, intervention, and outcomes skills including use of frames of reference. Students will reflect on internal and personal assets, challenges, and reactions as they may impact professional interactions with clients and colleagues to determine plans for professional growth. A pediatric level I fieldwork is an experiential opportunity for students to synthesize curriculum content during a clinical experience.

Semester 3: The curriculum continues building pediatric OT skills, culminating in a case application and comprehensive exam. Students will apply their evidence-based practice knowledge in designing a group research project.
Semester 4: In this semester, students will develop knowledge in delivery management of adult intervention. They will develop adult OT evaluation, intervention, and outcomes skills including frames of reference in orthopedic, PAMS/orthotics, and psychosocial conditions. Students will apply their evidence-based practice knowledge in implementing a group research project.

Semester 5: Students develop adult OT evaluation, intervention, and outcomes skills in neurological and medical conditions. Students synthesize all adult OT skills during Level I fieldwork, a case application, and a comprehensive exam. Students also develop a detailed understanding of various organizational leadership styles. They apply their evidence-based practice knowledge in disseminating a group research project. They reflect on knowledge and skills developed in courses and determine a professional development plan to prepare for Level II fieldwork.

Semester 6: Students start with an advocacy/occupational justice seminar and integrate curriculum in their Level II fieldwork. They explore and discuss complex occupational therapy management issues they encounter and present, brainstorm, and determine potential resolutions or action steps.

Semester 7: Students continue their Level II fieldwork and online discussions. They reflect and synthesize concepts of interprofessional collaboration in spiritual care. A comprehensive exam determines eligibility to begin the doctoral experience.

Semester 8: In the doctoral experience, students advance in one of the following areas:

- Clinical practice skills
- Research
- Administration
- Leadership
- Program and policy development
- Advocacy
- Education
- Theory development

The experience is designed by faculty collaborating with the student and the mentor; it includes a capstone project, seminar course on the transition from a student to a practitioner, and a detailed preparation plan for the NBCOT exam.

COURSE SEQUENCE

SEMESTER 1 (FALL)

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>OTD 501</td>
<td>Occupation Paradigms, Science, and Models</td>
<td>3</td>
</tr>
<tr>
<td>OTD 510</td>
<td>Evidence-based Practice I</td>
<td>3</td>
</tr>
<tr>
<td>OTD 520</td>
<td>Kinesiology</td>
<td>4</td>
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<tr>
<td>RELP 514</td>
<td>Bioethics from Clinical</td>
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<tr>
<td>OTD 502</td>
<td>Bioethics from Occupational Therapy’s Perspective</td>
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**SEMESTER 2 (WINTER)**

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<tr>
<td>OTD 511</td>
<td>Evidence-based Practice II</td>
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<tr>
<td>OTD 521</td>
<td>Neuroscience</td>
<td>4</td>
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<tr>
<td>OTD 530</td>
<td>Dimensions of Therapeutic Relationships (seminar)</td>
<td>1</td>
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<tr>
<td>OTD 540</td>
<td>OT Management with Pediatrics</td>
<td>3</td>
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<tr>
<td>OTD 550</td>
<td>Pediatric OT Practice I</td>
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<tr>
<td>OTD 560</td>
<td>Pediatric Level I Fieldwork</td>
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<tr>
<td>RELP 516</td>
<td>Christian Service and Human Flourishing</td>
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**SEMESTER 3 (SUMMER)**

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<tr>
<td>OTD 551</td>
<td>Pediatric OT Practice II</td>
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<tr>
<td>OTD 610</td>
<td>Research I</td>
<td>2</td>
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<tr>
<td>OTD 690</td>
<td>EBP Case Application and Exam I</td>
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**SEMESTER 4 (FALL)**

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<tr>
<td>OTD 611</td>
<td>Research II</td>
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<tr>
<td>OTD 633</td>
<td>OT Practice with Psychosocial Conditions</td>
<td>3</td>
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<tr>
<td>OTD 633L</td>
<td>OT Practice with Adult Psychosocial Conditions Lab experience (Group)</td>
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<tr>
<td>OTD 640</td>
<td>OT Management with Adults</td>
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<tr>
<td>OTD 651</td>
<td>OT Practice with PAMS/Orthotics</td>
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<tr>
<td>OTD 652</td>
<td>Assistive Technology for Occupational Engagement</td>
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<tr>
<td>OTD 653</td>
<td>OT Practice with Adult Neurological Conditions I</td>
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**SEMESTER 5 (WINTER)**

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<tr>
<td>OTD 650</td>
<td>OT Practice with Adult Orthopedic Conditions</td>
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<tr>
<td>OTD 660</td>
<td>Adult Psychosocial Level I Fieldwork</td>
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<tr>
<td>OTD 710</td>
<td>Research III</td>
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<td>OTD 730</td>
<td>Professional Preparation for Clinical Practice</td>
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<td>OTD 740</td>
<td>Organizational Leadership (seminar)</td>
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<td>OTD 750</td>
<td>OT Practice with Adult Medical Conditions</td>
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<tr>
<td>OTD 752</td>
<td>OT Practice with Adult Neurological Conditions II</td>
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<tr>
<td>OTD 790</td>
<td>EBP Case Application and Exam II</td>
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<td>OTD 800</td>
<td>Advocacy and Occupational Justice (seminar/online)</td>
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<td><strong>SEMESTER 6 (SUMMER)</strong></td>
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<td>OTD 760</td>
<td>Level II Fieldwork A</td>
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<td>OT Service Management I (online/seminar)</td>
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<td>RELP 601</td>
<td>Applied Spiritual Care I</td>
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<td><strong>SEMESTER 7 (FALL)</strong></td>
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<td>OTD 761</td>
<td>Level II Fieldwork B</td>
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<td>OTD 841</td>
<td>OT Service Management II (online/seminar)</td>
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<td>OTD 890</td>
<td>Comprehensive Exam III</td>
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<td>RELP 602</td>
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<td><strong>SEMESTER 8 (WINTER)</strong></td>
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<td>OTD 810</td>
<td>Doctoral Experience</td>
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<td>OTD 830</td>
<td>Transformation to Practitioner (online/seminar)</td>
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Course Descriptions

Note: Only those courses that have been changed are shown below.

ADIM 404 Practicum I (CT) (Formerly ADIM 304) 3 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 315 Practicum II (MRI) 3 credits
Supervised competency-based education in magnetic resonance imaging at an affiliated clinical education site. The student will work with the instructor on the simulator prior to attending a clinical rotation. 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 321 Practicum III (Vascular Interventional Technology) (Formerly ADIM 324) 3 credits
Supervised competency-based education in vascular interventional technology at an affiliated clinical education site. The student observes, assists, and eventually performs varied routine vascular examinations.
ADIM 396 Variable Independent Clinical 1-4 credits

An additional clinical opportunity for advanced imaging students to obtain the ARRT exams in order to sit for the Registry. Variable credits are associated with this course based on the amount of clinical days per week. Two days a week - one credit; three days - two credits; four days - three credits; five days - four credits. The above credits are in addition to but not in replace of credits for the bachelor’s program. Standard clinical requirements (Performance evaluations, midpoint and end of semester clinical meetings) would be required including a Summer semester Trajecsys account. The clinical rotation is to occur within the same consecutive modality.

Prerequisites: ADIM 315, 321, 404, 432, all with minimum grade of C

ADIM 432 Practicum IV (Cardiovascular Interventional Technology) (Formerly ADIM434) 3 credits

Supervised competency-based education in general cardiovascular interventional technology at an affiliated clinical education site. The student observes, assists, and eventually performs varied duties in the cardiac diagnostic laboratory. It is recommended that the student enter the course with a functional knowledge of Windows operations for the clinical setting.

HESC 281 Introduction to the Health Professions (Formerly HESC 201) 3 credits

An introduction to health professional careers in multiple health settings including acute care, long-term care, community healthcare, and healthcare office settings. Guest speakers from different health professions will present their roles. Examination of each healthcare profession is discussed and viewed with the context of a healthcare system. The role of the healthcare manager is examined within different healthcare settings. Students are also given the tools to develop and produce a professional learning e-portfolio based on the end-of-degree student learning outcomes and institutional outcomes. Other topics include: review of online library and database usage, refining writing skills, review of APA formatting and guidelines. Must be taken before any other HESC courses or with permission of department chair.
HESC 302 Mission Experience in Cultural Diversity 3 credits

An elective course for students interested in experiencing cultural diversity in a regional setting. Students practice healthcare skills, emphasizing cultural concepts in a medically underserved area. National and international healthcare issues and trends are discussed. A mission trip is required with additional laboratory fees applied. Theory and laboratory.

Prerequisite/corequisite: SOCI 375; enrollment in a professional program or permission of instructor; BSN-P students in the 3rd semester of nursing do not need to take SOCI 375.

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 381 or RESB 420; recommended: Statistics

HESC 381 Introduction to the Health Sciences Program (Formerly HESC 300) 3 credits

An introduction to the Bachelor of Science completion program, with focus on online learning and the process of creating an e-portfolio. Students are given the tools to develop and produce a professional learning e-portfolio based on the end-of-degree student learning outcomes and institutional outcomes, which will be completed in HESC 481. Other topics include: skills necessary for online learning, time management skills, online library and database usage, and refining writing skills with APA formatting and guideline use. Must be taken in the first semester once a student is admitted to the BSHS program.

HESC 415 was deleted:

HESC 415 Health Care Informatics Applications for Health Professions 1 credit

Integration of healthcare professions information with information management, information processing, and communication technology to support the health of individuals worldwide. Addresses the role of informatics in healthcare professional practice; includes clinical practice, leadership and management; patient education; and research.
HESC 481 Capstone/Senior Project 1 credit

A senior project in which students demonstrate their healthcare professional growth through integration of knowledge and skill. Continuing from HESC 381, the student produces a professional portfolio that demonstrates achievement of the end-of-degree student learning outcomes and presents the final product to peers and/or other healthcare professionals. Must be taken in the last semester of the program.

Prerequisite: HESC 381

MATH 155 College Algebra 3 credits

Foundational algebra. Topics include order of operations, laws of exponents, radicals and rational exponents, solving linear equations and inequalities up to three variables, solving quadratic equations, solving systems of linear equations in two and three variables, factoring polynomials, operations on rational expressions, graphing and analyzing linear, quadratic, exponential, logarithmic, polynomial, and rational functions, graphing transformations of functions, and modeling and applications of linear, quadratic, 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

OTD 502 Bioethics from Occupational Therapy's Perspective 1 credit

This course covers topic areas that include the analysis of a variety of ethical dilemmas and how those dilemmas impact the responses of occupational therapy professionals within a clinical setting. Different scenarios will be provided to discuss the most appropriate ethical and professional responses and how to resolve situations in an ethical manner. The OT Code of Ethics and professional laws and regulations as well as individual professional values will help to drive discussion areas within this course. Issues of ethics will be addressed from the perspective of students, clinicians, and managers within the profession of occupational therapy and will incorporate case-based approaches to help generalize the information and maintain/improve the overall morals of the occupational therapy profession.
OTD 653 OT Practice with Adult Neurological Conditions I 3 credits

This course prepares student with the knowledge and skills necessary for the OT Process for clients with cerebral vascular accident neurological conditions. Utilizing the Occupational Therapy Practice Framework II and frames of reference students develop skills in evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. Students will synthesize knowledge in neurobehavioral science, human health conditions, assessment tools, theories, models of practice, and frames of reference into the OT process. (2 lecture credits; 1 lab credit)

OTD 751 was deleted and replaced with OTD 752:

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 752 OT Practice with Adult Neurological Conditions II 3 credits

This course prepares student with the knowledge and skills necessary for the OT Process for clients with spinal cord injury, degenerative, and other neurological conditions. Utilizing the Occupational Therapy Practice Framework II and frames of reference students develop skills in evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. Students will synthesize knowledge in neurobehavioral science, human health conditions, assessment tools, theories, models of practice, and frames of reference into the OT process. (2 lecture credits; 1 lab credit)
RELP 615 was deleted and replaced with RELP 601 and 602:

RELP 615 Applied Spiritual Care

This interdisciplinary course prepares students to integrate spiritual care in the design and practice of healthcare delivery. Considering the culture, history, and individual needs of recipients of healthcare, students will apply concepts from biblically based healing ministry models and multi-faith leadership frameworks to develop spiritual care plans. This will involve learning story-listening and self-reflection skills as students develop capacities for collaboration and understanding the roles and responsibilities of each participant providing spiritual support to patients in healthcare settings. Students will reflect on actual and simulated healthcare “case stories” to hone wise approaches to using health care and community resources to promote healing interactions among all participants in care-giving practices centered on patients with diverse spiritual needs.

RELP 601 Applied Spiritual Care I

In progress.

RELP 602 Applied Spiritual Care II

In progress.

RELP 511 was deleted and replaced with RELP 514:

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 514 Bioethics from Clinical and Christian Perspectives

In progress.