Addendum to

Academic Bulletin

for Undergraduate and Graduate Studies

2019-20

Summer 2019

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Revised July 2019
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Major Changes in this Addendum

1. **Vaughan-Beaven Service Learning Honors Program**: Multiple changes were made to this program including the name, the requirements for admission, and the courses included.

2. **Nursing**: Changes were made to the descriptions of each degree and track, the admission deadlines and requirements, and the readmission deadlines and criteria.

3. **Radiology**: Changes were made to the end-of-degree student learning goals and outcomes, the program admission notes, and the clinical contact hours required.

4. **Respiratory Care**: The course numbers and names in the program of study were corrected to match the course descriptions as published in the original 2019-20 bulletin.

5. **Graduate Financial Aid**: The definitions of full-time and part-time students were changed.

6. **Occupational Therapy**: Changes were made to the accreditation information, the application process, and extensive changes were made to the program of study and course sequence.

7. **Course Descriptions**: Numerous changes were made to course descriptions for courses in the service learning honors program and the occupational therapy program.
Vaughan-Beaven Service Learning Honors Program

Paula Reams, Coordinator, Steve Carlson, Chaplain

DESCRIPTION OF THE PROGRAM

Service learning is an educational methodology which combines community service with explicit academic learning objectives, preparation and reflection. The Vaughan-Beaven Service Learning Honors Program is available for students who choose to demonstrate excellence and character beyond the high standards of the professional programs offered at Kettering College. Students in the Service Learning Honors Program participate in a course of study that critically analyzes and meets the service needs of the local, regional, national, and/or global communities, while also participating in meeting identified needs. The program also offers growth in scholarship/research opportunities and leadership.

Any student may apply to the program upon admission to the College. Once admitted to the Honor's Program, students must maintain a minimum cumulative GPA of 3.30 and earn B grades or higher in all SLHP courses. Those who complete all requirements will be recognized as Vaughan-Beaven Scholars at commencement.

MISSION STATEMENT

The Service Learning Honors Program is committed to improving communities through leadership, scholarship, mission, and service through service learning.

OUTCOMES

- Integrate leadership skills and professionalism in the application of service in the local, national, and/or global community.
- Promote and communicate an understanding of cultural diversity/sensitivity and social/civic responsibility through commitment to education, mission, scholarship and lifelong service.
- Integrate the values of compassion, competence, citizenship, and character through personal and professional growth.
- Incorporate effective communication multi-professionally within the global village.
Available program courses may include:

- SLHP 330  Global Health
- SLHP 331  Health Care Needs of Underserved Populations
- SLHP 332  Leadership in Service
- SLHP 333  Scholarship and Service

**ADMISSION REQUIREMENTS**

- Present transcripts reflecting a high school GPA of 3.50 or above (on a 4-point scale) or college GPA of 3.30 or above (on a 4-point scale).
- Complete an interview process.
- Present a minimum of 100 self-documented volunteer hours. This is any unpaid service done in a life time.
- Submit application by deadlines listed on the Kettering College website, which may be extended at the discretion of coordinator(s). (Applications are available at kc.edu)
- Write a short essay on personal goals related to the outcomes and mission of the program.
PROGRESSION AND COMPLETION

All requirements must be completed before commencement to qualify for graduation as a Vaughan-Beaven Honors Scholar unless prior arrangements have been made. Students who fall below an overall GPA of 3.30 during their career at Kettering College will be placed on probation in the program. An overall College GPA of 3.30 must be achieved to graduate from the program. Students also must not have any documented breach of the College honor code or documented lack of professionalism.

READMISSION

Students who have been accepted for readmission will be admitted under the current program curriculum and Academic Bulletin. Requests for readmission to the program will be evaluated on an individual basis. The student’s overall College GPA must be 3.30 or higher for readmission. Other considerations may include:

- Available space in the honors program.
- Evaluation of the student's standing, relative to any revisions that may have occurred in the curriculum, courses, or requirements.
- Review and evaluation of student’s academic performance at the time of withdrawal or dismissal from the program.
- Submission of a written plan for academic success and honors program completion.
- Interview process at the discretion of the Service Learning Honors Program committee.
Division of Nursing

Deleise S. Wilson, PhD, RN, Director, Division of Nursing; Joan Ulloth, PhD, RN, CNE, Associate Director, Division of Nursing; Jeanette Little, DNP, RN, FACHE, NEA-BC, Chair, Graduate Nursing; Lisa Huber, MSN, RN, COI, Chair, Undergraduate Nursing; Ashley Barnett; Marisa Blahovich; Miranda Dickerson; Adelaide Durkin; Melinda Hopkins; Mary Matese; Beverley McLean; Donna Moore; Cynthia Parker; Denise Sekerak; Jean Stivers; Phillip Smith, simulation tech.

PROGRAM TRACKS OFFERED

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

BACCALAUREATE PHILOSOPHY AND ORGANIZING FRAMEWORK

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

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

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

Whole-person care is an approach to patient care that values individuals as persons made in God’s image and influenced by a composite of physical, mental, social, environmental, and spiritual needs. The mind-body-spirit connection is recognized as a crucial factor in achieving optimum health and well-being. As nurses care for patients, they affirm that each human being is endowed by the Creator with the power to choose, exert free will, learn, and grow. As individuals mature, they have accountability and responsibility for decisions that affect their personal outcomes.
**Christian caring** is defined as providing nursing care in the tradition of the Master Healer. Nurses who provide Christian caring give compassionately to the whole person as a response to understanding God’s love and grace toward humanity. The goal is to foster optimum health, provide restoration and quality of life when possible, and bring comfort in suffering and dying, to anyone in need. This “ministry of caring” is a human response of service through which we reveal God’s divine spirit.

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

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

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

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

The Bachelor of Science in Nursing graduate:

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

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

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

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

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

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

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

DESCRIPTION OF DEGREE

The pre-licensure BSN degree at Kettering College is an innovative 3-year program designed to prepare individuals for professional registered nurse practice and leadership. The degree consists of 127-128 semester credits, including 64 credits from arts and science courses and 63 nursing credits.

APPROVAL AND ACCREDITATION

The program is approved by the Ohio Board of Nursing, 17 S. High St., Suite 660, Columbus, OH 43215-3466, and accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road N.E., Suite 850, Atlanta, GA 30326; 404-975-5000; www.acenursing.org.

ADMISSION

• Starting in the 2019-20 academic year, admission to the prelicensure program will occur two times each year — once for the fall semester and once for the winter semester.
• Deadlines: Application materials, including transcripts and student personal statement forms, are due by the deadlines below.

FALL 2019 ADMISSION DEADLINES:

• Early action (for Fall 2019 only): Applications received by Jan. 31 will be considered for early program admission. In order to be considered for admission, college transcripts must reflect completion of at least one required prerequisite science course that meets admission criteria. The admissions decision will be communicated by the end of February. An admitted student will have until May 1 to either accept or decline the offer of admission.
• Regular decision: Applications received by May 25 will be considered for program admission to fill any spots available after early action decisions have been made. Students admitted under regular decision will have their admissions decision communicated by mid-June and will have 10 days to accept or decline.

WINTER 2020 ADMISSION DEADLINES:

The application process will follow the deadlines given below.
• May 1, 2019: admission application opens
• Sept. 5, 2019: application deadline
• The admissions decision will be communicated by the Admission office by the end of September
• Students offered admission will have 10 days to accept or decline

ADMISSION CRITERIA:

Applicants are considered for admission based on the following criteria:

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

3. Past failures and withdrawals in prerequisite courses or other nursing program courses will impact consideration for admission into the KC BSN program. Please contact the admissions office for any questions.
4. Additional qualifiers such as taking prerequisite courses at KC, previous academic degrees, and degrees in allied health may influence acceptance.

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

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

NURSING PROGRAM TRANSFER APPLICANTS

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

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

ENROLLMENT

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

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

2. **Background check and fingerprinting:** Students must request and pay to have a criminal background check and fingerprinting performed by a College-approved service no more than six months prior to the first nursing course or the semester of entry for transfer students. The Ohio Board of Nursing or any state’s Board of Nursing may deny testing or licensure to individuals based on results of their background check and fingerprinting report. Background check results must be received at least one week prior to start of the first semester of nursing courses.
3. **Health requirements:** Students must show documentation of compliance with all health requirements at least one week prior to start of the first semester of nursing courses. Health requirements are available on the College website.

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

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

**PROGRESSION**

To progress in the program, students must:

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

**IN PROGRESS GRADE OR LEAVE OF ABSENCE STATUS**

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

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

**READMISSION**

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

Students failing any nursing course:
- must submit application for readmission within 5 days after the semester in which progression is interrupted.

Students with In Progress (IP) Grade or Leave of Absence Status:
- must submit application for readmission at least one semester prior to desired re-entry to the program.

READMISSION CRITERIA

1. Students who are readmitted enter under the curriculum, program policies, and Academic Bulletin offered the semester of re-entry into the program. Students must meet all nursing enrollment criteria.
2. Requests for readmission will be evaluated individually. The decision to readmit a student is based on the following criteria:
   - Review and evaluation of student’s academic and clinical performance at the time of withdrawal or dismissal.
   - Minimum Kettering College cumulative GPA of 2.6 (a higher GPA may be needed to be competitive).
   - Available space in the nursing program.
   - Evaluation of the student’s standing, relative to any revisions that may have occurred in the curriculum, courses, or requirements.
3. Remediation will be required for students who have been out of the nursing program for two semesters or longer. A plan of success will be developed on an individual basis. This plan may include but not be limited to skills remediation, testing remediation, and auditing of previous nursing courses as determined by the Division of Nursing. General College policies on tuition and fees for remediation of courses will apply.
4. Students are not eligible for readmission if either of two circumstances applies:
   - Failure of NRSB 311 Foundations in Nursing
   - Failure in two nursing courses. During the WP/WF drop period, students earning a grade of C- or lower, or failing the clinical experience, will receive a WF grade. A grade of WF is equivalent to a failure.
GRADUATION

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

PROGRAM OF STUDY FOR 3-YEAR PRELICENSURE BSN DEGREE

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

YEAR 1, SEMESTER 1

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<td>COMM 215</td>
<td>Introduction to Human Communication</td>
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<td>ENGL 101</td>
<td>Writing and Rhetoric I</td>
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<td>PEAC 178</td>
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<td>PSYC 112</td>
<td>General Psychology</td>
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TOTAL 14

YEAR 1, SEMESTER 2

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<td>Chemistry for Health Sciences</td>
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<td>KETC 101</td>
<td>Medical Terminology</td>
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<td>MATH 105</td>
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YEAR 1, SEMESTER 3

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<td>PSYC 138</td>
<td>Human Growth and Development</td>
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<tr>
<td>SOCI 115</td>
<td>Principles of Sociology</td>
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<td>BIOL 350</td>
<td>Pathophysiology</td>
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<td>RELB 101</td>
<td>Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ</td>
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<td>NRSB 301</td>
<td>Wellness and Health Promotion</td>
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<td>NRSB 311</td>
<td>Foundations of Nursing</td>
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**YEAR 2, SEMESTER 5**

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<td>RELP 316</td>
<td>Spirituality in Healing and Health Care</td>
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<td>NRSB 321</td>
<td>Care of Older Adults</td>
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<td>Psychiatric/Mental Health Nursing Concepts</td>
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<td>NRSB 341</td>
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<td>NRSB 351</td>
<td>Community Nursing Concepts (hybrid)</td>
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**YEAR 3, SEMESTER 7**

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<td>Spiritual Dimensions of Death and Dying</td>
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<td>NRSB 361</td>
<td>Theory: Alterations in Adult Health I</td>
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<td>NRSB 362</td>
<td>Clinical: Alterations in Adult Health I</td>
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<td>NRSB 371</td>
<td>Nursing Research (hybrid)</td>
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<td>NRSB 381</td>
<td>Public Health Concepts (hybrid)</td>
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<td>PEAC</td>
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<td>NRSB 401</td>
<td>Theory: Alterations in Adult Health II</td>
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<td>NRSB 402</td>
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<td>NRSB 411</td>
<td>Essentials of Nursing Leadership, Management, and Informatics (hybrid)</td>
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<td>NRSB 421</td>
<td>Theory: Advanced Nursing Concepts</td>
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<td>NRSB 431</td>
<td>NCLEX-RN Success Strategies</td>
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LPN-to-BSN degree track

DESCRIPTION OF DEGREE

The pre-licensure BSN degree at Kettering College is an innovative 3-year program designed to prepare individuals for professional registered nurse practice and leadership. The degree consists of 127-128 semester credits, including 64 credits from arts and science courses and 63 nursing credits. The advanced placement LPN student will receive a total of 19 credits toward the degree after successful completion of NRSB 312 LPN-to-BSN Transition.

APPROVAL AND ACCREDITATION

The program is approved by the Ohio Board of Nursing, 17 S. High St., Suite 660, Columbus, OH 43215-3466, and accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road N.E., Suite 850, Atlanta, GA 30326; 404-975-5000; www.acenursing.org.

ADMISSION

Starting in the 2019-20 academic year, admission to the LPN-to-BSN prelicensure nursing degree track will occur twice a year — once for the fall semester and once for the winter semester.

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

FALL 2019 ADMISSION DEADLINES

- **Early action (for Fall 2019 only):** Applications received by Jan. 31 will be considered for early program admission. In order to be considered for admission, college transcripts must reflect completion of at least one required prerequisite science course that meets admission criteria. The admissions decision will be communicated by the end of February. An admitted student will have until May 1 to either accept or decline the offer of admission.

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

WINTER 2020 ADMISSION DEADLINES

Application process will follow the deadlines given below.
• May 1, 2019: admission application opens
• Sept. 5, 2019: application deadline
• The admissions decision will be communicated by the Admissions office by the end of September
• Students offered admission will have 10 days to accept or decline

ADMISSION CRITERIA:
Applicants are considered for admission based on the following criteria:
1. Applicants must meet all Kettering College admission requirements.
2. Applicants must present college transcripts reflecting:
   • A cumulative GPA of 2.8 or above (on a 4.0 scale) AND a minimum grade of C in all required courses.
   • Science prerequisite courses (minimum grade of C with a cumulative GPA of 2.8 or higher):
     BIOL 129  Human Anatomy and Physiology II ................................. 4 credits
     CHEM 105  Chemistry for the Health Sciences ................................. 4 credits
     BIOL 151  Microbiology ................................................................. 4 credits
   • Other required general education prerequisite courses (minimum grade of C)
     ENGL 101  Writing and Rhetoric I ..................................................... 3 credits
     ENGL 102  Writing and Rhetoric II ..................................................... 3 credits
     COMM 215  Introduction to Human Communication ........................... 3 credits
     MATH 105  Fundamentals of Mathematics ......................................... 3 credits
     PSYC 112  General Psychology ........................................................ 3 credits
     SOCI 115  Sociology ................................................................. 3 credits
     PEAC 178  Wellness ........................................................................ 1 credit
     HUMN  Humanities elective* ......................................................... 3 credits
     HUMN  Humanities elective* ......................................................... 3 credits
     * Literature, history, philosophy, music, art, theater, or foreign language
3. Past failures and withdrawals in prerequisite courses or other nursing program courses will impact consideration for admission into the KC BSN program. Please contact the admission office with questions.
4. Additional qualifiers such as taking prerequisite courses at KC, previous academic degrees, and degrees in allied health may influence acceptance.
5. Students accepted into the program must maintain all admission requirements from the time of acceptance until their program start date.

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

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

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

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

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

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

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

**NURSING PROGRAM TRANSFER APPLICANTS**

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

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

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

2. **Background check and fingerprinting:** Students must request and pay to have a criminal background check and fingerprinting performed by a College-approved service no more than six months prior to the first nursing course or the semester of entry for transfer students. The Ohio Board of Nursing or any state's Board of Nursing may deny testing or licensure to individuals based on results of their background check and fingerprinting report. Background check results must be received at least one week prior to start of the first semester of nursing courses.

3. **Health requirements:** Students must show documentation of compliance with all health requirements at least one week prior to start of the first semester of nursing courses. Health requirements are available on the College website.

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

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

**PROGRESSION**

To progress in the program, students must:

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

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

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

READMISSION

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

READMISSION DEADLINES

Students failing any nursing course:

- must submit application for readmission within 5 days after the semester in which progression is interrupted.

Students with In Progress (IP) Grade or Leave of Absence Status:

- must submit application for readmission at least one semester prior to desired re-entry to the program.

READMISSION CRITERIA

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

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

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

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

GRADUATION

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

PROGRAM OF STUDY FOR LPN-TO-BSN DEGREE TRACK

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

YEAR 1, SEMESTER 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 105</td>
<td>Chemistry for Health Sciences</td>
<td>4</td>
</tr>
<tr>
<td>HUMN</td>
<td>Humanities elective (literature, history, philosophy, music, art, theater, or foreign language)</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Fundamentals of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 115</td>
<td>Principles of Sociology</td>
<td>3</td>
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**TOTAL** 13
### YEAR 1, SEMESTER 2

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>BIOL 151</td>
<td>Microbiology</td>
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<tr>
<td>ENGL 101</td>
<td>Writing and Rhetoric I</td>
<td>3</td>
</tr>
<tr>
<td>HUMN</td>
<td>Humanities elective (literature, history, philosophy, music, art, theater, or foreign language)</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 112</td>
<td>General Psychology</td>
<td>3</td>
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**TOTAL** 13

### YEAR 1, SEMESTER 3

<table>
<thead>
<tr>
<th>Course</th>
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<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>ENGL 102</td>
<td>Writing and Rhetoric II</td>
<td>3</td>
</tr>
<tr>
<td>PEAC 178</td>
<td>Wellness</td>
<td>1</td>
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**TOTAL** 11

### YEAR 2, SEMESTER 4

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>BIOL 350</td>
<td>Pathophysiology</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>NRSB 312</td>
<td>LPN-to-BSN Transition</td>
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**TOTAL** 9

### YEAR 2, SEMESTER 5

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

**TOTAL** 10-11

### YEAR 2, SEMESTER 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELX</td>
<td>Religion elective</td>
<td>3</td>
</tr>
</tbody>
</table>
NRSB 341 Family Nursing Concepts 6
NRSB 351 Community Nursing Concepts (hybrid) 4

TOTAL 13

YEAR 3, SEMESTER 7
RELP 306 Spiritual Dimensions of Death and Dying 3
NRSB 361 Theory: Alterations in Adult Health I 3
NRSB 362 Clinical: Alterations in Adult Health I 3
NRSB 371 Nursing Research (hybrid) 3
NRSB 381 Public Health Concepts (hybrid) 3

TOTAL 15

YEAR 3, SEMESTER 8
PEAC Physical education activity course 1
NRSB 401 Theory: Alterations in Adult Health II 4
NRSB 402 Clinical: Alterations in Adult Health II 4
NRSB 411 Essentials of Nursing Leadership, Management, and Informatics (hybrid) 3

TOTAL 12

YEAR 3, SEMESTER 9
NRSB 421 Theory: Advanced Nursing Concepts 6
NRSB 422 Clinical: Advanced Nursing Concepts 6
NRSB 431 NCLEX-RN Success Strategies 1

TOTAL 13
Bachelor of Science in Nursing degree (RN-to-BSN completion track)

PURPOSE STATEMENT

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

DESCRIPTION OF THE RN-TO-BSN COMPLETION TRACK

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

Student entry to the completion track occurs in fall or winter semesters. Students may choose a full-time or part-time pace of study. All course work must be completed within five (5) years of first enrollment in the completion track. NRSA 313, BSN Success Strategies and Nursing Informatics, must be taken in the first semester the student is admitted to the completion track and provides an orientation to online learning in the learning management system, as well as, introducing the academic portfolio developed throughout the curriculum. NRSA 446, Senior Capstone, must be taken in the last semester of the completion track and focuses on documenting the achievement of end of program student learning outcomes by finalization and presentation of a student’s academic portfolio.

ACCREDITATION

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

ADMISSION REQUIREMENTS

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

- Meet all Kettering College admission requirements.
• Submit transcripts reflecting completion of an associate degree or diploma in nursing.
• Possess and maintain a current and unrestricted registered nurse license in a U.S. state.
• Provide a current copy of a government-issued photo ID.
• Students accepted into the RN-to-BSN completion track who are in the process of obtaining RN licensure must successfully pass NCLEX-RN prior to or during the first semester of enrollment.

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

APPLICATION DEADLINES

Admission occurs three times per year. Application deadlines are:
• Dec. 1 for admission to the winter semester
• April 1 for admission to the summer semester
• Aug. 1 for admission to the fall semester

ENROLLMENT REQUIREMENTS

To enroll, a student must:
1. Have computer proficiency: All students are expected to be proficient in computer skills required for document and spreadsheet preparation, presentation software, Internet usage and email functions.
2. Have a reliable Internet connection and an email address.
3. Meet computer technical requirements as stipulated in the Information Technology section of the College website.
4. Demonstrate current certification of cardiopulmonary resuscitation (CPR)/basic life support (BLS) for healthcare providers issued by the American Heart Association or the American Red Cross.
5. Complete a background check performed by a College-approved service no more than six months prior to the semester of entry to the program.
6. Provide documentation of compliance with all health requirements prior to the semester of entry. Health requirements are listed on the College website.

REQUIREMENTS FOR PROGRESSION

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

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

**IN PROGRESS GRADE OR LEAVE OF ABSENCE STATUS**

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

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

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

**READMISSION**

Students who do not meet progression requirements are removed from the RN-to-BSN completion track and must apply for readmission. Selection for readmission is competitive.

- The student must complete and submit the readmission form to the director of admissions.
- Students who are readmitted enter under the curriculum, program policies, and *Academic Bulletin* offered the semester of re-entry into the RN-to-BSN completion track.
- Requests for readmission will be evaluated individually. The decision to readmit a student will be based on the following criteria:
  a. Meet Kettering College admission requirements
  b. Available space in the RN-to-BSN completion track
  c. Evaluation of the student’s standing, relative to any revisions that may have occurred in the curriculum, courses, or requirements
  d. Review and evaluation of student’s academic and professional performance at the time of withdrawal or dismissal
• Students are not eligible for readmission if they receive a grade lower than a C in two nursing courses, resulting in the student having a total of two nursing course failures. During the WP/WF drop period, students earning a grade of C- or lower or failing the practicum experience will receive a WF grade. A grade of WF is equivalent to a failure.

REQUIREMENTS FOR GRADUATION

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

## Required nursing courses

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

**TOTAL** 24

## Required general education courses

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

**TOTAL** 24-25

Total semester credits for the RN-to-BSN completion track 48-49
Department of Radiologic Sciences and Imaging

Tuta Ionescu, Chair; Rob Hoover; Taryn Talbott; Idamae Jenkins

MISSION STATEMENT

The radiologic sciences and imaging department is dedicated to educating students who are committed to becoming caring, competent, and professional imaging specialists. It is our commitment, through accredited student education, to provide the healthcare community with imaging specialists who are skilled professionals, serving human needs in the Christian context.

RADIOLOGIC SCIENCES AND IMAGING PROGRAMS

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

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

Kettering College offers the following:

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

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

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

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

Goal: Clinical Competency: Graduates of the program will be technically and clinically competent in their chosen area of imaging.

Outcome: Students will apply appropriate positioning skills and CR alignment.
Outcome: Students will create an exposure technique chart that can be used in the clinical setting.
Outcome: Students will properly evaluate radiographic images for diagnostic value.

Goal: Critical Thinking: Graduates of the program will demonstrate critical thinking and problem-solving skills.

Outcome: Students will manipulate exposure factors in non-routine/trauma situations.
Outcome: Students will adjust positioning techniques in non-routine/trauma procedures.
Outcome: Students will answer questions about radiation exposure and dose from the general public.

Goal: Interpersonal Skills: Graduates of the program will demonstrate effective written and verbal communication skills by adapting terminology and knowledge to their field of study.

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

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

Outcome: Students will articulate the value of professional growth and development.
Outcome: Students will understand and demonstrate professional attitude and behavior in the clinical setting.

Goal: Ethical Principles: Graduates of the program will demonstrate professional, compassionate care and concern to their patients.

Outcome: Students will demonstrate knowledge of and will apply compassionate care to their patients.
Outcome: Students will understand the significance of patient information privacy.
ACCREDITATION

Kettering College is accredited by the Higher Learning Commission and the Ohio Board of Regents. Program accreditations include:

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

Nuclear medicine technology (NMI at the University of Findlay): The nuclear medicine technology course of study is accredited by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT), 2000 W. Danforth Road, Suite 130, No. 203, Edmond, OK 73003; 405-285-0546; [http://jrcnmt.org](http://jrcnmt.org).

PROFESSIONAL REGISTRATION

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

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

Advanced imaging technology: Students who hold ARRT, NMTCB, or ARDMS certification may be eligible to sit for the Advanced-Level examination upon completion of ARRT-required clinical hours and procedural competencies. See the program director for details.
**Note:** A felony or misdemeanor conviction may result in a delay or rejection by the professional certification agencies and state licensing process. Please contact program officials for more details.

**CLINICAL EDUCATION SITES**

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

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

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

**CLINICAL HOURS FOR RADIOLOGIC TECHNOLOGY**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours/Week</th>
<th>Weeks</th>
<th>Total Hours</th>
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<tbody>
<tr>
<td>Fall</td>
<td>16</td>
<td>7</td>
<td>112</td>
</tr>
<tr>
<td>Winter</td>
<td>16</td>
<td>15</td>
<td>240</td>
</tr>
<tr>
<td>Summer</td>
<td>24</td>
<td>9</td>
<td>216</td>
</tr>
<tr>
<td>Fall</td>
<td>24</td>
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<td>360</td>
</tr>
<tr>
<td>Winter</td>
<td>24</td>
<td>15</td>
<td>360</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>1,288</strong></td>
</tr>
</tbody>
</table>

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

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

CLINICAL HOURS FOR NUCLEAR MEDICINE

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

RADIOLOGIC TECHNOLOGY PROGRAM ADMISSION REQUIREMENTS

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

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

PROGRAM ADMISSION NOTES

• Early admission based on superior academic performance may occur from late January through March. Superior academic performance can include strength in math and sciences as demonstrated by course rigor, grades, and standardized test scores; an overall GPA of 3.0 or higher; and a recommended ACT composite score of 25 or higher. Additional considerations such as attendance records, personal statements, and status as a current Kettering College student may influence acceptance.
• Patterns of withdrawal and/or repeated courses, especially those involving math and science, will significantly impact the likelihood of program acceptance as these courses are a strong indicator of future success in the radiology program.
• Application materials, including transcripts and student personal statement forms, must be received by the admissions office by January 31. Early admission decisions will be communicated by the end of April.
• Applicants must maintain minimal acceptance requirements in all academic work prior to matriculation into the program.
• Following graduation, high school students must submit final transcripts to the admissions office; they cannot matriculate into the program without submitting final transcripts.
• **Regular acceptance:** Applications received by May 25 will be considered for program admission for any openings remaining after early acceptance decisions have been made. Students accepted under regular admission will receive their letters by mid-June and will have 10 days to accept or decline.
• Due to Ohio regulations that govern radiation exposure to minors (those younger than 18 years), the student admitted to radiologic technology must be 18 years old by mid-October during the first semester in the program. This coincides with the first clinical assignment and possible exposure to ionizing radiation.

• Prior conviction of a felony, gross misdemeanor, or misdemeanor may restrict the student from certain clinical sites and rotations and may jeopardize the student’s eligibility to sit for the ARRT national certification exam. Please contact program officials for more details.

• Pregnancy is not a reason for being rejected or removed from the program. The student is advised, but not required, to inform program faculty of her pregnancy so that measures can be initiated that will protect the fetus from unnecessary exposure to ionizing radiation. Please note that the pregnant student assumes all responsibility for the safety of her fetus during the gestation period.

PROGRAM PRE-ENROLLMENT REQUIREMENTS

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

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

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

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

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

**PROGRESSION**

- Students must complete the core curriculum.
- To remain in the radiologic technology program, students must earn a grade of C or higher in all coursework and maintain a minimum GPA of 2.00 in each term. Students with a minimum cumulative GPA of 2.50 or higher who do not successfully complete a required course may be allowed to remain in the program. The course must be repeated in the following term in which it is offered, as long as it is not a prerequisite to another course and the course schedule does not conflict with clinical rotation schedules. Students may not enroll in a course more than twice; grades of W do not apply. Grades of WP and WF count as enrolled in a course. Note: Courses taken out of sequence may require additional time to complete all coursework and delay eligibility to take the ARRT Registry examination.
- Cardiopulmonary resuscitation and basic life support (CPR/BLS): Students must document current CPR/BLS certification before starting the clinical portion of the program. This certification must be maintained while students are enrolled in the RSI programs. Certification from the Red Cross must be Professional Rescuer certification. Certification from the American Heart Association must be CPR for Healthcare Professionals.
- Attendance
  a. Didactic (classroom): A student whose absences equal or exceed one-fourth the number of class meetings is not permitted to take the final examination or receive credit for the course without approval of the department chair.
- Clinical contact hours: Radiologic technology students will accumulate approximately 1,300 hours in clinical activities during the program. Please note that clinical hours for the entire
program are outlined in the section of the *Academic Bulletin* entitled “Clinical hours for radiologic technology,” which follows the programs of study. Each semester includes evening clinical experience. All clinical hours are part of the education program for which there is no financial remuneration. At no time will students be allowed to replace paid hospital staff. Students will not receive clinical credit for hours acquired while employed at an imaging facility.

- To be eligible to take the ARRT Registry examination, the student must meet all program requirements and all Associate of Science degree requirements.

**READEMISSION**

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

**FIRST YEAR, FALL**

<table>
<thead>
<tr>
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<th>Credits</th>
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<tbody>
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<td>BIOL 119</td>
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<td>MATH 105</td>
<td>Fundamentals of Math</td>
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<td>RTCA 114</td>
<td>Practicum I</td>
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<td>RTCA 115</td>
<td>Radiology in Modern World</td>
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<td>RTCA 117</td>
<td>Radiologic Technology I</td>
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<td>RTCA 121</td>
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**TOTAL** 15

**FIRST YEAR, WINTER**

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<td>Human Anatomy and Physiology II</td>
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<td>ENGL 101</td>
<td>Writing and Rhetoric I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 131</td>
<td>Survey of Physics</td>
<td>4</td>
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<td>RTCA 123</td>
<td>Practicum II</td>
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<td>RTCA 127</td>
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**TOTAL** 16

**FIRST YEAR, SUMMER**

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<td>RTCA 133</td>
<td>Radiologic Technology III</td>
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<tr>
<td>RTCA 135</td>
<td>Fundamentals of Radiation and Generation I</td>
<td>2</td>
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<tr>
<td>RTCA 137</td>
<td>Formulating Radiographic Technique</td>
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<td>PEAC 178</td>
<td>Wellness</td>
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**TOTAL** 9
**SECOND YEAR, FALL**

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<tr>
<td>RELB 101</td>
<td>Seventh-day Adventist Fundamental Beliefs</td>
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<tr>
<td></td>
<td>and the Healing Ministry of Christ</td>
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<tr>
<td>ENGL 102</td>
<td>Writing and Rhetoric II</td>
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<td>RTCA 210</td>
<td>Advanced Patient Care</td>
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<td>RTCA 215</td>
<td>Practicum IV</td>
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<td>RTCA 218</td>
<td>Fundamentals of Radiation and Generation II</td>
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<td>RTCA 221</td>
<td>Radiologic Technology IV</td>
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<tr>
<td>RTCA 222</td>
<td>Principles of Radiobiology</td>
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TOTAL 16

**SECOND YEAR, WINTER**

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<tr>
<td>PEAC</td>
<td>Elective</td>
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<td>RTCA 292</td>
<td>Radiology Simulated Registry</td>
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</tr>
<tr>
<td>RTCA 217</td>
<td>Pathology for Radiographers</td>
<td>2</td>
</tr>
<tr>
<td>RTCA 239</td>
<td>Practicum V</td>
<td>3</td>
</tr>
<tr>
<td>RELP 254</td>
<td>Morality in Medicine</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 115</td>
<td>Principles of Sociology</td>
<td>3</td>
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TOTAL 16

(Associate of Science degree completed.)
Nuclear medicine technology

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

TWO-YEAR PROGRAM

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

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

REGISTRATION ELIGIBILITY

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

ADMISSION REQUIREMENTS: YEAR 1

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

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

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

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

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

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

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

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

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

ADMISSION NOTES

Two-year program

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

REGISTRATION PROCESS FOR SECOND-YEAR NUCLEAR MEDICINE STUDENTS

- Students must be co-registered at NMI and Kettering College during the second year of the program. Online registration for Kettering College is available while at Findlay. The Kettering College academic advisor must approve the courses registered for.
• Students must obtain their Kettering College advisor's signature and immunization clearance on all four forms (the current term and the entire next year).

• Students must sign a University of Findlay financial disclaimer form found in the student services office. This form outlines the specific financial requirements for the yearlong process of registration. NMI students will not be charged a program fee from Kettering College but will be assessed the general fee, which may be paid in advance or prior to receiving their diploma and/or grade transcript from Kettering College.

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

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

CLINICAL EDUCATION

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

PROGRESSION REQUIREMENTS

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

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

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

• Students accepted into this program must document competency in computer and Internet use and Microsoft Word, Excel, and PowerPoint software. These may be taken as individual courses or as competency tests.
• Practicum contact hours: Practicum hours will be required of all students. All clinical experience is part of the educational program for which there is no financial remuneration. These assignments are arranged while enrolled in the University of Findlay’s NMI program.
• Withdrawal/failure: A student may not enroll in a course more than twice; a grade of W does not apply. Grades of WP and WF count as being enrolled in the course.
• The student will be awarded the Associate of Science degree from Kettering College and the certificate of completion from the University of Findlay (NMI) when all program and degree requirements are met.

READMISSION

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

a. Cumulative GPA of at least 2.50 in all coursework required for the associate degree in nuclear medicine.
b. Available space in the program.
c. Evaluation of the student’s standing, relative to any revisions that may have occurred in the curriculum, courses, or requirements.
d. Review and evaluation of academic performance at the time of withdrawal or dismissal.
e. Patterns of withdrawals, repeats, and/or failures in the student’s academic record.
f. Submission of evidence demonstrating potential for academic success.

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

**FIRST YEAR, FALL**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<td>Chemistry for the Health Sciences</td>
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<tr>
<td>MATH 165</td>
<td>College Algebra and Trigonometry</td>
<td>3</td>
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<tr>
<td>PHYS 141</td>
<td>General Physics I</td>
<td>4</td>
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<tr>
<td>RELB 101</td>
<td>Seventh-day Adventist Fundamental Beliefs</td>
<td>3</td>
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<tr>
<td></td>
<td>and the Healing Ministry of Christ</td>
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<tr>
<td>RTCA 121</td>
<td>Medical Terminology</td>
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**FIRST YEAR, WINTER**

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<td>ENGL 101</td>
<td>Writing and Rhetoric I</td>
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**FIRST YEAR, SUMMER**

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<td>COMM 215</td>
<td>Introduction to Human Communication</td>
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<td>PEAC 178</td>
<td>Wellness</td>
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<td>SOCI 115</td>
<td>Principles of Sociology</td>
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Second-year courses offered at NMI are listed and taught at the 400 level. These courses are not offered at Kettering College and are subject to change.
**SECOND YEAR, FALL**

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<td>NMED 425</td>
<td>Molecular Imaging Radiobiology</td>
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<td>NMED 435</td>
<td>Molecular Imaging Radiation Protection</td>
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<td>NMED 445</td>
<td>Molecular Non-Imaging Procedures</td>
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<td>Molecular Imaging Procedures</td>
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<td>Radionuclide Therapies</td>
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<td>Radiochemistry and Radiopharmaceuticals</td>
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<td>Molecular Imaging Instrumentation</td>
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<td>NMED 477</td>
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**TOTAL** 25

**SECOND YEAR, WINTER**

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**SECOND YEAR, SUMMER**

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**TOTALS** 13

**BACHELOR OF SCIENCE COMPLETION**

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

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

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 Kettering College entry into respiratory care base program #200073 is accredited by the Commission on Accreditation for Respiratory Care (CoARC) (www.coarc.com), P.O. Box 54876, Hurst, TX 76054-4876; 817-283-2835.

The degree advancement respiratory care program #510004 holds Provisional Accreditation from the Commission on Accreditation for Respiratory Care (www.coarc.com). This status signifies that a program with an Approval of Intent has demonstrated sufficient compliance with the standards (through submission of an acceptable Provisional Accreditation Self Study Report (PSSR) and any other documentation required by the CoARC, as well as satisfactory completion of an initial site visit). The program will remain on Provisional Accreditation until it receives Continuing Accreditation.

Kettering College is accredited by the Higher Learning Commission, approved by the Adventist Accrediting Association (AAA), and authorized by the Ohio Department of Higher Education.

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

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

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

PROGRAM GOAL FOR BS IN HEALTH SCIENCES: RESPIRATORY CARE EMPHASIS

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

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

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

### PROGRAM OF STUDY

#### THIRD YEAR, FALL

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>RESA 3XX</td>
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<tr>
<td>HESC 381</td>
<td>Introduction to the Health Sciences Program</td>
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<td>HESC 435</td>
<td>Community Health Perspectives</td>
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<td>RELP 316</td>
<td>Spirituality in Healing and Health Care</td>
<td>3</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>
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<td>Cultural Diversity in Health Care</td>
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<tr>
<td>RESA 3XX</td>
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<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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<tr>
<td>HESC 310</td>
<td>Health Care Economics and Finance</td>
<td>3</td>
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<tr>
<td>HESC 348</td>
<td>Concepts of Management and Leadership in Health Care</td>
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**TOTAL** 12
### FOURTH YEAR, WINTER

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<tr>
<td>HESC</td>
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<td>HESC 318</td>
<td>Introduction to Health Care Research</td>
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<td>HESC 481</td>
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| TOTAL    |                                                                     | 10      |
| TOTAL CREDITS |                                                              | 52-53   |
3-YEAR BACHELOR OF SCIENCE WITH MAJOR IN RESPIRATORY CARE

MISSION STATEMENT

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

DESCRIPTION OF THE PROGRAM

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

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

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

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

END-OF-DEGREE STUDENT LEARNING OUTCOMES

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

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

ADMISSION REQUIREMENTS

Applicants are considered for admission based on the following criteria:

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

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

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

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

**PRE-ENROLLMENT REQUIREMENTS**

- Applicants must maintain minimal acceptance requirements in all academic work prior to matriculation into the program.
- A four-hour job-shadow experience with a respiratory therapist in the healthcare setting. Forms and information regarding the job-shadow experience are available in the program office and on the Kettering College website.
- Students must request and pay to have a criminal background check performed by a College-approved service no more than six months prior to beginning the clinical experience. Please contact the program office for approved service contact information. Commencement of the clinical portion of the program is contingent upon successful clearance of the background check.
- In order to participate in clinical activities, all students must have personal health insurance coverage and must maintain coverage during the time they are enrolled for professional courses (RESB).
- All College-required immunizations must be completed before the student can begin the clinical experience. Individual clinical sites may require additional immunizations, all of
which must be completed and maintained throughout that assignment. The immunization record must be submitted prior to registration for classes.

CLINICAL EDUCATION

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

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

PROGRESSION

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

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

COMPLETION

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

- Earn a passing score on the Therapist Multiple-Choice Self-Assessment Examinations.
- Pass the Comprehensive Psychomotor/Affective Examination.
- Be eligible for the Bachelor of Science degree by the completion of the semester during which the practicum is scheduled.
A student who does not meet the criteria for progression will be dismissed from the program and must apply for readmission.

**GRADUATION**

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

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

**READMISSION**

To be considered for readmission into the respiratory care program:

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

FIRST YEAR, FALL

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>CHEM 105</td>
<td>Chemistry for Health Sciences</td>
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<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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FIRST YEAR, WINTER

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<tbody>
<tr>
<td>BIOL 119</td>
<td>Human Anatomy and Physiology I</td>
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<td>COMM 215</td>
<td>Introduction to Human Communication</td>
<td>3</td>
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<tr>
<td>HIST</td>
<td>History sequence II</td>
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<td></td>
<td>philosophy, music, art, theater, or foreign language)</td>
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<tr>
<td>SOCI 115</td>
<td>Sociology</td>
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FIRST YEAR, SUMMER

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<td>Human Anatomy and Physiology II</td>
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<td>music, art, theater, or foreign language)</td>
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<td>KETC 101</td>
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<td>PEAC</td>
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<td>Credits</td>
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<tr>
<td>RESB 100</td>
<td>Survey of Respiratory Care</td>
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<tr>
<td>RELB 101</td>
<td>Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ</td>
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<tr>
<td>RESB 110</td>
<td>Integrated Respiratory Care Sciences</td>
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<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>
</tr>
<tr>
<td>RESB 307</td>
<td>Respiratory Protocols I (with lab)</td>
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<td>RESB 308</td>
<td>Clinical 1 Respiratory Protocols</td>
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<td>Writing and Research in the Health Care Professions</td>
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<td>RESB 312</td>
<td>Cardiopulmonary Pathology</td>
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<td>RESB 330</td>
<td>Respiratory Care Pharmacology</td>
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<td>RESB 317</td>
<td>Respiratory Care Protocols II (with lab)</td>
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</tr>
<tr>
<td>RESB 318</td>
<td>Clinical 2 Respiratory Protocols</td>
<td>2</td>
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<td>RELP 316</td>
<td>Spirituality in Healing and Health Care</td>
<td>3</td>
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<td>RESB 335</td>
<td>Pulmonary Diagnostics</td>
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<td>RESB 324</td>
<td>Introduction to Critical Care (with lab)</td>
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</tr>
<tr>
<td>RESB 326</td>
<td>Clinical 3, Diagnostics and Critical Care</td>
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<tr>
<td>HESC 431</td>
<td>Teaching Learners in Health Care</td>
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<td>RESB 407</td>
<td>Critical Care Case Management (with lab)</td>
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<tr>
<td>RESB 344</td>
<td>Introduction to Neonatal Pediatric Respiratory Care</td>
<td>3</td>
</tr>
<tr>
<td>RESB 320</td>
<td>Cardiopulmonary Monitoring</td>
<td>3</td>
</tr>
<tr>
<td>RESB 408</td>
<td>Clinical 4 Respiratory Critical Care</td>
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<tr>
<td>SOCI 375</td>
<td>Cultural Diversity in Health Care</td>
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**TOTAL** 17

### THIRD YEAR, WINTER

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<td>Concepts of Management and Leadership in Health Care</td>
<td>3</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 417</td>
<td>Advanced Practice in Neonatal Pediatric Respiratory Care (with lab)</td>
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<tr>
<td>RESB 420</td>
<td>Respiratory Care Capstone</td>
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<tr>
<td>RESB 418</td>
<td>Clinical 5 Advanced Critical Care</td>
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**TOTALS** 16

### THIRD YEAR, SUMMER

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<td>Introduction to Health Care Research</td>
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<td>RELP 306</td>
<td>Spiritual Dimensions of Death and Dying</td>
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<tr>
<td>RESB 426</td>
<td>Respiratory Care Summative Practicum</td>
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**TOTAL** 12

**TOTAL CREDITS** 132
EXTENDED CURRICULUM

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

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 State Medical Board of Ohio. 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
- State Medical Board of Ohio (for licensing information):
  http://www.med.ohio.gov/Apply/Respiratory-Care-RC
- Links for job opportunities and information about the profession:
  http://www.rtmagazine.com or https://www.focus.org
Graduate Financial Information

ACCEPTANCE DEPOSIT

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

DEPOSIT FOR INTERNATIONAL STUDENTS

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

ROOM DEPOSITS AND CHARGES

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

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

TUITION

Tuition for the graduate programs is charged at a flat rate. Students enrolling for less than 6 credits will be charged per credit. Please refer to the Kettering College website for the tuition and fee schedule. Tuition is payable by the deadline shown in the online academic calendar. See the Kettering College website.
TUITION REFUND

Tuition and fees for full semester courses will be refunded 100 percent up to the close of the 10th business day of the semester in which the class is taught. Tuition and fees will also be refunded 100 percent to those who have not attended class. After the 10th business day of the term, the only refund given will be based on the federal refund calculation for Title IV recipients (see the financial aid office for details). A student who does not officially complete withdrawal procedures through the records office will be responsible for the full amount of the applicable tuition and fees. Non-attendance at classes, notification to the instructor, or notification to the academic department does not constitute official withdrawal. Courses with non-standard term lengths may have different refund periods. Students should contact student services for details.

PAYMENT OPTIONS

Kettering College offers students two payment options.

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

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

Kettering College accepts cash, money orders, checks made payable to Kettering College, or credit cards (Visa, MasterCard, Discover, and American Express). Credit card payments must be made online through the CAMS Student Portal at https://camsweb.kc.edu/student/login.asp. Please allow two business days for payments made online to be applied to a student's account. If paying by check, please indicate the student's name on the check to ensure that the proper account is credited. Checks coming from outside the United States must have indicated on the check that the amount is in U.S. dollars.

BUSINESS OFFICE CLEARANCE

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

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

For more information about registration, refer to the academic polices section of the Bulletin.

GRADUATE SATISFACTORY ACADEMIC PROGRESS POLICY FOR FINANCIAL AID

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

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

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

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

- **Standard 1:** Maintain a cumulative grade point average (GPA) of at least 3.0 at all times (graduate programs).

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

- **Standard 3:** Complete a degree within 150 percent of the published length of the program, measured in credits attempted. Example: If the program of study consists of 120 credits, a student may only attempt 180 credits (120 x 150 percent = 180) while receiving financial aid.

**Repeating courses for better grades:** Federal regulations permit a student to repeat a class with a passing grade (C or above) one time and receive financial aid for it. Regardless of the grade the student receives in the second attempt, the student will not be eligible to receive financial aid for a third attempt. All course repeat attempts will be counted toward a student’s 150 percent maximum time frame for completing the program. The most recent grade received in a repeated course will be used to calculate the student’s cumulative GPA to determine a student’s satisfactory academic progress status for the next semester.
FAILURE TO MEET REQUIREMENT

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

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

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

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

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

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

**THE SATISFACTORY ACADEMIC PROGRESS (SAP) APPEAL PROCESS**

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

2. Meet with the director of academic support services to complete an academic plan for each applicable standard.

3. Submit the form, documentation, and academic to the director of student finance by the date indicated on the Financial Aid Suspension notification.

The appeals committee will respond within 10 business days.

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

The 150 percent credit limit for Kettering College bachelor's degree graduates who wish to enroll in a master's degree program will be calculated by adding the credits needed to obtain the master's degree to the credits earned for the bachelor's degree program from which he/she graduated.

**Re-establishing eligibility after suspension:**
1. Any student with extenuating circumstances who has been placed on financial aid suspension status may submit an appeal for reinstatement.
2. A student in a graduate program who had financial aid suspended for not meeting the minimum 3.0 cumulative grade point average may have financial aid reinstated the semester after reaching a 3.0 or higher, provided all other standards are being met.
3. A student who has had financial aid suspended for failing to complete 67 percent of the attempted credits but has brought the completion percentage to a minimum of 67 percent may have financial aid reinstated the semester after he/she meets the standard, provided all other standards to receive financial aid are being met.

**FINANCIAL AID INFORMATION**

The following checklist will guide individuals through the financial aid application process:

1. Complete the Free Application for Federal Student Aid (FAFSA) or renewal application online at www.fafsa.ed.gov.
2. Complete and submit the Kettering College financial aid application to the Kettering College student finance office. The application is available online at www.kc.edu.
3. Submit any additional paperwork as instructed by the Kettering College student finance office. A student must be enrolled at least half time (six credits) in order to receive most types of financial aid. Financial aid resources are first applied to charges on the student’s account. Any remaining credit balance may then be issued to the student for living expenses.

**TYPES OF FINANCIAL AID FOR GRADUATE STUDENTS**

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

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

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

   - Federal Direct Unsubsidized Loans are made available through the U.S. Department of Education, through the school, to the student. Eligibility for the Direct Unsubsidized Loan is based on the institution's cost of attendance minus other financial aid. The student is responsible for all of the interest on unsubsidized loans while the student is in school and thereafter. The student can either pay the interest each month or allow the interest to accrue until repayment begins. Repayment on the principal begins six months after the student leaves school, graduates, or drops below half-time enrollment. Students with prior bachelor’s degrees are eligible to borrow under the Federal Direct Unsubsidized Loan program provided they have not borrowed in excess of the limits listed.

   - Federal Graduate PLUS Loan is now available for graduate students to borrow for educational expenses. Graduate degree students are eligible to borrow under the PLUS Loan Program up to their cost of attendance minus other estimated financial assistance in the Direct Loan Program. Requirements include a determination that the applicant does not have an adverse credit
history and repayment beginning on the date of the last disbursement of the loan. Applicants for these loans are required to complete the Free Application for Federal Student Aid (FAFSA). They also must have applied for their annual loan maximum eligibility under the Federal Unsubsidized Stafford Loan Program before applying for a Graduate/Professional PLUS loan.

- **Direct Unsubsidized Annual Aggregate Loan Limits:** A graduate degree student can borrow up to $20,500 per academic year. When you graduate with a graduate degree, the maximum total debt allowed from Direct and Stafford Loans is $138,500. No more than $65,500 of this amount may be in subsidized loans (from undergraduate and previous graduate student eligibility). This maximum total graduate debt limit includes Direct and Stafford Loans received for undergraduate study as well as graduate study.

**PART-TIME STUDENTS**

A full-time student is one enrolled for at least 8 credit hours. A part-time student is one enrolled for 6-7 credit hours. The part-time student is subject to all fees charged to full-time students. Students enrolling for less than 6 credits will be charged per credit. Please refer to the Kettering College website for the tuition and fee schedule.

**CLASS ATTENDANCE**

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

- Obtain the attendance form from the registrar’s office.
- Have the form signed by all involved faculty on a weekly basis.
- Return the completed form to the registrar’s office.

**NOTE:** Students enrolled in the Bachelor of Science program with a human biology major who are seeking to complete the accelerated track for the MPAS should refer to the arts and sciences chapter in the undergraduate section of this Bulletin for details regarding that program of study.
Graduate Program:  
Occupational Therapy Doctorate

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

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

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

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

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

**OCCUPATIONAL THERAPY DOCTORAL PROGRAM PHILOSOPHIES**

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

**OCCUPATION**

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

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

**OCCUPATIONAL THERAPY**

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

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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**

The following threads are the cornerstone of the Occupational Therapy Doctoral Program and are found throughout the curriculum. The Kettering College’s Graduate Institutional Student Learning Outcomes are in parentheses.
• **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 the 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**

ACCREDITED DOCTORAL-DEGREE-LEVEL OCCUPATIONAL THERAPY PROGRAM. The entry-level occupational therapy doctoral degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE’s telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, 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 ability to sit for the NBCOT certification examination or attain 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 degree completion must be submitted to the Kettering College Occupational Therapy Program prior to the first day of class.

2. Completion of the following prerequisite courses 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 (within the past 10 years) to the Kettering College main campus: 3737 Southern Blvd. Kettering, OH 45429.

6. Meets Professionalism Standard throughout the application process.

APPLICATION PROCESS

An applicant must complete the application process on the Occupational Therapist Centralized Application Service (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.

The Kettering College OTD Program values exceptional professional skills and endeavors to hold all faculty, staff, and students to the highest levels of professionalism as ambassadors for the profession of occupational therapy and the Kettering Health Network brand of care. To this end, the OTD program at Kettering College scores applicants on their professional skills and behaviors as demonstrated through the applicant’s interactions with faculty and staff throughout the entire application process. This is comprehensive and includes all interactions; face-to-face, virtual, and phone conversations, as well as communication via email.

All completed applications must be verified by OTCAS. Upon verification, applications are reviewed, with select applicants invited for an on-site application event. 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 (within the past 10 years)
- Interview scores
- Writing Sample 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 scoring 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. The admissions process will officially close for the academic year upon the first day of classes.

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 one semester.
- 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 an overview and introduction to 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. A detailed foundational knowledge of neuroscience, occupation (task) analysis, occupational therapy models, occupational science, and evidence-based practice will be built. In addition, students will begin to learn about pediatric intervention, developing pediatric evaluation, intervention, and outcomes skills, including use of frames of reference.

Semester 2: The second semester continues building foundational information regarding kinesiology, medical conditions, and evidence-based practice. Students will continue building their pediatric OT skills. 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. Students will apply their evidence-based practice knowledge in designing a group research project.

Semester 3: During the third semester, 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. Students will advance their evidence-based practice skills, learning about and moving their group research projects through the Institutional Review Board process, and enhancing their knowledge of research statistics. Finally, in this semester students begin the process for the development and implementation of their capstone experience and project.

**Semester 4:** In this semester, students will synthesize their pediatric OT skills in a culminating case application and comprehensive exam course. Students will continue their preparation for clinical practice as they develop knowledge in delivery management of adult intervention. They will develop adult OT evaluation, intervention, and outcomes skills, including frames of reference in orthopedic, neurologic, and psychosocial conditions. Students will apply their evidence-based practice knowledge in implementing their group research projects. A psychiatric level I fieldwork is an experiential opportunity for students to synthesize curriculum content in the clinical setting. Students continue the process for the development and implementation of their capstone experience and project.

**Semester 5:** Students develop adult OT evaluation, intervention, and outcomes skills with physical agent modalities and orthosis fabrication, and further develop these skills in neurological conditions. Students synthesize all adult OT skills during Level I fieldwork, clinical simulation, and a comprehensive exam course. Students also develop a detailed understanding of various organizational leadership styles. They apply their evidence-based practice knowledge in disseminating their group research projects. They reflect on knowledge and skills developed in courses and determine a professional development plan to prepare for Level II fieldwork. Students resume planning for capstone experience by developing documents needed to implement the planned capstone project.

**Semester 6:** Students integrate the didactic 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. Students finalize the required preliminary documents needed to implement the planned capstone project during the practicum.

**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

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** - *All foundational courses are taught in the first two semesters.*

**SEMESTER 1 (FALL)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>OTD 500</td>
<td>Human Occupations</td>
<td>3</td>
</tr>
<tr>
<td>OTD 503</td>
<td>Occupational Therapy Theory, Science, and Justice</td>
<td>3</td>
</tr>
<tr>
<td>OTD 510</td>
<td>Evidence-based Practice</td>
<td>3</td>
</tr>
<tr>
<td>OTD 515</td>
<td>Neuroscience for the Occupational Therapist</td>
<td>2</td>
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<tr>
<td>OTD 516</td>
<td>Neuroscience for the Occupational Therapist Lab</td>
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</tr>
<tr>
<td>OTD 550</td>
<td>Pediatric Occupational Therapy Practice I</td>
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<tr>
<td>OTD 552</td>
<td>Pediatric Occupational Therapy Practice Lab I</td>
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<tr>
<td>RELP 514</td>
<td>Bioethics from Clinical &amp; Christian Perspectives</td>
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**SEMESTER 2 (WINTER)**

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<th>Title</th>
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<td>OTD 502</td>
<td>Bioethics from an Occupational Therapy Perspective</td>
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<tr>
<td>OTD 525</td>
<td>Kinesiology</td>
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<td>OTD 526</td>
<td>Kinesiology Lab</td>
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<td>OTD 545</td>
<td>Pediatric Occupational Therapy Management</td>
<td>2</td>
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<td>OTD 551</td>
<td>Pediatric Occupational Therapy Practice II</td>
<td>3</td>
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<td>OTD 553</td>
<td>Pediatric Occupational Therapy Practice II Lab</td>
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<tr>
<td>OTD 560</td>
<td>Level I Fieldwork: Pediatric</td>
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<tr>
<td>OTD 600</td>
<td>Graduate Research and Literature Review Development</td>
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<td>Graduate Research and Literature Review Development Lab</td>
<td>1</td>
</tr>
<tr>
<td>RELP 516</td>
<td>Christian Service &amp; Human Flourishing</td>
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### SEMESTER 3 (SUMMER)

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<tr>
<th>Course Code</th>
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<tr>
<td>OTD 505</td>
<td>Introduction to the Doctoral Experience</td>
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<tr>
<td>OTD 512</td>
<td>Research Statistics for Graduate Studies</td>
<td>2</td>
</tr>
<tr>
<td>OTD 535</td>
<td>Cultural Contexts &amp; Therapeutic Relationships in OT</td>
<td>2</td>
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<tr>
<td>OTD 602</td>
<td>Research Group and IRB Proposal Lab</td>
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<tr>
<td>OTD 645</td>
<td>Adult Occupational Therapy Management</td>
<td>2</td>
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<tr>
<td>OTD 652</td>
<td>Assistive Technology</td>
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<tr>
<td>RELP 601</td>
<td>Applied Spiritual Care I</td>
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### SEMESTER 4 (FALL)

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<td>OTD 605</td>
<td>Doctoral Experience Preparation Lab</td>
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<td>OTD 615</td>
<td>Data Analysis in Graduate Research</td>
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<tr>
<td>OTD 616</td>
<td>Data Collection/Analysis Research Group Labs</td>
<td>1</td>
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<tr>
<td>OTD 633</td>
<td>Occupational Therapy Practice with Psychosocial Conditions</td>
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<tr>
<td>OTD 634</td>
<td>Occupational Therapy Practice with Psychosocial Conditions Lab</td>
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<tr>
<td>OTD 655</td>
<td>Occupational Therapy Practice with Adult Orthopedic Conditions</td>
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<td>Occupational Therapy Practice with Adult Ortho Conditions Lab</td>
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<td>OTD 665</td>
<td>Level I Fieldwork: Psychosocial</td>
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<td>OTD 691</td>
<td>Pediatric Case Application and Exam</td>
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<tr>
<td>OTD 755</td>
<td>Medical Conditions</td>
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<tr>
<td>RELP 602</td>
<td>Applied Spiritual Care II</td>
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16.5
SEMESTER 5 (WINTER)

OTD 657 Occupational Therapy Practice with PAMS and Orthoses 2
OTD 658 Occupational Therapy Practice with PAMS and Orthoses Lab 1
OTD 670 Level I Fieldwork: Adult 1
OTD 705 Dissemination in Graduate Research Lab 1
OTD 720 Organizational Leadership 1
OTD 721 Organizational Leadership Lab 1
OTD 730 Professional Preparation for Clinical Practice 1
OTD 735 Clinical Reasoning Lab 1
OTD 752 OT Practice with Adult Neurological Conditions 3
OTD 753 OT Practice with Adult Neurological Conditions Lab 1
OTD 791 Adult Case Application and Exam 1

14

SEMESTER 6 (SUMMER)

OTD 760 Level II Fieldwork A 6
OTD 835 Occupational Therapy Service Management I (online) 2

8

SEMESTER 7 (FALL)

OTD 761 Level II Fieldwork B 6
OTD 845 Occupational Therapy Service Management II (hybrid) 1
OTD 891 Comprehensive Exam 1

8

SEMESTER 8 (WINTER)

OTD 810 Doctoral Experience 8

8

TOTAL CREDITS 99
OTD Course Descriptions

Note: OTD courses which were deleted are not shown below.

OTD 500 Human Occupations 3 credits

This course covers key foundational concepts of the occupational therapy profession. An extensive introduction to occupations and the Occupational Therapy Practice Framework, as well as the scope of practice is provided. This course includes instruction and opportunities for task analysis.

OTD 502 Bioethics from an Occupational Therapy Perspective 1 credit

This course covers topic areas that include the analysis of a variety of ethical dilemmas and how those dilemmas impact the response 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 503 Occupational Theory, Science, and Justice 3 credits

This course is an introduction to the history of occupational therapy as well as the theories that have contributed to the development of the profession. Occupational therapy-specific models, frames of reference, as well as occupational science and justice will be addressed.

OTD 505 Introduction to the Doctoral Experience 0.5 credit

In this course students will begin exploring topics related to their interest areas in the field of occupational therapy and initiate the development of their capstone projects.
OTD 510 Evidence-based Practice 3 credits
This course introduces the types of research designs as well as the skills to evaluate the quality of evidence. Students are provided instruction on and opportunities to practice the process of developing written clinical questions, searching for evidence, and selecting the highest quality evidence to support practice.

OTD 512 Research Statistics for Graduate studies 2 credits
Building upon concepts of evidence-based practice, students will gain a basic understanding of the application of quantitative and qualitative data analysis and procedures utilized in evidence-based practice.

OTD 515 Neuroscience for the Occupational Therapist 2 credits
This course is a study of the central and peripheral nervous systems of the human body. Major topics included are neuroanatomy, neurophysiology, nervous system development, sensory systems, and motor systems.

OTD 516 Neuroscience for the Occupational Therapist Lab 1 credit
In this course students will participate in laboratory experiences to enhance the identification of structures and understanding of functions associated with a healthy nervous system and its connection to the Occupational Therapy Practice Framework.

OTD 525 Kinesiology 2 credits
The course involves a detailed exploration of human movement from biomechanical, neuromuscular, and anatomical perspectives. The course contains principles and methodology of posture, movement analysis, muscle strength and joint range of motion testing. Students will learn anatomical parts of the musculoskeletal system, muscle palpation, manual muscle testing, range of motion, and motion analysis. Models will be used to facilitate understanding musculoskeletal anatomy and assessment and its relationship to occupational performance.

OTD 526 Kinesiology Lab 1 credit
Lab experiences allow the opportunity to apply knowledge and enhance learning provided in lecture.
OTD 535 Cultural Context & Therapeutic Relationships in OT  
2 credits

In this course students will learn the importance of developing effective relationships with diverse persons, groups, and populations. Specific therapeutic relationship skills to support optimal client outcomes with regard to cultural context will be explored.

OTD 545 Pediatric Occupational Therapy Management  
2 credits

This course covers the topics impacting the pediatric occupational therapy process beyond assessment and intervention. Major trends and issues which impact the standards of occupational therapy practice and the delivery of occupational therapy services are reviewed. These include current reimbursement and documentation, legislation, diversity, ethical practice, rural health, service delivery systems, and other current issues.

OTD 550 Pediatric Occupational Therapy Practice I  
3 credits

This course introduces students to the occupational therapy process in pediatric practice. Students learn about normal child development, assessment, and intervention for the pediatric population. Students learn to utilize occupational therapy-specific models, frames of reference, and current evidence to guide pediatric practice intervention.

OTD 552 Pediatric Occupational Therapy Practice I Lab  
1 credit

Lab experiences allow the opportunity to apply knowledge and enhance learning provided in lecture

OTD 551 Pediatric Occupational Therapy Practice II  
3 credits

This course is a continuation of Pediatric Occupational Therapy Practice I. In this course students continue to learn about the occupational therapy process in pediatric practice. In addition to further exploration of treatment interventions, during this term special attention is given to learning setting specific information to enhance student preparation to work in pediatric practice.

OTD 553 Pediatric Occupational Therapy Practice II Lab  
1 credit

Lab experiences allow the opportunity to apply knowledge and enhance learning provided in lecture

OTD 560 Level I Fieldwork: Pediatric  
1 credit

Students will integrate curriculum components during a one-week pediatric field experience.
OTD 600 Graduate Research and Literature Review Development 2 credits
During the lecture portion of the class, students will learn the steps of conducting research; quantitative, qualitative, and mixed methods.

OTD 601 Graduate Research and Literature Review Development Lab 1 credit
During the Lab portion of the class, student research groups will work with their faculty preceptors to design a research project to be implemented the following semester. Students will develop and submit a research proposal for IRB approval.

OTD 602 Research Group and IRB Proposal Lab 1 credit
In collaboration with their preceptors, student research groups will develop and submit their IRB proposal.

OTD 605 Doctoral Experience Preparation Lab 0.5 credit
In this course, students will complete 15 hours of observation in two or three practice settings to expand their awareness of the variety of settings available for their capstone experience and project. Additionally, students will continue the development of their capstone by completing a preliminary review of the literature to develop a basic understanding of contemporary scholarship relevant to their topic. They will also conduct a needs assessment to validate the feasibility and relevance of their topic.

OTD 615 Data Analysis in Graduate Research 1 credit
Students implement the quantitative or qualitative procedures in their approved research proposal. Students will analyze the data and develop meaningful clinical conclusions from the analysis.

OTD 616 Data Analysis in Graduate Research Lab 1 credit
In collaboration with their preceptors, student research groups will collect and complete initial data analysis for their IRB approved study.

OTD 633 Occupational Therapy Practice with Psychosocial Conditions 3 credits
This course prepares students with the knowledge and skills necessary for the occupational therapy process with clients experiencing psychosocial conditions. Utilizing the Occupational Therapy Practice Framework, models, and frames of reference, students will develop skills in evaluation and intervention. Students will synthesize knowledge of normal development, abnormal psychology, and human health conditions. The psychosocial factors on person, groups, and populations will also be analyzed.
OTD 634 Occupational Therapy Practice with Psychosocial Conditions Lab 1 credit

This course explores the use of individual and group interventions and examines current evidence for mental health care within community and healthcare settings. Students will develop group leadership abilities through engaging in the group occupational therapy process.

OTD 645 Adult Occupational Therapy Management 2 credits

This course covers the topics impacting the occupational therapy process beyond assessment and intervention. Major trends and issues which impact the standards of occupational therapy practice and the delivery of occupational therapy services are reviewed. These include current reimbursement and documentation, managed care, legislation, diversity, ethical practice, rural health, health promotion and wellness, emerging areas of practice, service delivery systems, and other current issues.

OTD 652 Assistive Technology 2 credits

This course includes the design and use of assistive technologies, adaptations, and environmental modifications to enhance performance, safety, and independence. Learning experiences include the client and family in the assessment, design, selection, and use of technologies, adaptations, and modifications. Content includes fabrication of technologies and adaptations. Communities and practice settings are analyzed for accessibility, needed modifications, and compliance to legal requirements.

OTD 655 Occupational Therapy Practice with Orthopedic Conditions 3 credits

In this course, students will develop knowledge and skills related to facilitating return to function for individuals experiencing deficits of orthopedic origin. Students will learn about the functional sequelae of orthopedic injury as well as evaluation, intervention and clinical problem solving.

OTD 656 Occupational Therapy Practice with Orthopedic Conditions Lab 1 credit

In the laboratory portion of the course, students will learn and practice intervention skills.

OTD 657 Occupational Therapy Practice with PAMS and Orthoses 2 credits

This course provides students with the theoretical rationale and technical skills to appropriately utilize common physical agent modalities and upper extremity orthoses. The physical and chemical changes that occur with the application of thermal and electrical agents are covered. Students will develop a broad orthosis-fabrication skill set.
OTD 658 Occupational Therapy Practice with PAMS & Orthoses Lab 1 credit

In the laboratory portion of the course, students will learn and practice appropriate methods for the application of modalities, and they will develop a broad orthosis-fabrication skill set.

OTD 665 Level I Fieldwork: Psychosocial 1 credit

Students integrate curriculum components focusing on the importance of the role of addressing psychosocial needs during occupational therapy intervention with adult populations during a one-week fieldwork experience.

OTD 670 Level I Fieldwork: Adult 1 credit

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

OTD 691 Pediatric Case Application and Exam 1 credit

Students synthesize curriculum content through an evidence-based practice case application. They apply knowledge through problem-based learning, which may include video and written cases. Students synthesize clinical reasoning; application of frames of reference and models of practice; and technical knowledge. The course culminates in a comprehensive examination.

OTD 705 Dissemination in Graduate Research Lab 1 credit

In this course students prepare their group research project for dissemination in various formats including preparation of a written manuscript and poster presentation. The manuscript will be prepared for submission to a peer-reviewed journal, while the poster will be submitted for a local/regional/national presentation.

OTD 720 Organizational Leadership 1 credit

In this course, students will complete 10 hours of observation in one or two practice settings to further expand their awareness of the variety of settings available for their capstone experience and project. Additionally, development of the capstone will continue through ongoing review of the relevant literature. Students will also develop a preliminary assessment tool to measure the effectiveness of their planned project upon implementation.

OTD 721 Organizational Leadership Lab 1 credit

In collaboration with their faculty mentor, students will create their literature review and preliminary assessment tool.
OTD 730 Professional Preparation for Clinical Practice 1 credit

Course assists students in successful transition from a classroom role to clinical settings. Course consists of developing professional behaviors, self-evaluation, professional goal achievement, effective professional relationship navigation, and other topics as needed. Policies and procedures for Level II fieldwork will be reviewed.

OTD 735 Clinical Reasoning Lab 1 credit

This course is a synthesis of the occupational therapy process. It provides students the opportunity to hone and develop clinical reasoning skills as they prepare to enter practice in a variety of settings.

OTD 752 OT Practice with Adult Neurological Conditions 3 credits

This course prepares students with the knowledge and skills necessary for the occupational therapy process with clients diagnosed with a variety of neurological conditions. With the Occupational Therapy Practice Framework as a guide, students will synthesize knowledge in neurobehavioral science, human health conditions, theory, and the use of assessment tools in the occupational therapy process.

OTD 753 OT Practice with Adult Neurological Conditions Lab 1 credit

Lab experiences allow the opportunity to apply knowledge and enhance learning provided in lecture.

OTD 755 Medical Conditions 3 credits

This course provides students with information about a variety of medical conditions and the impact these conditions have on occupations. In addition, this course incorporates facilitated discussions to increase clinical reasoning for addressing clients with the presented medical conditions.

OTD 760 Level II Fieldwork A 6 credits

Part of the culminating fieldwork in occupational therapy process including evaluation, intervention, and outcomes with differing populations and service delivery models.

OTD 761 Level II Fieldwork B 6 credits

Part of the culminating fieldwork in occupational therapy process including evaluation, intervention, and outcomes with differing populations and service delivery models.
OTD 791 Adult Case Application and Exam  
1 credit

In this course students will synthesize content and technical skills through completion of an evidence-based case study. In addition, students will refine their clinical reasoning and technical skills and their ability to use the frames of references and modes of practice during problem-based learning. The course culminates in a comprehensive examination.

OTD 810 Doctoral Experience  
8 credits

The Doctoral Experience and Capstone Project occurs after students have successfully completed all coursework and Level II fieldwork. The project will focus on clinical practice skills, research, administration, leadership, program and policy development, advocacy, or education. Students present their project outcomes at a program-wide poster presentation.

OTD 835 Occupational Therapy Service Management I (online)  
2 credits

This course covers the topics impacting the occupational therapy process beyond assessment and intervention which students experience while on Level II Fieldwork. Topics may include client and profession advocacy, current reimbursement and documentation, managed care, legislation, diversity, ethical practice, rural health, health promotion and wellness, emerging areas of practice, service delivery systems, and other current issues.

OTD 845 Occupational Therapy Service Management II (hybrid)  
1 credit

Students will finalize any changes to the written plans and documents needed for successful implementation of the doctoral experience and capstone project based on feedback from their faculty advisor, site mentor, and doctoral experience coordinator.

OTD 891 Comprehensive Exam  
1 credit

This course provides an overview of the national board exam. In addition, students will complete a practice comprehensive exam to inform students as they develop their own strategies to prepare for the national board certification exam.
All SLLP courses were deleted and replaced with SLHP courses:

**SLHP 330 Global Health**  
2 credits  
An introduction to the global healthcare system, especially as it pertains to developing countries. Health and illness issues are discussed in relation to the world community. Application of the topics discussed is pursued in a service-learning international experience. Students are expected to travel outside the United States. This course includes service-learning hours that are completed after the conclusion of all didactic materials. Students not enrolled as service learning honor scholars may take course with permission of instructor(s) and their academic advisor.

**SLHP 331 Health Care Needs of Underserved Populations**  
2 credits  
An introduction to the healthcare needs of underserved populations in the United States. Health and illness problems of diverse groups in the United States are discussed, including but not limited to: the homeless, migrant workers, urban poor, and those living in rural settings. Application of the topics discussed results in a service-learning experience in a local community.

**SLHP 332 Leadership in Service**  
2 credits  
An introduction to the development and application of leadership skills with an emphasis on service in the local community. Students will have the opportunity to interact with College Administration and Kettering Health Network leaders. Application of the topics discussed will include contributing to and leading various service projects. Students will set ambitious goals and will collectively perform well beyond the limits of individual accomplishment.

**SLHP 333 Scholarship and Service**  
2 credits  
An introduction to the development of primary research in a health care environment with a commitment to the role of research in advancing health care. Students will have the opportunity to participate and shape a scholarly project by working with Kettering Health Network leadership through the Innovation Center.