

Note: Updates to this issue appear in an addendum. Visit website.



Academic Bulletin
for Undergraduate and Graduate Studies
2022-23

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

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A Message from the President

Welcome to the learning adventure at Kettering College!

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

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

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

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

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

Sincerely,

A handwritten signature in black ink, reading "Nate Brandstater". The signature is fluid and cursive, with a large initial "N" and a checkmark-like flourish at the end.

Nate Brandstater, PhD
President

Academic Calendars

TRADITIONAL PROGRAMS

WINTER SEMESTER 2022**

Friday, Jan. 7	Winter welcome
Monday, Jan. 10	Classes begin
Wednesday, Jan. 12	Last day to add a class*
Monday, Jan. 17	Martin Luther King Jr. Day; no classes***
Monday, Jan. 24	Last day to drop with 100% refund and grade of W*
Friday, Feb. 25	Semester midpoint
Monday, March 7–Friday, March 11	Spring break for undergraduates, first-year PA students, and OTD students in semesters 2, 5 (clinical group 2 only)
Monday, March 14–Friday, March 18	Spring break for OTD students in semesters 2, 5 (clinical group 1 only)
Friday, April 8	Last day to drop with WP/WF*
Friday, April 15	Good Friday; no classes***
Thursday, April 28	Last day of the semester
Friday, April 29	Spring graduation
Sunday, May 1–Sunday, May 8	Break

SUMMER SEMESTER 2022**

Friday, May 6	Summer welcome
Monday, May 9	Classes begin
Wednesday, May 11	Last day to add a class*
Friday, May 20	Last day to drop with 100% refund and grade of W*
Monday, May 30	Memorial Day; no classes***
Wednesday, June 22	Last day to drop with WP/WF*
Monday, July 4	Independence Day; no classes***
Friday, July 15	Last day of classes for standard programs

FALL SEMESTER 2022**

WINTER SEMESTER 2023**

7

Thursday, April 27 Last day of the semester
Friday, April 28 Spring graduation
Sunday, April 30–Sunday, May 7 Break

SUMMER SEMESTER 2023**

Friday, May 5 Summer welcome
Monday, May 8 Classes begin
Wednesday, May 10 Last day to add a class*
Friday, May 19 Last day to drop with 100% refund and grade of W*
Monday, May 29 Memorial Day; no classes***
Wednesday, June 21 Last day to drop with WP/WF*
Tuesday, July 4 Independence Day; no classes***
Friday, July 14 Last day of classes for standard programs
Friday, July 14 Summer graduation
Saturday, July 15–Sunday, Aug. 20 Break for students in standard programs
Friday, July 28 Last day of classes for OTD students in semester 6

* For nontraditional courses (five weeks), drop/add days may vary.

** See the online programs academic calendar for more details regarding dates for seven-week courses.

*** Second-year PA students may be in clinical rotations on these days.

ONLINE PROGRAMS

WINTER SEMESTER 2022

Monday, Jan. 10	First seven-week session starts
Wednesday, Jan. 12	Last day to add for first and second seven-week sessions (7A, 7B)
Friday, Jan. 14	Last day to drop a 7A course with 100% refund and grade of W
Friday, Feb. 11	Last day to drop a 7A course with WP or WF
Friday, Feb. 25	Last day of first seven-week session
Monday, Feb. 28–Friday, March 4.....	Break
Monday, March 7	Second seven-week session starts
Friday, March 11	Last day to drop a 7B course with 100% refund and grade of W
Friday, April 8	Last day to drop a 7B course with WP or WF
Friday, April 22	Last day of second seven-week session
Friday, April 29	Spring graduation

SUMMER SEMESTER 2022

Monday, May 9	First seven-week session starts
Wednesday, May 11	Last day to add for first and second seven-week sessions (7A, 7B)
Friday, May 13	Last day to drop a 7A course with 100% refund with grade of W
Friday, June 10	Last day to drop a 7A course with WP or WF
Friday, June 24	Last day of first seven-week session
Monday, June 27	Second seven-week session starts
Friday, July 1	Last day to drop a 7B course with 100% refund with grade of W
Friday, July 15	Summer graduation
Friday, July 29	Last day to drop a 7B course with WP or WF
Friday, Aug. 12	Last day of second seven-week session

FALL SEMESTER 2022

Monday, Aug. 29	First seven-week session starts
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Wednesday, Aug. 31 Last day to add for first and second seven-week sessions (7A, 7B)

Friday, Sept. 2 Last day to drop a 7A course with 100% refund and grade of W

Friday, Sept. 30 Last day to drop a 7A course with WP or WF

Friday, Oct. 14 Last day of first seven-week session

Monday, Oct. 17–Friday, Oct. 21 Break

Monday, Oct. 24 Second seven-week session starts

Friday, Oct. 28 Last day to drop a 7B course with 100% refund and grade of W

Monday, Nov. 21–Friday, Nov. 25 Thanksgiving break; no classes

Friday, Dec. 2 Last day to drop a 7B course with WP or WF

Friday, Dec. 16 Last day of second seven-week session

WINTER SEMESTER 2023

Monday, Jan. 9 First seven-week session starts

Wednesday, Jan. 11 Last day to add for first and second seven-week sessions (7A, 7B)

Friday, Jan. 13 Last day to drop a 7A course with 100% refund and grade of W

Friday, Feb. 10 Last day to drop a 7A course with WP or WF

Friday, Feb. 24 Last day of first seven-week session

Monday, Feb. 27–Friday, March 3 Break

Monday, March 6 Second seven-week session starts

Friday, March 10 Last day to drop a 7B course with 100% refund and grade of W

Friday, April 10 Last day to drop a 7B course with WP or WF

Friday, April 21 Last day of second seven-week session

Friday, April 28 Spring graduation

SUMMER SEMESTER 2023

Monday, May 8 First seven-week session starts

Wednesday, May 10 Last day to add for first and second seven-week sessions (7A, 7B)

Friday, May 12..... Last day to drop a 7A course with 100% refund with
grade of W

Friday, June 9..... Last day to drop a 7A course with WP or WF

Friday, June 23..... Last day of first seven-week session

Monday, June 26 Second seven-week session starts

Friday, June 30..... Last day to drop a 7B course with 100% refund with
grade of W

Friday, July 14 Summer graduation

Friday, July 28 Last day to drop a 7B course with WP or WF

Friday, Aug. 11 Last day of second seven-week session

** See KC website for more details regarding dates for seven-week courses.

The College

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

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

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

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

COLLEGE MISSION

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

COLLEGE VISION

Innovation. Superior graduates. Passion for service and health.

Note: An update to this section appears in an addendum. [Visit website.](#)

KETTERING COLLEGE VALUES

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

TRUSTWORTHINESS

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

INNOVATION

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

CARING

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

COMPETENCE

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

COLLABORATION

- We value social responsibility and service to others.
- We value partnerships that foster enhanced service to our community.

DIVERSITY STATEMENT

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

Note: An update to this section appears in an addendum. Visit website.

DEGREES/CERTIFICATES OFFERED

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

DIVISIONS OF INSTRUCTION

The curricula are classified into the following divisions of instruction:

Undergraduate Study

Division of Arts and Sciences

Division of Nursing

Division of Health Professions

- Health Sciences
- Diagnostic Medical Sonography
- Radiologic Sciences and Imaging
- Respiratory Care

Graduate Study

Division of Health Professions

- Physician Assistant Studies
- Occupational Therapy

GOOD CITIZENSHIP

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

admission, they choose to accept the standards of this Christian College and agree to abide by them.

CAMPUS

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

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

ACCREDITATION

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

EQUAL OPPORTUNITY COMMITMENT

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

CLINICAL FACILITIES/RESOURCES

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

LEARNING SUPPORT SERVICES

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

Library services: The College Library (395-8053) provides library resources, instruction, and services to support all academic programs offered by the College. The collection of books, periodicals, and audiovisual materials in both the health sciences and liberal arts

is complemented by a wide array of electronic resources. Internet access is available on all public terminals. Kettering College participates in the OhioLINK system, a computer network of college and university libraries throughout the state of Ohio. OhioLINK enables students to enhance their research through access to many different library collections and databases beyond the walls of Kettering College. Students may also take advantage of a small collection of recreational reading (books and magazines) and videos.

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

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

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

ALUMNI ASSOCIATION

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

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

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

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

OFFICES

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

Academic Advising

Dan Schoun, Director of Advising

Academic Affairs

Scott Bennie, Dean of Academic Affairs

Academic Support Center

Beverly Ervin, Director

Academic Information Systems

Jim Nesbit, Senior Information Officer

Julienne Caldwell, College Workstation
Administrator

George Shterev, Instructional Technologist

Admissions

Katrina Hill, Director of Admissions

Heather Mays, Admissions Counselor

Advancement

Rick Thie, President

Alumni Relations

Mindi Collins, Director

Business

Nicholas Henson, Director of Finance and
Administration

College Library

Pamela Stevens, Interim Director

College Relations

Director of Public Relations and Marketing
Courtney Dove, Communication Specialist
Joel Granados, Communication Specialist

Diagnostic Medical Sonography

Susan Price, Chair

Enrollment Management and Recruitment

Adam Brown, Dean for Student Success

Jessica Beans, Associate Dean for
Enrollment Management and
Communication

Haritha Moturi, CRM Administrator

Laura Amen, Recruiter/Admission
Counselor

Sharne Lazarus, Recruiter/Admission
Counselor

Financial Aid

See "Student Finance."

Graduate Studies

Scott Bennie

Health Sciences

Liz Golba, Chair

Human Biology

Melonnie Furgason, Chair

Humanities and Social Sciences

Cory Wetterlin, Chair

Institutional Effectiveness

Scott Bennie, Dean

Nursing

Paula Reams, Dean of Nursing; Director,
Division of Nursing; Chair,
Undergraduate BSN-P Nursing Program
Lisa Huber, Chair, Undergraduate BSN-C
Nursing Program

Occupational Therapy

Shanese Higgins, Chair

Physician Assistant Studies

Tim Scanlon, Chair

President

Nate Brandstater, President

Radiologic Sciences and Imaging

Tuta Ionescu, Chair

Records Office (Registrar's Office)

Robin Vanderbilt, Director of Records

Robert Reeder, Associate Registrar

Josie Burns, Associate Registrar

Bridget Aiello, Administrative Coordinator

Residence Hall

Ben Hotelling, Director of Student Life

Ashley Neu, Director of Residence Hall

Ryan Haas, Associate Director of Student
Life

Respiratory Care

Alisa French, Chair

Retail Sales

Jessica Oldfield, Manager

Sciences and Mathematics

Paul DeLange, Chair

Spiritual Life

Steve Carlson, Chaplain

Student Finance

Kim Rawlins, Director

Shannon Hammons,

Associate Director of Financial Aid

Melissa Franklin, Student Financial Aid

Counselor and Veterans'

Representative

Sarah Shultz, Student Account

Representative

Student Health

Sarah Bayer, Coordinator

Title IX Program

Beverly Ervin, Coordinator

Writing Center

Laura Miller, Director

Admissions

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

ADMISSION OPTIONS

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

REGULAR ADMISSION

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

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

Exceptions to the above ACT/SAT requirement include applicants who:

- Graduated from high school or earned a GED more than five years ago.
- Have a minimum 3.0 cumulative high school GPA.*
- Have earned at least 24 semester college credits.
- Applied from outside the United States.

* This exception is a temporary measure in response to changes in testing availability/offering due to COVID-19; it is limited to the 2022-23 *Academic Bulletin*.

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

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

PROBATIONARY ADMISSION

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

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

PERMISSION TO TAKE CLASSES (PTC)

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

PTC status may include but is not limited to the following:

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

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

1. Completed application.
2. Transcripts from the highest level of educational experience (may use unofficial copies).

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

CONDITIONAL ADMISSION

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

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

COMPUTER REQUIREMENTS

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

SPECIAL ADMISSION REQUIREMENTS

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

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

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

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

Healthcare experience documentation: Evidence of prior healthcare experience is recommended for individuals applying to certain programs. Refer to the sections of the *Academic Bulletin* on divisions of instruction for specific requirements.

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

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

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

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

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

APPLICANT FILE

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

1. **Completed online application.**
2. **ACT or SAT scores:** Test scores are required of all applicants except those who:
 - Graduated from high school or earned a GED more than five years ago.
 - Have a minimum 3.0 cumulative high school GPA.*
 - Have earned at least 24 semester college credits.
 - Applied from outside the United States.

* This exception is a temporary measure in response to changes in testing availability/offering due to COVID-19; it is limited to the 2022-23 *Academic Bulletin*.
3. **Official high school transcript or GED certificate:** The high school transcript or GED certificate must be mailed directly to the Kettering College admissions office from the educational institution, testing site, or state agency. The high school transcript may also be submitted through SCRIP-SAFE International Transcript on Demand. Please refer to <https://iwantmytranscript.com> for a list of participating institutions. Those in the senior year of high school may submit transcripts showing successful completion of a minimum of 7 semesters. Upon graduation, a final, official transcript must be submitted. No hand-delivered transcripts will be accepted. An applicant graduating from a home-based high school program must provide an official transcript from an accredited institution. A transcript issued by an applicant's parents cannot be accepted as an official transcript.
4. **Official college and/or university transcripts:** Official transcripts are required from all colleges attended. These transcripts must be mailed directly to the admissions office from each college or university attended. The college transcript may also be submitted through SCRIP-SAFE International Transcript on Demand. Please refer to <https://iwantmytranscript.com> for a list of participating institutions.
5. **Student personal statement form:** This form must be completed and submitted with the application; essays are reviewed for content.
6. **Math placement:** Applicants to some programs must take the math placement test or present transfer credit that meets the math core requirement before the file can be reviewed by the department and the College admission committee. To make reservations to take the math placement test, see <http://kc.edu/admissions/admission-essentials/math-placement-test/>.

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

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

ADMISSIONS PROCEDURE

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

1. **College admission or PTC:** The applicant file is reviewed by a subcommittee of the admissions committee on a regular basis through the year. Applicants will be notified of committee action within approximately two weeks of the file being completed.
2. **Program admission:** Applicants desiring admission to a professional program will have the request evaluated by the program admissions committee. All program admission decisions are communicated through the College admissions office.
3. **Letter mailed to applicant:** The applicant will be notified by mail of any admissions action taken by the College.

APPLICANT RESPONSE TO ACCEPTANCE

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

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

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

REGISTRATION FOR CLASSES

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

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

1. Credit account agreement and disclosure statement
2. College and health insurance compliance forms

INTERNATIONAL STUDENTS

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

1. The following should be submitted to the admissions office three to six months prior to the semester the applicant chooses to enroll in classes:
 - Completed online application.
 - Student personal statement, written in English, must be submitted online; it will be reviewed for content.
 - If applying from a U.S. high school, ACT and/or SAT scores are required.
 - Official secondary school transcripts and college transcripts from each school the applicant has attended. Transcripts must be evaluated for United States equivalency (course-by-course level) and must show a calculated cumulative GPA of 3.0 or higher. Two agencies that provide this type of evaluation include:

Josef Silny and Associates Inc. International Education Consultants
7101 SW 102 Ave., Miami, FL 33173
Website: www.jsilny.com / email: info@jsilny.com / telephone: 305-273-1616

World Education Services
Bowling Green Station, P.O. Box 5087, New York, NY 10274-5087
Website: www.wes.org / email: info@wes.org / telephone: 212-966-6311

Note: Other services may be used only with the written preapproval of the admissions office.
 - TOEFL exam scores: A minimum total score of 90 is required for all internet-based tests; a minimum total score of 577 is required for all written tests. The TOEFL exam must be taken within the past two years, and the official test scores must be mailed directly from the testing site to the admissions office.
 - International student financial certification form: This must be returned to the admissions office before the I-20 will be issued. Legal documentation of financial support for tuition, fees, books, and living expenses must accompany this deposit in the amount estimated by the foreign student advisor. A student receiving financial

assistance through a sponsoring agency or individual must provide legal documentation in support of the sponsorship.

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

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

READMISSION

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

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

Military personnel who have interrupted their programs of study to fulfill their service obligations for less than five years may also seek readmission by contacting the admissions office in writing to request that their files be reactivated. The admissions office will notify the applicants of what is needed, if anything, to complete their files. Returning military personnel will be permitted to reenroll in the next class(es) scheduled in the same academic program, unless the student requests a later date of reenrollment or agrees to a different program. The returning student will function within the Bulletin that is in effect at the time of readmission. Returning

military personnel may be asked to audit courses at no cost prior to resuming the program. Students must successfully complete the audited courses to resume their program. Students seeking readmission must contact the admissions office no later than three years after completion of their period of service. A student who was hospitalized for or convalescing from an illness or injury incurred in or aggravated during their performance of service in the uniformed services must contact admissions no later than two years after their recovery. Applicants for readmission must provide documentation to establish eligibility for readmission as described in ED 34 C.F.R. 668.18 (g), readmission requirements for service members.

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

ADMISSIONS/PROGRESSION EXAMINATION

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

- **Advanced placement:** Students may request transfer of credit through advanced placement credit for commensurate college credit for courses completed in secondary schools.
- **College-Level Examination Program (CLEP):** Students may request transfer of credit through this program, which administers proficiency exams in certain subjects.
- **Placement by examination:** The purpose of a placement examination is to determine whether a student's skills are adequate for success in a given class. Currently Kettering College offers a math placement examination that aids in placing the student in a mathematics class that is most suited to their level of skills or education. Please refer to the individual prerequisites listed under the course descriptions to determine the placement requirements for each mathematics class.

- **Transfer credit:** Academic credit accepted by Kettering College from another regionally accredited academic institution.
- **Validation by examination:** Validation of coursework taken more than 10 years ago for natural sciences and mathematics.

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

COLLEGE RESERVATIONS ON ADMISSION

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

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

Academic Policies

THE COLLEGE PROGRAM

The academic year consists of one fall and one winter semester; however, most programs require an accelerated summer semester. A semester is generally 16 calendar weeks, which includes 15 weeks of instruction and testing.

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

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

REGISTRATION

Registration takes place prior to the beginning of each semester. Please see Kettering College's website (www.kc.edu) for specific dates. To enhance and streamline the registration experience for students, the College has established these policies and processes:

- Prior to designated registration dates, a student must meet with their academic advisor for approval of the term schedule. The student's academic advisor is responsible for updating the online registration status for current students.
- A student and their advisor can access an individual computerized degree audit to assist them in tracking the student's graduation requirements.
- Students are expected to take their courses in the sequence outlined in the program of study shown in the *Academic Bulletin* for the academic year they were admitted to the program. Students who want to take courses later than the sequence outlined must have permission from the program director. Taking courses out of sequence may result in program completion delays.
- Students may not register for courses that are in direct conflict with other courses or clinical assignments.
- Students must register for all courses of any duration during the term's open registration period, which closes approximately one week following the start of the traditional academic term (see the website for registration dates). *Note: This includes courses that begin in the second half of the semester.*
- Only students who are enrolled in a program that requires seven-week classes or who are admitted to an online program are eligible to take the online seven-week classes.
- Graduate and BSN completion courses are not available for students in other programs.
- Courses or course sections reserved for students in a specific program are not available to other students.
- Students who register for courses for which they are not eligible will be removed from the course rosters.
- Students may audit courses with the permission of the department chairperson. Students are expected to attend courses regularly and meet the conditions for audit as stipulated by the instructor. Tuition is discounted from the regular rate. See the Kettering College [financial information](#). No academic credit is awarded for audited courses.
- Business office clearance: Current students must have a student account balance below \$100 in order to receive financial/business office clearance for registration. Payments can be made online. Allow two business days for processing online payments. New students, along with those students who have not attended Kettering College within the past two semesters, may register without receiving financial clearance; however, financial clearance must be received by the registration clearance deadline to prevent being removed from courses. To receive financial clearance, a student must either make

a down payment of \$800 and have a signed payment plan agreement on file or have adequate financial assistance in place at the time of registration to cover 100% of the tuition and fees for the semester. Students who fail to obtain financial clearance by the registration deadline will be automatically withdrawn from their courses. Students who are withdrawn from courses may re-register during late registration; however, there is no guarantee of space in the original courses.

TRANSFER CREDIT

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

- To be acceptable, transfer credit must be from an institution within one of the six regional accrediting associations such as the Higher Learning Commission.
- The transfer evaluation committee will evaluate and award transfer credit for basic or general education courses at the undergraduate level as defined in the transfer credit policies.
- Courses designated as didactic or part of a program of study may be evaluated by department chairs to determine content and credit equivalency. Department chairs will submit a written recommendation for transfer credit to the records office. To meet residency requirements, limits on transfer credit remain the same.
- Credit by examination, such as CLEP and AP, will be considered for transfer credit. (Official transcripts must be submitted from the appropriate testing agency.)
- All courses with grades of C (2.0) or higher required for a specified program of study will be considered for transfer credit.
- For transfer credit to fulfill a specific Kettering College course requirement, the candidate course must be closely equivalent in content and approximately equivalent in credits to the required course. If content equivalency is not met, the student may be required to take additional coursework to achieve close content equivalency.
- Courses for which credit was earned while in the military services must be listed on official military documents, e.g., DD 214, DD 295, or Joint Services Transcripts (JST). Courses eligible for evaluation will be awarded college transfer credit consistent with the American Council on Education's "Guide to the Evaluation of Educational Experiences in the Armed Services."

- To be considered for transfer credit toward Kettering College's religion core requirement, religion courses must be from an accredited faith-based institution.
- Transfer credit approval is valid for admission to a program for a period of one year from the approval date. If entry into a program is delayed for more than a year, transfer credit will be re-evaluated for applicability.
- Certain courses have time limits to be suitable for transfer credit. In most cases, math and science courses taken more than 10 years from the admission date are not eligible for transfer credit. Students admitted to the Bachelor of Science in Health Sciences or Bachelor of Science in Nursing completion programs are exempt from the time limits. Students may elect to take Kettering College's math placement examination to validate MATH 105 when the equivalent course was completed prior to the 10-year time limit.
- Foreign transcripts must be accompanied by official translations and course-by-course evaluations done by a reputable international evaluation service. See the section on international students for information about reputable agencies.
- Kettering College reviews all official transcripts received for individuals admitted to the College and notifies the student about all approved transfer credit. Individuals may request to have the transcript re-evaluated prior to registering for the course. To do this, they must complete a course evaluation request form for transfer credit, available online.
- The transfer evaluation committee has final authority over determining all transfer credit.
- For each degree, there is a limit on how many credits a student may transfer.
 - Associate degree: 30 transfer credits.
 - Bachelor of Science completion: 30 transfer credits.
 - Bachelor of Science: 60 transfer credits.
 - Bachelor of Science in Nursing: 60 transfer credits.
- Students may submit written requests to remove courses from their transfer credit if they plan to repeat the courses at Kettering College.
- All students must meet Kettering College's residency requirement, regardless of the number of transferable credits awarded.
- In order to meet residency requirements, students who have more transferable credits than the maximum allowed will need to work with the records office to determine preference on transfer credit.

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

NON-TRANSFERABLE CREDIT

A course is not transferable if:

- It is considered developmental or non-college-level at the transferring institution.
- It is completed with a C- (1.70) or lower.
- A full sequence is required to meet content and credit equivalency, but the sequence is not completed, or part of the sequence grade earned is below a C (2.0).
- College credit for the course has been expunged at a transferring institution due to policies such as fresh start, academic forgiveness, etc.
- Its credit from a transferring institution is based on institutional examinations and does not receive a final grade or quality points.
- It was taken for audit at the transferring institution.

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

ALTERNATIVE CREDIT

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

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

SIMULTANEOUS ENROLLMENT

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

Two options for simultaneous enrollment are available at Kettering College.

- Cross-registration through SOCHE
- Dual enrollment

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

This option is only available for students in good standing who are enrolled in a degree-seeking major. Students who have a GPA less than 2.0, have failed to progress in their program, or need to repeat a class are not considered in good standing for taking classes through SOCHE. The courses taken through this program should be courses that are not offered at Kettering College. If Kettering College offers the course, then it is expected that the student will take the course at Kettering College as outlined in the program curriculum. Once a course is closed or canceled, then cross-registration may be an option.

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

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

Course credit is posted on the student's home school (Kettering College) transcript. Tuition is paid by the student to the SOCHE home school (Kettering College) according to the home school policy, rather than to the SOCHE member host school, except for lab fees, which are the

responsibility of the student to pay the host school. Several schools have special requirements for eligibility to take courses at that host school. Specific conditions of enrollment through SOCHE can be obtained through the records office.

Note a recent change in registration procedure for SOCHE: Adding a class or withdrawing from a class must be completed for both home and host institutions, following their respective procedures.

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

VERIFICATION OF IDENTITY

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

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

Teacher identification methods may include:

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

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

CLASS ATTENDANCE

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

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

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

For online classes, each date a submission is due is considered a date when the course meets. Students are required to attend at least one class meeting or make at least one submission within the first five business days of a seven-week accelerated module or they will be subject to administrative withdrawal from the course. A student will be considered absent from the course any date he or she fails to attend a scheduled meeting time or any time he or she fails to make a scheduled submission.

CLASS STANDING

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

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

COURSE LOAD

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

Students may not register for more than seven credits in a seven-week accelerated module. Students in specified face-to-face programs who are required or permitted to take seven-week classes may not carry more than 18 credits in a fall or winter semester or 13 credits in an accelerated summer semester (unless required by their program of study) without permission of the Academic Dean.

DISABILITY SERVICES

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

INDEPENDENT STUDY

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

POLICY FOR DROPPING/ADDING COURSES

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

Course length	Last day to add a course	Last day to withdraw from course and receive a 100% refund	Last day to drop a course and receive a grade of WP or WF
7 weeks (accelerated module)*	3rd business day of the semester	5th business day of the course	End of the 5th week of the course
10 weeks (summer)**	3rd business day of the semester	10th business day of the semester	End of the 7th week of the semester
16 weeks (standard fall and winter)**	3rd business day of the semester	10th business day of the semester	End of the 13th week of the semester
12 weeks (OTD summer for Semester 6)**	3rd business day of the semester	10th business day of the semester	End of the 7th week of the semester

* See the online programs academic calendar for specific dates.

** See the traditional programs academic calendar for specific dates.

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

- After the 10th business day and before the last day to drop a course, an administrative withdrawal with a grade of WP or WF may occur if a student is absent for a period of two consecutive weeks and does not contact the instructor or complete the appropriate paperwork.
- Upon dismissal from a program prior to the 10th business day of the term, a student will be administratively withdrawn from all program courses and general education courses reserved for that program. Subsequent failure to attend non-program courses will result in withdrawal from those as well.
- Students dismissed from a program after the 10th business day of the term will be administratively withdrawn from all program courses. Students taking general education courses will need to sign a change in registration form if they wish to also withdraw from their general education courses.
- Program students who are dismissed by the program and are not eligible to reapply to the same program will be administratively withdrawn from all College courses. Students who wish to return must reapply to Kettering College for another program.
- It is the student's responsibility to arrange with the records office to drop or add courses. The procedure for dropping or adding a course is as follows:
 1. Secure the form "change in registration" from the records office or from www.kc.edu.
 2. Work with the assigned academic advisor and obtain signature.
 3. Work with the instructor for each course listed on the form and obtain:
 - a. A grade of WP (withdrawal, passing) or WF (withdrawal, failing) if dropping a course after the 100% refund deadline. College policy states that a grade of WP will be awarded for any student earning a D or above at the time the student officially withdraws. A student will receive a WF if earning a F.
 - b. The last day of the student's course attendance or participation if dropping a course after the 100% refund deadline.
 4. Work with the financial aid counselor and obtain signature.
 5. Submit the form to the records office for final processing.

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

Grades are based on the day the drop procedure is properly completed with the records office. A student who stops attending classes but delays formally withdrawing with the records office may receive a WF grade.

The grade of WP is used to indicate that the student is passing with a D or above, and the grade of WF is used to indicate that the student is failing (F) when a course is dropped following the second week of a term. Students may not enroll in a course more than twice. Grades of WP and WF both count as enrolled in a course.

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

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

LIABILITY INSURANCE

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

GRADES AND QUALITY POINTS

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

CALCULATING GRADE-POINT AVERAGE

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

Subject	Credits	Grade	Quality Points
Psychology	3	B	9.00
English	3	C+	6.90
Math	3	D	3.00
Chemistry	4	C	8.00
Religion	2	B-	5.40
Physical education	1	B+	3.30
Total	16		35.60

To calculate quality points for each course, multiply the number of credits in the course by the number of quality points listed for the course grade in the table on the next page. To calculate the term grade-point average, add up the number of credits; also, add up the number of quality points. Then divide the total number of quality points (35.60) by the total number of credits (16). In the above example, the grade-point average is 2.23. Grade-point averages are rounded to two decimal places. Only credits taken at Kettering College are used in the calculation of the cumulative GPA.

Grades	Quality Points	Definition
A	4.00	Superior
A-	3.70	
B+	3.30	
B	3.00	
B-	2.70	Above average
C+	2.30	
C	2.00	
C-	1.70	
D	1.00	Below average
F	0.00	
SA	0.00	Satisfactory audit
UA	0.00	Unsatisfactory audit
P	0.00	Passing (does not affect GPA)
NP	0.00	Not passing (does not affect GPA)
I	0.00	Incomplete work
IP	0.00	Course in progress
W	0.00	Withdrawal
WP	0.00	Withdrawal, passing (see academic calendar for deadlines)
WF	0.00	Withdrawal, failing (see academic calendar for deadlines)
X	0.00	Competency exam – no credit
Y	0.00	Competency exam – credit
Z	0.00	Enrolled but did not attend; did not officially withdraw
R		Indicates the course was repeated
NG		No grade submitted
NC		Non-credit
WV*		Waived

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

DEADLINE FOR CHANGING GRADES

The course instructor has the responsibility to submit a grade change only when an error has been made in arriving at or recording a grade. Grade change forms are available from the

records office. They must include the explanation for the grading error and be signed by the instructor, program chair, and registrar.

When a student believes there has been a grading error, the student should first meet with the course instructor as soon as possible. After meeting with the course instructor, if the student still believes there has been a grading error, the student should meet with the program chair.

Grade change requests are only permitted during the semester following the one in which the student took the course.

ACADEMIC RECOGNITION

Following the fall and winter semesters, the Deans for Academic Affairs recognize students who have shown outstanding academic achievement. A student who completes a minimum of 12 credits during a semester at a grade-point average (GPA) of 3.50 or greater with no grade below a B- will be named to the Dean's List for that semester.

INCOMPLETE

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

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

COURSE SUBSTITUTION

The Deans for Academic Affairs may allow substitutions for a course required in a program or curriculum if the department chair verifies that the requested substitution is a comparable academic experience that meets the educational needs of the curriculum. The student's academic advisor must recommend the substitution, and it must be approved and documented

in writing by the chairperson of the department in which the student is enrolled or anticipates enrollment before the request goes to the appropriate Dean for Academic Affairs for final approval.

COURSE WAIVER

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

HONOR CODE

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

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

REPORTING VIOLATIONS OF INTEGRITY

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

Under no circumstance should the form be submitted without the student's express notification. The offending student should be given the opportunity to review and sign the report before it is filed through the College registrar. Student disagreement may be filed through the institution's normal grievance channels. Once filed by the registrar's office, the report will be placed in the offending student's formal educational record. If no other integrity issues arise, the report will be expunged upon the student's graduation from the College.

The use of documentation for issues of academic and/or behavioral integrity ensures that a reasonable history of misconduct on the part of the student is available should the student be found delinquent in the future. Faculty must be accountable for reporting occurrences of inappropriate academic behavior as well as for informing the offending student of the infraction, its potential consequences, and why the offense is considered academically inappropriate.

TITLE IX

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

ACADEMIC PRIVACY

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

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

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

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

All personally identifiable information not included as directory information is confidential and can only be disclosed with the student's written consent or if the information is needed to help resolve an emergency. The College does not accept full release of non-directory information to third parties; it requires a written consent for each incident. When the written consent is submitted, a College official reviews the request and reserves the right on the final decision of disclosure.

Confidential information includes but is not limited to the following:

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

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

DISCLOSURE OF STUDENT INFORMATION TO FAMILY MEMBERS

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

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

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

ACADEMIC PROGRESS

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

These policies pertain to a student's academic standing in the College. Specific programs may have higher standards regarding academic progress. Students dismissed from a program will be notified in writing by the appropriate program chair. In addition, students receiving federal financial aid are subject to satisfactory academic progress (SAP) requirements. Please refer to the financial information section of this *Bulletin* for additional information.

REGULAR ACADEMIC STANDING

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

ACADEMIC PROBATION

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

ACADEMIC DISMISSAL

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

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

STUDENT ACADEMIC APPEALS

Academic decisions, including grade assignments made by instructors, are considered to be final unless a student demonstrates that a mistake was made in calculating the grade; a relevant course or academic policy was interpreted or applied incorrectly or in a discriminatory manner; or some exceptional information or circumstance warrants exceptional consideration. Students are encouraged to seek resolution on these questions informally with a course instructor and/or program chair. The procedure for formally appealing an academic decision is available in the office of the Academic Dean or on the College website. A student who wishes to appeal an academic decision formally must do so within 15 school days after the decision is posted.

GRIEVANCE POLICY

The grievance policy provides a process for any person — faculty, staff, or student — who feels that anyone acting for Kettering College has treated them in an unfair, unethical, or discriminatory manner to present their grievances for redress without fear of censure or reprisal. The full version of the grievance policy and procedure is available on the College website and in the office of the College president.

GRADUATION REQUIREMENTS

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

RESIDENCY REQUIREMENT

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

GRADUATION WITH HONORS

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

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

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

GRADUATION WITH VAUGHAN-BEAVEN SERVICE LEARNING LEADERSHIP HONORS

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

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

ADDITIONAL BACHELOR'S DEGREES

A post-baccalaureate student who holds a recognized bachelor's degree from an accredited institution may pursue a program leading to an additional bachelor's degree in approved majors. The major may not be the same as the previously awarded degree. When the first degree is from another regionally accredited institution, credits applied toward the first degree may be accepted as transfer credit for meeting specific prerequisites or requirements of the additional degree, subject to the discretion of Kettering College. Students must meet all residency and other requirements established by the department for an additional bachelor's degree. Interested students are urged to consult with a department advisor to plan appropriately for meeting admission and degree completion requirements.

TRANSCRIPTS

The student may obtain an official transcript by submitting an electronic request or a written request to the records office. Student accounts must have no "holds" for loan exit counseling and be at

a zero balance, and graduates must complete all graduation requirements for transcript release clearance.

1. **Electronic request:** Students may complete the process for electronic transfer of Kettering College transcripts by using <https://exchange.parchment.com>; transcripts will be sent to participating institutions of higher learning. Regular transcript fees are waived.
2. **Written request:** Federal regulations require a written release from the student. This release may be in the form of a letter or a completed transcript request form, which can be downloaded from www.kc.edu under the link "Registrar Forms." All requests must have a signature. The regular transcript fee is \$5 for each transcript processed and \$7 for same-day service. Transcript requests received without payment or signature cannot be honored.

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

BANKRUPTCY, DEFAULT, AND TRANSCRIPTS

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

Financial Information

ACCEPTANCE DEPOSIT

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

DEPOSIT FOR INTERNATIONAL STUDENTS

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

ROOM DEPOSITS AND CHARGES

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

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

UNDERGRADUATE TUITION

Tuition is charged per credit. Please refer to the tuition and fee schedule on the Kettering College website (www.kc.edu) for details. Tuition is payable by the deadline shown in the

academic calendar. See the Kettering College website. Courses taken for audit are charged at a reduced rate. Students taking only courses for audit must remit payment for the entire semester at the time of registration. Please contact the student finance office for the current audit tuition rate.

Kettering College delivers quality education using a variety of methods, including face-to-face, online, simulation, practical training in clinical settings, and blended approaches. The College reserves the right to change the method of delivery of instruction before or during an academic term in the event of a health or safety emergency or other circumstance when it determines that such change is necessary to serve the best interests of the campus community. Tuition and mandatory fees will not be reduced or refunded if the College changes the delivery method for any or all of an academic session.

TUITION REFUND

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

Course length	Last day to withdraw from course and receive 100% refund
7 weeks	5th business day of course
10 weeks	10th business day of semester
15 weeks	10th business day of semester

If a student withdraws from a course(s), is administratively withdrawn for non-attendance, or is involved in a disciplinary action that leads to dismissal or expulsion, the student will be responsible for the tuition and fees due to the College for the semester based on the last date the student attended the course(s); please refer to the chart above for the refund periods. A student who does not officially complete withdrawal procedures through the records office may be responsible for the full amount of the applicable tuition and fees. Non-attendance at classes, notification to the instructor, or notification to the academic department does not constitute official withdrawal.

PAYMENT OPTIONS

Kettering College offers students two payment options.

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

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

Note to Chapter 31 (Vocational Rehabilitation) and Chapter 33 (Post 9/11) recipients: In compliance with the Veterans Benefits and Transition Act (VBTA) of 2018, Kettering College will not impose any penalty or late fee, deny access to any institutional facility, or require that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover their financial obligations to the institution due to the delayed disbursement of payment by the U.S. Department of Veterans Affairs. This policy is limited to tuition funds paid to the institution directly by the U.S. Department of Veterans Affairs.

METHODS OF PAYMENT

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

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

BUSINESS OFFICE CLEARANCE

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

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

UNDERGRADUATE SATISFACTORY ACADEMIC PROGRESS POLICY FOR FINANCIAL AID

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

Students must meet the minimum standards as outlined. The standards 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 chapter "Academic Policies").

Check with the financial aid office and the registrar's office if there are questions about the different policies.

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

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

- **Standard 2:** Successfully complete at least two-thirds (67%) 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% 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% 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 ($120 \times 150\% = 180$) 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% 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 (SAP) is reviewed at the end of each semester after grades have been submitted.

Financial aid SAP warning: Students who do not meet one or more of the SAP standards will be placed on financial aid SAP 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 SAP 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.

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

An appeal may be submitted for consideration if an extenuating circumstance (e.g., 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 financial aid SAP probation as long as he/she is complying with the prescribed requirements of the academic plan that must be submitted as part of the SAP appeal process.

THE SATISFACTORY ACADEMIC PROGRESS (SAP) APPEAL PROCESS

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

1. Complete the applicable financial aid satisfactory academic progress (SAP) appeal form(s), available at <http://kc.edu/admissions/financial-aid/financial-aid-forms/>.
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% maximum credits attempted limit of the new major. Credits a student attempted in his/her prior major at Kettering College, as well as any credits transferred from other institutions, will be taken in to account when calculating the maximum credits for which a student may receive financial aid. Before changing majors or seeking a second degree, a student should meet with his/her academic advisor for an evaluation of courses needed to complete the new major.

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

Re-establishing eligibility after suspension:

- Any student with extenuating circumstances who has been placed on financial aid suspension status may submit an appeal for reinstatement.
- An undergraduate student who had financial aid suspended for not meeting the minimum 2.0 cumulative grade-point average may have financial aid reinstated the semester after reaching a cumulative grade-point of 2.0 or higher, provided all other standards are being met.
- A student who has had financial aid suspended for failing to complete 67% of the attempted credits but has brought the completion percentage to a minimum of 67% may have financial aid reinstated the semester after he/she meets the standard, provided all other standards to receive financial aid are being met.

FINANCIAL AID INFORMATION

Applicants and current students must complete the Free Application for Federal Student Aid (FAFSA) each year to determine their financial aid eligibility. The following checklist will guide individuals through the financial aid application process:

- Complete the FAFSA or the renewal application at www.fafsa.ed.gov. Remember to include Kettering College's school code (007035) on the FAFSA.
- Submit any additional paperwork as instructed by the Kettering College student finance office.

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

TYPES OF FINANCIAL AID

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

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

Federal Supplemental Educational Opportunity Grant (FSEOG): A grant for undergraduate students with exceptional financial need as determined through FAFSA completion. Each participating school receives a certain amount of FSEOG funds each year from the U.S. Department of Education's office of Federal Student Aid. Once the full amount of the school's FSEOG funds has been awarded to students, no more FSEOG awards can be made for that year. This system works differently from the Federal Pell Grant Program, which provides funds to every eligible student. Individual award amounts are determined by the total amount of funding received by the institution and can vary each year.

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

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

William D. Ford Federal Direct Loan program: Includes the Direct Subsidized Loan, Direct Unsubsidized Loan, and Direct PLUS Loan programs. Note: The subsidized and unsubsidized loans in this program were known as Stafford Loans until July 2010, though many institutions and individuals still use this title informally. For current interest rate information on loans through the William D. Ford Loan program, see www.studentaid.ed.gov/sa/types/loans/interest-rates.

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

the loan while the student is in school. The student can either pay the interest each month or allow the interest to accrue until repayment begins.

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

Dependent undergraduates		
Student year	Annual limit	Aggregate limit
First year	\$5,500	
Second year	\$6,500	
Third, fourth, and fifth years	\$7,500	\$31,000 ¹
Independent undergraduates		
Student year	Annual limit	Aggregate limit
First year	\$9,500 ²	
Second year	\$10,500 ³	
Third, fourth, and fifth years	\$12,500 ⁴	\$57,500 ⁵

¹ No more than \$23,000 of this may be in subsidized loans.

² No more than \$3,500 of this may be in subsidized loans.

³ No more than \$4,500 of this may be in subsidized loans.

⁴ No more than \$5,500 of this may be in subsidized loans.

⁵ No more than \$23,000 of this may be in subsidized loans.

4. **Direct PLUS Loans** do not have annual or aggregate limits. Direct PLUS Loans are for the parents of dependent students. A parent may borrow up to the institution's cost of attendance minus any other estimated financial assistance for that student. Repayment begins 60 days after the final loan disbursement.
5. **Ohio College Opportunity Grant (OCOG):** Undergraduate Ohio residents with an expected family contribution (EFC) of \$2,190 or less with a maximum household income of \$96,000 may be eligible. Grant is available to full- and part-time students and is adjusted based on credits and is restricted to tuition. The FAFSA must be completed by the Oct. 1 deadline. (EFC and household income limits are based on the 2021-22 OCOG table.)
6. **Ohio War Orphans Scholarship:** Scholarship awarded to children of disabled or deceased war veterans. Eligible students may receive \$7,532 annually (based on 2021-22 annual award amount). For additional information, contact the Ohio Department of Higher Education.

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

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

Nurse Education Assistance Loan Program (NEALP): Loans to Ohio residents enrolled in nursing who plan to practice nursing in Ohio following graduation. Students may borrow up to \$1,620 per academic year. Following graduation, a borrower may be eligible for debt cancellation if employed full time as a registered nurse or a nurse serving as an instructor in the state of Ohio for a minimum of five years. A separate application must be filed with the Ohio Department of Higher Education between Jan. 1 and July 15 of each year. A new application is not required for loan renewal.

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

PART-TIME STUDENTS

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

CLASS ATTENDANCE

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

- 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.

Student Affairs

ORIENTATION

Prior to each semester, orientation sessions are held to familiarize students with the College and to assist them in their transition to student life. Residence hall orientation is provided each semester, as well as orientation to academic and institutional expectations and resources for student success.

STUDENT CONDUCT

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

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

ADVISING

Advising about career objectives, educational concerns, and personal adjustment is an important component of the College experience and helps students with their academic progress and preparation for life. Faculty members and administrative officers are assigned to provide guidance in helping students reach their academic, personal, and spiritual goals. Professional counseling is also available.

CAMPUS MINISTRIES

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

TITLE IX

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

COUNSELING SERVICES

Through a contract arrangement with the Virtual Care Group and Impact Solutions, Kettering College provides short-term, confidential counseling for students who would benefit from talking with a licensed counselor. There is no charge for the student. Information is regularly sent to students electronically, posted on the College's website, and posted on bulletin boards throughout campus.

STUDENT GOVERNANCE

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

RESIDENCE LIFE

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

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

Residence Hall students sign a housing lease for the academic year. The lease agreement can be terminated by the College for the following reasons:

1. The student withdraws from the College.
2. The student is enrolled for fewer than seven (7) credits at the College.
3. Unresolved disciplinary problems persist.

For additional information about campus life and housing options, contact the associate director of residence life.

FOOD SERVICE

The hospital cafeteria offers a selection of vegetarian and meat items. Fresco also provides goods to students. Snack machines are located in the hospital and the College. Registered students receive a discount in all hospital eateries when using a valid student ID card.

STUDENT HEALTH

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

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

Even with preventive measures, such as immunizations, vaccines, and the use of universal/standard precautions, there is no guarantee that students will not acquire an infection or illness resulting from exposure in the care of clients. Healthcare risks inherent in healthcare professions are the responsibility of the student.

All students enrolled at Kettering College must have personal health insurance coverage and must maintain coverage during the time they are enrolled students. Students who do not have health insurance coverage through their own, a spouse's, or a parent's policy may purchase coverage through the insurance plan selected by Kettering College. Brochures describing this plan are available in the student services office. Failure to obtain and/or maintain personal health insurance coverage may result in dismissal from the College.

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

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

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

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

Restrictive health conditions of physical origin may include but are not limited to back injuries, fractures, pregnancy, immunocompromised status, surgery, etc. Restrictive health conditions involving mental and emotional states are of particular concern because of their life-

threatening potential. These conditions include, but are not limited to, suicide attempts, severe depression, chemical dependency, anorexia nervosa, bulimia nervosa, and psychotic behavior. If a staff or faculty member becomes aware of a life-threatening situation involving a student, the confidentiality privileges are suspended in order to obtain necessary assistance for the student. Life-threatening situations involving students under the age of 18 are cause for immediate notification of the students' parents/guardians by the College.

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

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

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

TUTORING SERVICES

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

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

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

SECURITY

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

AUTOMOBILE REGULATIONS

All students driving vehicles must register them with the College and secure a Kettering College parking sticker. On-campus parking is a privilege, not a right, and students are

expected to abide by Kettering Medical Center regulations. Please refer to the *Student Handbook* for parking policies and procedures. Students are encouraged to allow sufficient time to park their vehicles before class.

BOOKS

Kettering College partners with ECampus for textbooks and course materials. Through the virtual bookstore, Kettering College students can find their textbook lists and a variety of purchase, rental, format, and payment options. The link to the online store is available from the College website or <https://kc.ecampus.com/>.

PUBLICATIONS

- Kettering College's *Academic Bulletin* is a description of curricula at the College.
- The *Student Handbook* informs students about the College's services and policies.
- The *Residence Hall Handbook* outlines the policies, procedures, and information regarding residence life.
- *Pacesetter* is the College's magazine. It contains news, feature stories, and other articles showcasing Kettering College.
- Many brochures providing information about specific programs are available.

CULTURAL/RECREATIONAL OPPORTUNITIES

Many cultural and recreational opportunities are available to students. Among them are the Dayton Ballet, Dayton Opera, Dayton Philharmonic Orchestra, Dayton Art Institute, Paul Laurence Dunbar House, National Museum of the U.S. Air Force, Carillon Historical Park, Cox Arboretum, Boonshoft Museum of Discovery, SunWatch Indian Village/Archaeological Park, Aullwood Audubon Center and Farm, Frazee Pavilion, Rose Music Center at the Heights, Dayton Metro Library, and other college and university libraries in the area. The *Dayton Daily News* and other media highlight social and cultural activities available throughout the Dayton area.

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

Core Requirements

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

Note: Updates to this section appear in an addendum. Visit website.

KETTERING COLLEGE INSTITUTIONAL OUTCOMES

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

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

BASIC institutional outcomes:

B: Broad integrative learning: *How are you connecting the different things you are learning?*

Demonstrates broad integrative knowledge of the connections between multiple disciplines.

A: Applied learning: *How do you use what you learn?*

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

S: Specialized learning: *How are you becoming an expert?*

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

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

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

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

In the spirit of the College's Christian mission, students serve, care, and enhance lives within local, regional, and/or global communities.

CORE CURRICULAR OUTCOMES

Upon the successful completion of the Core Curriculum, students will have gained:

- I. Knowledge of the physical and biological world, which allows them to:
 - a. Demonstrate knowledge of concepts and theories of the physical and biological world
 - b. Demonstrate knowledge of mathematical skills and reasoning
- II. Knowledge of human behavior and culture, allowing them to:
 - a. Distinguish and apply theories of individual behavior, social interactions, and history.
 - b. Interact effectively in a diverse and multicultural world.
 - c. Identify and analyze creative and literary works and their roles in cultural development.
- III. Communication and information literacy skills, which allow them to:
 - a. Construct sustained, coherent arguments and explications in a variety of genres.
 - b. Deliver purposeful presentations that inform and persuade.
 - c. Effectively locate, evaluate, and ethically use relevant information.
- IV. Intellectual growth, spiritual development, and increased self-awareness, which allow them to:
 - a. Demonstrate the ability to think reflectively, informed by theological, scriptural, and philosophical resources.
 - b. Demonstrate compassion and integrity in personal and professional contexts.

DEGREE REQUIREMENTS

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

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

ASSOCIATE OF SCIENCE DEGREE CORE

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

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

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

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

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

Required courses

A. Writing and Rhetoric I

B. One of the following; refer to the individual major for specific requirements:

1. Writing and Rhetoric II

2. Medical and Scientific Discourse and Research

3. Communication

- II. **Mathematics** 3 credits required
Requirement may be met by one of the following:
 - A. Fundamentals of Mathematics (MATH 105), College Algebra (MATH 155), or College Algebra and Trigonometry (MATH 165) with a grade of C or above.
 - B. Transfer credit equivalent to MATH 105 or higher
- III. **Natural sciences** 8 credits required
All students must take two science courses that include a laboratory component.
- IV. **Physical education, health, and wellness**..... 2 credits required
Required courses:
 - A. Wellness
 - B. Activity course
- V. **Religion** 6 credits required
 - A. RELB 101, Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ (3 credits)
 - B. Additional religion elective to bring group total to 6
(Note: Only religion courses from faith-based institutions may be considered for transfer credit to meet the religion core requirement.)
- VI. **Social sciences**..... 3 credits required
Coursework in psychology or sociology

BACHELOR OF SCIENCE DEGREE CORE

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

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

Credits and residency requirements: The Bachelor of Science requires at least 125 credits, including general education, with at least 40 credits in the upper division. Required major courses and elective major courses must total at least 40 credits, with at least 20 credits in the upper division; 68 credits must be taken at Kettering College.

Core curriculum: The foundational courses in the core curriculum reflect the mission and objectives of the College and foster an interdisciplinary approach to inquiry and learning. The following courses are required of students pursuing a Bachelor of Science degree at Kettering

College. Students must achieve a grade of C or better in all core courses listed below for graduation:

I. Composition and Communication (9 credits required)

Must include:

ENGL 101 Writing and Rhetoric I 3 credits

One of the following (refer to the individual major) 3 credits

ENGL 102 Writing and Rhetoric II

ENGL 118 Writing and Research in the Health Care Professions

ENGL 218 Writing and Research in the Sciences

COMM 215 Introduction to Human Communication 3 credits

II. Humanities (21 credits required)

A. Group I: Religion Courses 12 credits

Must include:

RELB 101 Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ

RELP 254 Morality and Medicine

RELP 316 Spirituality in Healing and Health Care

Additional religion elective to bring group total to 12 credits

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

B. Group II: History, Literature, and Art 9 credits

Must include:

A history course (3 credits)

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

III. Mathematics (3 credits required)

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

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

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

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

IV. Natural Sciences (12 credits required)

Including:

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

Remaining 4 credits determined by the major

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

Required courses:

PEAC 178 Wellness 1 credit

PEAC 000 Activity Course 1 credit

VI. Social Sciences (9 credits required)

Required courses:

PSYC 112 General Psychology 3 credits

SOCI 115 Principles of Sociology 3 credits

Social sciences elective to bring total to 9 credits

BACHELOR OF SCIENCE IN NURSING DEGREE CORE (PRELICENSURE DEGREE)

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

Credits and residency requirements: The Bachelor of Science in Nursing degree requires 125 credits, including general education. Required major courses must total at least 60 credits at the upper division; at least 68 credits must be taken at Kettering College.

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

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

ENGL 101 Writing and Rhetoric I 3 credits

ENGL 102 Writing and Rhetoric II 3 credits

COMM 215 Introduction to Human Communication 3 credits

II. **Humanities** (18 credits required)

Group I: Religion Courses (12 credits)

Must include:

RELB 101 Seventh-day Adventist Fundamental Beliefs and

the Healing Ministry of Christ..... 3 credits

RELP 316 Spirituality in Healing and Health Care..... 3 credits

RELP 306 Spiritual Dimensions of Death and Dying..... 3 credits

One additional religion elective to bring group total to 12 credits

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

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

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

MATH 105 Fundamentals of Mathematics 3 credits

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

BIOL 119 & 129 Anatomy and Physiology I & II 8 credits

CHEM 105 Chemistry for the Health Sciences..... 4 credits

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

PSYC 112 General Psychology..... 3 credits

PSYC 138 Human Growth and Development..... 3 credits

SOCI 115 Sociology 3 credits

NOTE: a student with a baccalaureate degree from a regionally accredited institution fulfills the following BSN prelicensure core curriculum requirements through the completion of that baccalaureate degree:

I. **Composition and Communication** (9 credits required)

II. **Humanities** (12 credits required)

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

V. **Social Sciences** (6 credits required)

Those students still need to meet the following BSN prelicensure core curriculum requirements:

II. **Humanities** (6 credits required)

RELP 316 Spirituality in Healing and Health Care..... 3 credits

RELP 306 Spiritual Dimensions of Death and Dying..... 3 credits

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

BIOL 119 & 129 Anatomy and Physiology I & II 8 credits

CHEM 105 Chemistry for the Health Sciences..... 4 credits

V. **Social Sciences** (3 credits required)

PSYC 138 Human Growth and Development..... 3 credits

BACHELOR OF SCIENCE IN NURSING RN-TO-BSN DEGREE CORE (COMPLETION DEGREE)

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

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

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

Note: Students pursuing the post-bachelor's degree-to-prelicensure Bachelor of Science in Nursing (accelerated BSN) are not required to complete a set of required core courses in order to complete the degree. However, each student must satisfactorily complete each prerequisite and each course required for the completion of the program.

I. **Humanities** 6 credits

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

II. **Religion** 6 credits

RELP 306 Spiritual Dimensions of Death and Dying

RELP 316 Spirituality in Healing and Health Care

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

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

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

IV. **Mathematics** 3 credits

Requirements may be met by one of the following:

MATH 201 Probability and Statistics

Transfer credit equivalent to MATH 201

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

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

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

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

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

I. **Composition and communication:** 9 credits required

Required:

ENGL 101 Writing and Rhetoric I 3 credits

ENGL 102 Writing and Rhetoric II 3 credits

COMM 215 Intro to Human Communication..... 3 credits

II. **Humanities:** 24 credits required

Group I: religion courses..... 12 credits

Required:

RELB 101 Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ

RELP 254 Morality and Medicine

RELP 316 Spirituality in Healing and Health Care

RELT 305 World Religions for Health Care Professionals

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

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

Must include:

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

Non-history humanities such as art, literature, or music;

one applied course may be included (6 credits)

III. Mathematics: 3 credits required

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

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

Transfer credit equivalent to MATH 155 or higher

IV. Natural Sciences: 8 credits required

Two semesters of laboratory courses chosen from:

BIOL 151; CHEM 105; PHYS 131; or BIOL 119 and BIOL 129

V. Physical Education, Health, and Wellness: 2 credits required

Required:

PEAC 178 Wellness 1 credit

PEAC XXX Activity Course..... 1 credit

VI. Social Sciences: 9 credits required

Required:

PSYC 112 General Psychology..... 3 credits

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

SOCI 375 Cultural Diversity..... 3 credits

TOTAL

55 credits

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

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

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

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

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

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

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

CORE CURRICULUM

- I. **Humanities** 6 credits
May include courses from literature, history, philosophy, music, art, theater, or foreign language
- II. **Religion** 6 credits
REL 316 Spirituality in Healing and Health Care (3 credits)
REL 306 Spiritual Dimensions of Death and Dying (3 credits)
Note: Only religion courses from faith-based institutions may be considered for transfer credit.
- III. **Social sciences** 3 credits
Required: SOCI 375 Cultural Diversity in Health Care
or transfer credit equivalent to SOCI 375
- IV. **Mathematics** 3 credits
Requirements may be met by one of the following:
MATH 201 Probability and Statistics
Transfer credit equivalent to MATH 201
Recommended prior coursework: a college-level mathematics course in the past five years

Vaughan-Beaven Service Learning Honors Program

Tuta Ionescu, Coordinator; Steve Carlson, Chaplain

DESCRIPTION OF THE PROGRAM

Service learning is an educational methodology that 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 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.

PROGRAM REQUIREMENTS

ASSOCIATE DEGREE	BACHELOR'S COMPLETION DEGREE	BACHELOR'S DEGREE	BSN PRELICENSURE
SERVICE LEARNING HONORS PROGRAM COURSES			
Choose one or more	Choose one or more	Choose two or more	Choose two or more
SLHP 330 Global Health	SLHP 330 Global Health	SLHP 330 Global Health	SLHP 330 Global Health
SLHP 331 Health Care Needs of Underserved Populations	SLHP 331 Health Care Needs of Underserved Populations	SLHP 331 Health Care Needs of Underserved Populations	SLHP 331 Health Care Needs of Underserved Populations
SLHP 332 Leadership in Service	SLHP 332 Leadership in Service	SLHP 332 Leadership in Service	SLHP 332 Leadership in Service
SLHP 333 Scholarship and Service	SLHP 333 Scholarship and Service	SLHP 333 Scholarship and Service	SLHP 333 Scholarship and Service

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

Available program courses may include:

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 lifetime.
- 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 Vaughan-Beaven Honors Scholars 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. A 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 Arts and Sciences

Paul DeLange, PhD, Director

MISSION STATEMENT

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

Note: Updates to this section appear in an addendum. Visit website.

GOALS AND OBJECTIVES

The courses in the Division of Arts and Sciences meet two distinct needs. One is to provide a liberal arts background on which to build technical information leading toward a degree in a health care field. The other is to provide a Bachelor of Science degree that prepares students for admissions and success in professional schools such as medical, physician assistant, physical therapy, dental, etc.

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

The division is divided into three departments: the humanities department; the sciences and mathematics department; and the human biology department.

HUMANITIES AND SOCIAL SCIENCES DEPARTMENT

Cory Wetterlin, PhD, Chair; Anne Collier-Freed, PhD; Laura Miller, MA; Vail McGuire, PhD; David Price, MS; Maria Rankin-Brown, PhD

SCIENCES AND MATHEMATICS DEPARTMENT

Paul DeLange, PhD, Chair; Laurie Bromagen, MS; Jonathan Engelman, PhD; Ericka Brandau, MS; Jane Nesbit, MA; Randi Quale, MS; Daniel Schoun, MS

Spiritual Care Minor

Cory Wetterlin, PhD, Director

DESCRIPTION

The minor in spiritual care is a distinctive educational experience every student at Kettering College participates in and may earn by carefully selecting and successfully completing College and major requirements within baccalaureate degree programs.

The minor consists of at least 15 credits, including a capstone project that draws together various projects of holistic healthcare for self and others.

OUTCOMES

Personal Spiritual Awareness and Self-Care

- I. Students will develop awareness of their own spiritual narrative, which includes religious, psychological, social, emotional, and cultural contexts.
- II. Students will develop awareness and practice of self-care techniques unique to their own spiritual narrative.

Spiritual Care Competencies

- III. Students will develop awareness and practice of spiritual care for persons based on the persons' spiritual narratives.
- IV. Students will make effective and ethical use of their own spiritual narrative to offer spiritual care to others using intentional spiritual care skills.
- V. Students will develop and apply awareness of the role of a chaplain and how to work effectively as a member of a multidisciplinary team for the purpose of spiritual care.

Spiritual Care Collaborative Reflection

- VI. Students will make use of the clinical method of learning through self-reflection, peer group discussion, and instructor feedback.

CREDIT REQUIREMENTS

- I. Religion courses (12 credits)

Twelve of the 15 credits for the minor in spiritual care are acquired through the religion curriculum included within each program of study from the list below.

- a. Take both of these required courses:

- i. RELB 101 Adventist Beliefs and Ministry of Jesus 3 Credits
- ii. RELP 316 Spirituality in Healing and Health Care..... 3 Credits

b. Take two of the following courses:

- i. RELP 306 Spiritual Dimensions of Death and Dying..... 3 Credits
- ii. RELP 254 Morality and Medicine: Christian
Perspective on Bioethical Issues..... 3 Credits
- iii. RELT 305 World Religions for HCP 3 Credits

II. Non-religion courses (3 credits)

Three to four of the 15 credits come from applicable non-religion courses (included within each program of study) that help to bring about the objectives/outcomes of this minor.

a. Choose one of the three following options:

- i. SOCI 375 Cultural Diversity in Health Care 3 Credits
- ii. HUMN 301 Narrative Medicine 3 Credits
- iii. Complete the following courses as part of the
Service Learning Honors Program:
SLHP 330 Global Health..... 2 Credits
SLHP 331 Health Care Needs of Underserved Populations .. 2 Credits

Department of Human Biology

Melonnie Furgason, PhD, Chair; Loren Barnhurst, PhD;
Chishimba Nathan Mowa, PhD

Note: Updates to this section appear in an addendum. Visit website.

MISSION STATEMENT

The human biology major at Kettering College provides an academically challenging curriculum ideal for students entering academic or professional graduate healthcare-related programs. Beyond intellectual growth, students will strengthen their spiritual connection to Christ and integrate their learning with their community.

BACHELOR OF SCIENCE WITH A MAJOR IN HUMAN BIOLOGY

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

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

There are two distinct curricular programs of study for the Bachelor of Science degree with a major in human biology. Students interested in medicine, physician assistant studies, physical therapy, dentistry, and other health-related professions that require baccalaureate or graduate degrees will receive a thorough preparation for admission to professional school by completion of the four-year program of study. Upon completion of the four-year program of study at Kettering College, the student may apply to a professional school or university to complete the required graduate study necessary for entry into the chosen profession. The second curricular program of study for the Bachelor of Science with a major in human biology is the “3+2”-year accelerated curriculum leading to the Master of Physician Assistant Studies at Kettering College. **This program is designed for students who begin with freshman courses at Kettering College. Students considering transferring to Kettering College should contact the admissions office to speak to an advisor in the Department of Human Biology.** Students with an excellent academic record as a

human biology major (minimum 3.70 cumulative GPA and minimum 3.70 science GPA) are eligible to apply for early admission to the two-year Kettering College physician assistant graduate program. Appropriate physician assistant courses taken during the fourth year are applied to the human biology major to complete the bachelor's degree. It is essential that each student become familiar with the admission requirements of the professional or graduate school to which he or she wishes to apply in order to select the appropriate courses within the major in human biology.

Admission to most health care-related professional and graduate schools is highly competitive. To increase the probability of acceptance into their professional schools of choice, each student should maintain high cumulative and science GPAs (3.5 or higher) while at Kettering College. Because of the demanding program of study and the necessity of maintaining a high grade-point average, there are specific criteria for admission into and progression through the major in human biology.

ADMISSIONS REQUIREMENTS

HIGH SCHOOL STUDENTS

- Meet all requirements for admission to Kettering College.
- Minimum cumulative high school GPA of 3.3 (unweighted).
- ACT composite score of 23 or above OR SAT combined score of 1130 or above.
- ACT math sub score above the 50th percentile (or the equivalent SAT sub score) OR score of 70% or above on the math placement exam.

TRANSFER STUDENTS

- Meet all requirements for admission to Kettering College.
- Cumulative college GPA of at least 3.0.
- Science and math GPA of at least 2.5.
- Transfer credit equivalent to MATH 105 or above OR score of 70% or above on the math placement exam.

PROGRESSION AND GRADUATION REQUIREMENTS

- To be admitted into the human biology major, the student must be eligible to register for MATH 165 the first semester of the freshman year.
- The student must complete the core curriculum, included in the major's course of study.
- The student must earn a grade of C or above in all courses.

- If a C or above is not earned in a course, then that course must be repeated. A student may not enroll in a course more than twice. Grades of WP and WF count as having been enrolled in a course.
- If a student must repeat more than two courses during the attempted completion of the major, that student may be removed from the major. The student may apply for readmission following the Department of Human Biology readmission policy.
- Student must maintain a minimum GPA of 2.0 each semester to remain in the major.
- A cumulative GPA of at least 2.0 is required to progress and graduate from the major.
- **Note:** Students aspiring to enroll in graduate professional programs should achieve a much higher cumulative GPA than the minimum required for progression and completion. Competitive professional programs typically look for a GPA greater than 3.5.

CHARACTERISTICS OF A HUMAN BIOLOGY GRADUATE

- **Scholarship and commitment:** Student demonstrates dedication and excellence toward their calling with a passion for lifelong learning.
- **Altruism, compassion, and empathy:** Student displays concern and caring for others.
- **Accountability, responsibility, and dependability:** Student maintains a high level of professionalism.
- **An orientation toward service and social responsibility:** Student shares their talents and time to promote the well-being of their community.
- **Humility and cultural awareness:** Student recognizes that diversity is a facet of life to be respected and embraced.
- **Growth mindset:** Student recognizes that challenges provide an opportunity for growth and resiliency.
- **Integrity and respect:** Student follows Christian principles in their academic, work, and social endeavors.

END-OF-DEGREE STUDENT LEARNING OUTCOMES

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

- Demonstrate a broad knowledge of biological and physical sciences as related to human biology.
- Perform laboratory techniques and procedures commonly used in basic biological and physical science research.
- Organize, analyze, and critically evaluate and interpret scientific data.

- Communicate biological and physical science concepts for peer and professional audiences.
- Question and synthesize data and conclusions using previously acquired biological and physical science knowledge to develop and support their own assessments.
- Articulate a statement of their personal view of the interrelationship of faith and science.

COURSE TRANSFER POLICY

Human biology department courses are designated with the prefixes BIO and CHE. Lower-division courses (100- and 200-level) may be taken at other institutions and transferred into the human biology major at Kettering College for credit upon review and permission of the department chair.

Upper-division courses (300- and 400-level) are generally not transferable into the human biology major without permission from the department chair.

COURSE TIME LIMITS

Science and math courses have an expiration date of 10 years. Students admitted to the human biology major will need to repeat any science or math courses that were taken more than 10 years before their admission date. This requirement is also applied to any human biology major courses and to the math placement exam.

RESIDENCY REQUIREMENTS

Any student who has failed to register for courses for two or more semesters (excluding summer semesters) is considered to have broken residency and is no longer a student within the human biology major at Kettering College. Any student who has broken residency will need to reapply to the major. If readmitted, the student will reenter the major under the policies and curricula of the current *Academic Bulletin*. The criteria listed in the readmission policy will be used to determine whether to readmit the student.

LEAVE OF ABSENCE POLICY

Extended leaves of absence for personal/family issues (e.g., medical; semester abroad requests) will be evaluated and determined individually. Requests should be submitted to the department chair. Decisions will be made by the faculty in the human biology department.

READMISSION POLICY

To be considered for readmission, the student must submit an updated application and personal statement to the College and notify the admissions office that the application is for readmission.

- A student may reapply to the major after being dismissed from the major due to academic or non-academic reasons.
 - An application may not be considered for readmission until at least one semester/term has elapsed.
 - A student academically dismissed from the major must complete a minimum of 12 credits at a regionally accredited institution before being considered for readmission to the major.
- A student must reapply to the major if he/she has not enrolled in classes for two or more semesters (excluding summer semesters).
- A student must submit all transcripts to the admissions office.
- A student must be in good financial standing with the College.
- Applicants will be readmitted to the major under the policies and curriculum in place at the time of readmission.
- Requests for readmission to the major will be evaluated individually. The faculty of the human biology department will determine whether to readmit the student based on several criteria:
 - Cumulative GPA and science/math GPA while a student at Kettering College.
 - Cumulative GPA and science/math GPA while taking classes at other institutions.
 - Student's current standing within the major based on graduation requirements.
 - Student's previous conduct within the major, both academically and with regard to student life.
 - Patterns of withdrawals, repeats, and/or failures in the student's full academic record.
 - Submission of a personal statement with a description of the student's commitment and plan for academic success.
- Student may be required to accept a "contract for success" developed in conjunction with the student's advisor and the department chair.

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

The Bachelor of Science with a major in human biology requires 126 credits, including general education, with at least 40 credits in the upper division. Required major courses and elective major courses must total at least 40 credits, with at least 20 semester credits in the upper division. A service project is also required for graduation. The major in human biology requires the following:

I.	Required major courses.....	69 credits
BIO 105	Foundations of Biology I with lab	4
BIO 110	Foundations of Biology II with lab	4
BIO 100	Freshman Seminar in Human Biology	1
BIO 304 ⁺	Human Anatomy with lab	4
BIO 305 ⁺	Human Physiology with lab	4
BIO 315 ⁺	Molecular Biology with lab.....	4
BIO 335 ⁺	Genetics with lab	4
BIO 341 ⁺	Biochemistry I with lab	4
BIO 200	Sophomore Seminar in Human Biology	2
BIO 300 ⁺	Junior Seminar in Human Biology	1
BIO 405 ⁺	Capstone Thesis	3
BIO 406 ⁺	Senior Seminar in Human Biology	1
CHE 121	General Chemistry I with lab	4
CHE 122	General Chemistry II with lab	4
CHE 221	Organic Chemistry I with lab	4
CHE 222	Organic Chemistry II with lab	4
MATH 165	College Algebra and Trigonometry	3
MATH 201	Probability and Statistics	3
MATH 220	Calculus I	3
PHYS 141	General Physics I with lab	4
PHYS 152	General Physics II with lab	4

II. Required general education courses 41 credits

HIST XXX History Requirement 3

Students may take HIST 101, HIST 102, HIST 151, or

HIST 152 to fulfill this requirement

ENGL 101 Writing and Rhetoric I..... 3

ENGL 218 Writing and Research in the Sciences 3

COMM 215 Introduction to Human Communication..... 3

XXX Humanities Group II electives 6

Students may take literature, history, philosophy,
music, art, theater, or foreign language courses
to fulfill this requirement

RELB 101 SDA Fundamental Beliefs and the
Healing Ministry of Christ 3

RELP 254 Morality and Medicine: Christian
Perspective on Bioethical Issues 3

RELP 316 Spirituality in Healing and Health Care 3

RELP XXX Humanities Group I Elective..... 3

PSYC 112 General Psychology 3

SOCI 115 Principles of Sociology 3

XXX Social sciences elective (could be met
by major elective) 3

III. One course chosen from the following: 3 credits

HESC 302 Mission Experience in Cultural Diversity

HESC 310 Health Care Economics and Finance

HESC 435 Community Health Perspectives

HESC 345 History of Health Care in the United States

HESC 371 Alternative Therapies for Health and Illness

IV. Major electives: Choose at least five (four must be at 300 level or higher)		15 credits
KETC 101	Medical Terminology	1
PSYC 138	Human Growth and Development*	3
PSYC 220	Abnormal Psychology*	3
SOCI 375	Cultural Diversity in Health Care	3
BIOL 151	Microbiology with lab*	4
BIOL 263	Sectional Anatomy	3
BIO 220	Topics in Human Biology	1-4
BIO 342+	Biochemistry II with lab	4
BIO 310+	Human Histology with lab.....	4
BIOL 350	Pathophysiology.....	3
BIOL 420+	Topics in Biology	1-4
BIO 420+	Topics in Human Biology	1-4
BIO 421+	Principles of Neurobiology	3
BIO 422+	Mechanisms of Human Diseases.....	3
BIO 425+	Endocrinology	3
BIO 435+	Molecular Genetics	3
BIO 440+	Immunology.....	3
BIO 445+	Developmental Biology	3

V. Service Project

TOTAL

126 credits

* Major electives to meet prerequisites for physician assistant program admission

+ Transfer credit may be awarded based on department chair's evaluation.

SUGGESTED COURSE OF STUDY

FIRST YEAR: FALL

BIO 105	Foundations of Biology I with lab	4
CHE 121	General Chemistry I with lab	4
MATH 165	College Algebra and Trigonometry	3
RELB 101	Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ	3
BIO 100	Freshman Seminar in Human Biology	1
<hr/> TOTAL		15

FIRST YEAR: WINTER

BIO 110	Foundations of Biology II with lab	4
CHE 122	General Chemistry II with lab	4
MATH 220	Calculus I	3
ENGL 101	Writing and Rhetoric I	3
HIST XXX	History requirement	3
<hr/> TOTAL		17

SECOND YEAR: FALL

BIO 304	Human Anatomy with lab	4
CHE 221	Organic Chemistry I with lab	4
COMM 215	Introduction to Human Communication	3
PSYC 112	General Psychology	3
RELP 254	Morality and Medicine	3
<hr/> TOTAL		17

SECOND YEAR: WINTER

BIO 335	Genetics with lab	4
CHE 222	Organic Chemistry II with lab	4
ENGL 218	Writing and Research in the Sciences	3
SOCI 115	Sociology	3
BIO 200	Sophomore Seminar in Human Biology	2

TOTAL	16
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THIRD YEAR: FALL

BIO 305	Human Physiology with lab	4
BIO 315	Molecular Biology with lab	4
PHYS 141	General Physics I with lab	4
RELX XXX	Religion elective	3
XXX	Humanities Group II elective (literature, history, philosophy, music, art, theater, or foreign language)	3

TOTAL	18
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THIRD YEAR: WINTER

XXX	Major elective	3-4
BIO 341	Biochemistry I with lab	4
PHYS 152	General Physics II with lab	4
MATH 201	Probability and Statistics	3
BIO 300	Junior Seminar in Human Biology	1

TOTAL	15-16
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FOURTH YEAR: FALL

XXX	Major elective	3-4
XXX	Major elective	3-4
BIO 405	Capstone Thesis	3
XXX	Humanities Group II elective	3
HESC XXX	Required HESC course	3

TOTAL	15-17
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FOURTH YEAR: WINTER

XXX	Major elective	3-4
XXX	Major elective	3-4
XXX	Social sciences elective	3
RELP 316	Spirituality in Healing and Health Care	3
BIO 406	Senior Seminar in Human Biology	1

TOTAL	13-15
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Note: A human biology student with a cumulative GPA of 3.5 or higher may take up to 20 credits in the fall semester and/or winter semester without prior approval.

PROGRAM OF STUDY FOR BACHELOR OF SCIENCE: HUMAN BIOLOGY MAJOR (“3+2”-YEAR MPAS ACCELERATED CURRICULUM)

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

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

I. Required major courses		65 credits
BIO 105	Foundations of Biology I with lab	4
BIO 110	Foundations of Biology II with lab	4
BIO 100	Freshman Seminar in Human Biology	1
BIO 305	Human Physiology with lab	4
BIO 304	Human Anatomy with lab	4
BIO 315	Molecular Biology with lab.....	4
BIO 335	Genetics with lab.....	4
BIO 341	Biochemistry I with lab	4
BIO 200	Sophomore Seminar in Human Biology	2
BIO 300	Junior Seminar in Human Biology	1
CHE 121	General Chemistry I with lab	4
CHE 122	General Chemistry II with lab	4
CHE 221	Organic Chemistry I with lab	4
CHE 222	Organic Chemistry II with lab	4

MATH 165	College Algebra and Trigonometry	3
MATH 220	Calculus I	3
MATH 201	Probability and Statistics	3
PHYS 141	General Physics I with lab	4
PHYS 152	General Physics II with lab	4
II. Required general education courses		39 credits
HIST XXX	History Requirement	3
	Students may take HIST 101, HIST 102, HIST 151, or HIST 152 to fulfill this requirement	
ENGL 101	Writing and Rhetoric I	3
ENGL 218	Writing and Research in the Sciences	3
COMM 215	Introduction to Human Communication	3
XXX	Humanities Group II electives	6
	Students may take literature, history, philosophy, music, art, theater, or foreign language courses to fulfill this requirement	
RELB 101	SDA Fundamental Beliefs and the Healing Ministry of Christ	3
RELP 254	Morality and Medicine: Christian Perspective on Bioethical Issues	3
RELP 316	Spirituality in Healing and Health Care	3
RELP XXX	Humanities Group I elective	3
PSYC 112	General Psychology	3
SOCI 115	Principles of Sociology	3
PSYC 138	Human Growth and Development (social sciences elective)*	3
III. Major electives: Must take the following		4 credits
BIOL 151	Microbiology with lab*	4
IV. One HESC course chosen from the following:		3 credits
HESC 302	Mission Experience in Cultural Diversity	
HESC 310	Health Care Economics and Finance	
HESC 435	Community Health Perspectives	
HESC 345	History of Health Care in the United States	
HESC 371	Alternative Therapies for Health and Illness	

V. PA major courses applied to BS degree 16 credits

PHAS 536 Evidence-Based Medicine I..... 0.5

PHAS 537 Evidence-Based Medicine II..... 0.5

PHAS 512 CMM Dermatology 1

PHAS 571 CMM Infectious Disease 2

PHAS 518 CMM Pulmonology 5

PHAS 522 CMM Endocrinology 3

PHAS 551 Behavioral Medicine 2

PHAS 553 Clinical Genetics 2

VI. Service project

TOTAL 127 credits

* Major electives required for physician assistant program admission

SUGGESTED COURSE OF STUDY

FIRST YEAR

Fall and winter	32
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SECOND YEAR

Fall and winter	33
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SECOND YEAR: SUMMER

XXX	Humanities Group II elective (literature, history, philosophy, music, art, theater, or foreign language)	3
BIOL 151	Microbiology (major elective)	4
PSYC 138	Human Growth and Development (major elective)	3
RELX XXX	Religion elective	3

TOTAL	13
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THIRD YEAR: FALL

BIO 305	Human Physiology with lab	4
BIO 315	Molecular Biology with lab	4
PHYS 141	General Physics I with lab	4
XXX	HESC requirement	3
XXX	Humanities Group II elective (Philosophy of Science)	3

TOTAL	18
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THIRD YEAR: WINTER

BIO 341	Biochemistry I with lab	4
PHYS 152	General Physics II with lab	4
MATH 201	Probability and Statistics	3
RELP 316	Spirituality in Healing and Health Care	3
BIO 300	Junior Seminar in Human Biology	1

TOTAL	15
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Entry point to PA program

THIRD YEAR: SUMMER

PHAS 512	CMM Dermatology*	1
PHAS 551	Behavioral Medicine*	2
PHAS 553	Clinical Genetics*	2
PHAS XXX	PA professional courses	8
RELP 507	Clinical Ethics I	1

TOTAL	14
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FOURTH YEAR: FALL

PHAS 536	Evidence-Based Medicine I*	0.5
PHAS 522	CMM Endocrinology*	3
PHAS 571	CMM Infectious Disease*	2
PHAS XXX	PA professional courses	15

TOTAL	20.5
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FOURTH YEAR: WINTER

PHAS 537	Evidence-Based Medicine II*	0.5
PHAS 518	CMM Pulmonology*	5
PHAS XXX	PA professional courses	17

TOTAL	22.5
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Note: Courses marked with the asterisk (*) are applied to the human biology major to complete the bachelor's degree.

Division of Nursing

DEPARTMENT PERSONNEL

Program Leadership:

- Paula Reams, PhD, APRN, CNP, CNE, LMT, Dean of Nursing and Chair of Undergraduate Prelicensure BSN
- Denise Sekerak, PhD, RN, Associate Dean of Nursing for Student Affairs
- Lisa Huber, MSN, RN, COI, Chair, RN-to-BSN
- Beverley McLean, MSN, RN, CHSE, Interprofessional Education Center Simulation Co-Coordinator
- Phillip Smith, BA, CHSOS, EMT-P, Interprofessional Education Center Simulation Co-Coordinator

Program Faculty: Devon Adams, MSN, RN; Ashley Barnett, MS, RNC-OB, C-EFM; Marisa Blahovich, RN, MS, CHSE; Adelaide Durkin, DNP, RN, COI, CNE; Katherine Ferrell, MSN, RN, OMS, WCC; Shirna Gullo, DNP, MSN, BSN, RN; Cynthia Hammond, PhD, MS, RN; Cynthia Hasseman, MSN, ED, RN; Melinda Hopkins, DNP, RN; Jeanette Little, DNP, RN, FACHE, NEA-BC, FABC; Nicole Orian, DNP, MSN, BSN; Cynthia Parker, PhD, RN, COI; Jean Stivers, MS, RNC, CNE; Joan Ulloth, PhD, RN, CNE; Deborah Warren, MS, RN

Program Staff: Jessica Allen; Mary Harden; Gerson Hortua; Courtney Sewell

PROGRAM TRACKS OFFERED

- Prelicensure Bachelor of Science in Nursing (BSN): full-time and part-time
- LPN-to-Bachelor of Science in Nursing (LPN-to-BSN): full-time and part-time
- Post-bachelor's degree-to-prelicensure Bachelor of Science in Nursing (accelerated BSN): full-time
- RN-to-Bachelor of Science in Nursing (RN-to-BSN): full-time and part-time

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 Kettering College Division of Nursing affirms that the profession of nursing incorporates a commitment to lifelong learning; it also affirms the necessity of a baccalaureate or graduate degree in nursing for professional nursing practice. In addition, the division supports the practice of nurses with an associate degree who provide important and necessary assistance to 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 vertical curricular elements 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 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.

Professionalism is embodied by the registered 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 are skillful users of communication and informatics who are knowledgeable of economic, political, and socioeconomic factors that affect healthcare delivery systems and patient outcomes. They implement leadership skills to communicate, collaborate with interdisciplinary teams, and coordinate care. They commit themselves to compassionate caring with strong ethical values; safety; and 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.

Critical thinking and clinical reasoning are used by professional nurses to improve, maintain, or recover health and to achieve the best possible quality of health for those in their care. Critical thinking is the controlled and purposeful use of thinking skills for analyzing patient issues and problems. These skills include interpretation, analysis, inference, explanation, evaluation, and self-regulation. Clinical reasoning is a deliberate process by which nurses make judgments. Clinical reasoning includes tolerance of ambiguity, analyzing all elements of the clinical situation, weighing elements against evidence, and making meaningful connections when deciding the most appropriate action. Clinical judgment is the decisional outcome based on the process of clinical reasoning. Professional baccalaureate nurses use research results to inform evidence-based practice as they implement the nursing process.

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-PROGRAM STUDENT LEARNING OUTCOMES

The Bachelor of Science in Nursing graduate:

- Synthesizes knowledge from the arts and sciences and from nursing theory, practice, and evidence-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.

Prelicensure Bachelor of Science in Nursing (BSN)

DESCRIPTION OF DEGREE

The prelicensure BSN degree at Kettering College prepares individuals for professional registered nurse practice and leadership. The curriculum has full-time and part-time tracks and can be completed in three years or five years of continuous study. The degree consists of 125 semester credits, including 62 credits from arts and sciences 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), 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326; 404-975-5000; www.acenursing.org.

ADMISSION

- Admission to the prelicensure program occurs two times each year — once for the fall semester and once for the winter semester. Note: An exception to the two-times-a-year admission is the LPN-to-BSN track, which admits students once a year for the fall semester.
- To be considered for admission prior to completion of all prerequisite courses, college transcripts must reflect completion of at least one prerequisite science course that meets admission criteria.
- **Deadlines:** Application materials, including transcripts and student personal statement, are due by the deadlines outlined below.

FALL ADMISSION DEADLINES *

- Applications are due by the end of January.
- Applications received after January are considered for program admission to fill any spots available after Kettering College's offers of admission have been made.
- The Kettering College offer of admission is communicated by the end of February. An admitted student has until May 1 to either accept or decline the offer of admission.
- Admission deposit is due May 1.
- Registration typically opens by June.
- Final transcript(s) are due by mid-July.

- Students admitted after May receive notification of the admissions decision by mid-June and have 10 days to accept or decline.

* See College website for specific deadline dates.

WINTER ADMISSION DEADLINES

Kettering College offers rolling admission to the BSN prelicensure program track's winter entry term. Rolling admission means:

- Applications will be evaluated on a first-come, first-served basis when an applicant has achieved the minimum requirements for admission.
- Offers of admission will be granted on a first-come, first-served basis whereby a student is ranked according to when the application was submitted, and transcripts received.
- All other things being equal, Kettering College students will be given preference over transfer students.

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 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
MATH 105	Fundamentals of Mathematics	3 credits
MATH 201	Probability and Statistics	3 credits
PSYC 112	General Psychology	3 credits
PSYC 138	Human Growth and Development.....	3 credits
SOCI 115	Sociology.....	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 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.

DIRECT ADMISSION OPPORTUNITY

An opportunity for direct admission into the BSN prelicensure degree track exists for high school students who apply with one of the following criteria:

- Minimum high school GPA of 3.5
- Minimum ACT score of 21 or SAT score of 1070
- Minimum GPA 3.2 with completion of two college-level courses equivalent to courses from the prelicensure BSN prerequisite list with a minimum grade of B or above

Students who receive direct enrollment will receive a letter from the KC admissions office and the KC Division of Nursing. Students will be notified of the criteria below that they must meet in order to maintain direct enrollment status.

- Completion of all prerequisite nursing courses at Kettering College with a grade of C or better in each course

- Have not repeated or withdrawn from more than 1 prerequisite nursing course (withdrawals include grades of W, WP, and WF)
- Maintenance of a 2.8 GPA in prerequisite nursing courses through time of direct admission
- Maintenance of a 2.8 GPA in prerequisite science courses through time of direct admission

Students who do not meet/maintain qualifications for direct enrollment will lose placement in the nursing degree track and may apply through normal application procedures associated with the BSN prelicensure program degree tracks. Note: Previous nursing course failures disqualify students from direct enrollment option.

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 deemed necessary 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 or the American Red Cross in the BLS for the Healthcare Provider course. Students must complete this certification course at Kettering College during the time period designated by the nursing program. Upon acceptance to the nursing program, students will receive further information regarding BLS certification. If an admitted student already has American Heart Association or American Red Cross BLS for the Healthcare Provider certification and does not wish to recertify at the time of admission, the student must sign an

informational waiver taking responsibility for keeping BLS certification current throughout enrollment in the program.

2. **Background check and fingerprinting:** Students must request and pay to have a criminal background check and fingerprinting performed by a Kettering 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 the 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 the start of the first semester of nursing courses.
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 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, they will be required to inform the College of these limitations prior to the start of the program, and a determination will be made regarding their eligibility.

PROGRESSION

Students who earn a grade less than a C, WP, or WF in any nursing course will be removed from the program track. A grade of W does not apply to this situation. Students will need to reapply according to the criteria in the readmission policy. To progress in the program, students will:

- Continue to demonstrate professional and ethical behavior.
- Achieve a minimum grade of C in all nursing courses required for the BSN program track. A grade lower than a C in any nursing course is considered a course failure and will result in dismissal from the program track.
- Not enroll more than twice in any nursing course.
 - A grade of W does not apply.

- If a student withdraws (WP/WF) and at the time of withdrawal has less than a C grade equivalency, the WP/WF is considered the same as a nursing course failure.
- A grade of WP or WF counts as enrollment in a course.
- Maintain compliance with technical standards.
- Maintain health requirements and current immunization status.
- Maintain clearance of background check.

IN PROGRESS GRADE OR LEAVE OF ABSENCE STATUS

Students receiving a grade of IP (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 outlined 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 deemed necessary by the Division of Nursing. General College policies on tuition and fees for remediation of courses will apply.

READMISSION

- Students wishing to apply for readmission must submit a readmission form to the director of admissions.
- If readmitted, a student may repeat a course only once.
- A course must be repeated the next term in which the course is offered. Absences longer than one semester require an application for a leave of absence.
- Requests for readmission will be evaluated on an individual basis.
- The decision to readmit a student will be based on the following criteria:
 - Available space within the program track.
 - Review and evaluation of the student's professional and ethical behavior as well as 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). Note: Calculation of readmission GPA will not include the failing letter grade of the last nursing course where the student was not successful.
 - Submission of evidence demonstrating potential for academic success.
- Students are not eligible for readmission following failure of two nursing courses. A student may not enroll more than twice in any course.

- A grade of W does not apply.
- If a student withdraws (WP/WF) and at the time of withdrawal has less than a C grade equivalency, the WP/WF is considered the same as a nursing course failure.
- A grade of WP or WF counts as enrollment in a course.
- Remediation will be required for students who have been out of the nursing program track 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.
- Readmitted students enter under the curriculum, program policies, and Academic Bulletin in place during the semester of reentry into the program track.

READMISSION DEADLINES

- A student failing any nursing course is expected to submit an application for readmission within five days after the semester in which progression is interrupted.
- A student with a grade of IP (in progress) or leave of absence status is expected to submit an application for readmission at least one semester prior to desired reentry to the program.

READMISSION CRITERIA

1. Students who are readmitted enter under the curriculum, program policies, and *Academic Bulletin* offered the semester of reentry 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).
 - Calculation of readmission GPA will not include the failing letter grade of the last nursing course where the student was not successful.
 - 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 deemed necessary 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 they have two or more failures of 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 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. Students must score 800 or higher on the HESI Exit Exam to be eligible for graduation.

PROGRAM OF STUDY FOR FULL-TIME PRELICENSURE BSN TRACK (FALL COHORT)

This cohort is divided into Track A and Track B. Students in both tracks take the same series of prerequisite courses over the first three terms but do so in a different sequence.

TRACK A: YEAR 1, SEMESTER 1 FALL (FULL-TIME FALL COHORT)

BIOL 119	Human Anatomy and Physiology I	4
ENGL 101	Writing and Rhetoric I	3
KETC 101	Medical Terminology	1
MATH 105	Fundamentals of Mathematics	3
PSYC 112	General Psychology	3
TOTAL		14

TRACK A: YEAR 1, SEMESTER 2 WINTER (FULL-TIME FALL COHORT)

BIOL 129	Human Anatomy and Physiology II	4
CHEM 105	Chemistry for Health Sciences	4
ENGL 102	Writing and Rhetoric II	3
MATH 201	Probability and Statistics	3
TOTAL		14

TRACK A: YEAR 1, SEMESTER 3 SUMMER (FULL-TIME FALL COHORT)

BIOL 151	Microbiology	4
HUMN	Humanities elective (literature, history, philosophy, music, art, theater, or foreign language)	3
PSYC 138	Human Growth and Development	3
SOCI 115	Principles of Sociology	3
TOTAL		13

TRACK B: YEAR 1, SEMESTER 1 FALL (FULL-TIME FALL COHORT)

CHEM 105	Chemistry for Health Sciences	4
MATH 105	Fundamentals of Mathematics	3
ENGL 101	Writing and Rhetoric I	3
PSYC 112	General Psychology	3

TOTAL	13
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TRACK B: YEAR 1, SEMESTER 2 WINTER (FULL-TIME FALL COHORT)

BIOL 119	Human Anatomy and Physiology I	4
BIOL 151	Microbiology	4
MATH 201	Probability and Statistics	3
ENGL 102	Writing and Rhetoric II	3
KETC 101	Medical Terminology	1

TOTAL	15
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TRACK B: YEAR 1, SEMESTER 3 SUMMER (FULL-TIME FALL COHORT)

BIOL 129	Human Anatomy and Physiology II	4
HUMN	Humanities elective (literature, history, philosophy, music, art, theater, or foreign language)	3
PSYC 138	Human Growth and Development	3
SOCI 115	Principles of Sociology	3

TOTAL	13
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YEAR 2, SEMESTER 4 (FULL-TIME FALL COHORT)

BIOL 350	Pathophysiology	3
NRSB 305	Pharmacology in Nursing	3
NRSB 315	Foundations of Nursing	6
RELB 101	Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ	3

TOTAL	15
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YEAR 2, SEMESTER 5 (FULL-TIME FALL COHORT)

COMM 215	Introduction to Human Communication	3
NRSB 301	Wellness and Health Promotion	3
NRSB 325	Medical Surgical Nursing 1	6
RELX	Religion elective	3

TOTAL	15
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YEAR 2, SEMESTER 6 (FULL-TIME FALL COHORT)

NRSB 335	Medical Surgical Nursing 2	8
NRSB 355	Population Health Concepts	4

TOTAL	12
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YEAR 3, SEMESTER 7 (FULL-TIME FALL COHORT)

NRSB 331	Psychiatric/Mental Health Nursing Concepts	4
NRSB 341	Family Nursing Concepts	6
NRSB 371	Nursing Research	3
RELP 316	Spirituality in Healing and Health Care	3

TOTAL	16
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YEAR 3, SEMESTER 8 (FULL-TIME FALL COHORT)

HUMN	Humanities elective (literature, history, philosophy, music, art, theater, or foreign language)	3
NRSB 405	Medical Surgical Nursing 3	9
NRSB 411	Essentials of Nursing Leadership, Management, and Informatics	3

TOTAL	15
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YEAR 3, SEMESTER 9 (FULL-TIME FALL COHORT)

NRSB 425	Capstone Nursing Experience	5
NRSB 435	NCLEX-RN Success Strategies	3
REL 306	Spiritual Dimensions of Death and Dying	3

TOTAL		11
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PROGRAM OF STUDY FOR FULL-TIME PRELICENSURE BSN TRACK (WINTER COHORT)**YEAR 1, SEMESTER 1 WINTER (FULL-TIME WINTER COHORT)**

BIOL 119	Human Anatomy and Physiology I	4
BIOL 151	Microbiology	4
ENGL 101	Writing and Rhetoric I	3
MATH 105	Fundamentals of Mathematics	3

TOTAL	14
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YEAR 1, SEMESTER 2 SUMMER (FULL-TIME WINTER COHORT)

BIOL 129	Human Anatomy and Physiology II	4
ENGL 102	Writing and Rhetoric II	3
HUMN	Humanities elective (literature, history, philosophy, music, art, theater, or foreign language)	3
PSYC 112	General Psychology	3

TOTAL	13
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YEAR 1, SEMESTER 3 FALL (FULL-TIME WINTER COHORT)

CHEM 105	Chemistry for Health Sciences	4
KETC 101	Medical Terminology	1
MATH 201	Probability and Statistics	3
PSYC 138	Human Growth and Development	3
SOCI 115	Principles of Sociology	3

TOTAL	14
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YEAR 2, SEMESTER 4 (FULL-TIME WINTER COHORT)

BIOL 350	Pathophysiology	3
NRSB 305	Pharmacology in Nursing	3
NRSB 315	Foundations of Nursing	6
RELB 101	Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ	3

TOTAL	15
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YEAR 2, SEMESTER 5 (FULL-TIME WINTER COHORT)

COMM 215	Introduction to Human Communication	3
NRSB 301	Wellness and Health Promotion	3
NRSB 325	Medical Surgical Nursing 1	6
RELX	Religion elective	3

TOTAL	15
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YEAR 2, SEMESTER 6 (FULL-TIME WINTER COHORT)

HUMN	Humanities elective (literature, history, philosophy, music, art, theater, or foreign language)	3
NRSB 335	Medical Surgical Nursing 2	8
NRSB 355	Population Health Concepts	4

TOTAL	15
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YEAR 3, SEMESTER 7 (FULL-TIME WINTER COHORT)

NRSB 331	Psychiatric/Mental Health Nursing Concepts	4
NRSB 341	Family Nursing Concepts	6
NRSB 371	Nursing Research	3
RELX 316	Spirituality in Healing & Health Care	3

TOTAL	16
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YEAR 3, SEMESTER 8 (FULL-TIME WINTER COHORT)

NRSB 405	Medical Surgical Nursing 3	9
NRSB 411	Essentials of Nursing Leadership, Management, and Informatics	3

TOTAL	12
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YEAR 3, SEMESTER 9 (FULL-TIME WINTER COHORT)

NRSB 425	Capstone Nursing Experience	5
NRSB 435	NCLEX-RN Success Strategies	3
REL 306	Spiritual Dimensions of Death and Dying	3
TOTAL		11

PROGRAM OF STUDY FOR PART-TIME PRELICENSURE BSN TRACK (FALL COHORT)**YEAR 1, SEMESTER 1 (PART-TIME FALL COHORT)**

ENGL 101	Writing and Rhetoric I	3
MATH 105	Fundamentals of Mathematics	3

TOTAL	6
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YEAR 1, SEMESTER 2 (PART-TIME FALL COHORT)

CHEM 105	Chemistry for Health Sciences	4
COMM 215	Introduction to Human Communication	3
ENGL 102	Writing and Rhetoric II	3
KETC 101	Medical Terminology	1

TOTAL	11
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YEAR 1, SEMESTER 3 (PART-TIME FALL COHORT)

HUMN	Humanities elective (literature, history, philosophy, music, art, theater, or foreign language)	3
SOCI 115	Principles of Sociology	3

TOTAL	6
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YEAR 2, SEMESTER 4 (PART-TIME FALL COHORT)

BIOL 119	Human Anatomy and Physiology I	4
PSYC 112	General Psychology	3

TOTAL	7
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YEAR 2, SEMESTER 5 (PART-TIME FALL COHORT)

BIOL 129	Human Anatomy and Physiology II	4
HUMN	Humanities elective (literature, history, philosophy, music, art, theater, or foreign language)	3
MATH 201	Probability and Statistics	3

TOTAL	10
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YEAR 2, SEMESTER 6 (PART-TIME FALL COHORT)

BIOL 151	Microbiology	4
PSYC 138	Human Growth and Development	3

TOTAL	7
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YEAR 3, SEMESTER 7 (PART-TIME FALL COHORT)

BIOL 350	Pathophysiology	3
NRSB 301	Wellness and Health Promotion	3
NRSB 305	Pharmacology in Nursing	3

TOTAL	9
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YEAR 3, SEMESTER 8 (PART-TIME FALL COHORT)

NRSB 315	Foundations of Nursing	6
RELB 101	Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ	3

TOTAL	9
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YEAR 3, SEMESTER 9 (PART-TIME FALL COHORT)

NRSB 325	Medical Surgical Nursing 1	6
RELX	Religion elective	3

TOTAL	9
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YEAR 4, SEMESTER 10 (PART-TIME FALL COHORT)

NRSB 335	Medical Surgical Nursing 2	8
NRSB 355	Population Health Concepts	4

TOTAL	12
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YEAR 4, SEMESTER 11 (PART-TIME FALL COHORT)

NRSB 371	Nursing Research	3
NRSB 411	Essentials of Nursing Leadership, Management, and Informatics	3

TOTAL	6
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YEAR 4, SEMESTER 12 (PART-TIME FALL COHORT)

NRSB 331	Psychiatric/Mental Health Nursing Concepts	4
REL P 306	Spiritual Dimensions of Death and Dying	3

TOTAL	7
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YEAR 5, SEMESTER 13 (PART-TIME FALL COHORT)

NRSB 341	Family Nursing Concepts	6
REL P 316	Spirituality in Healing and Health Care	3

TOTAL	9
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YEAR 5, SEMESTER 14 (PART-TIME FALL COHORT)

NRSB 405	Medical Surgical Nursing 3	9
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TOTAL	9
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YEAR 5, SEMESTER 15 (PART-TIME FALL COHORT)

NRSB 425	Capstone Nursing Experience	5
NRSB 435	NCLEX-RN Success Strategies	3

TOTAL	8
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LPN-to-Bachelor of Science in Nursing (LPN-to-BSN)

DESCRIPTION OF DEGREE

The LPN-to-BSN degree track at Kettering College is an innovative three-year program designed to prepare individuals for professional registered nurse practice and leadership. The curriculum is designed for completion in nine semesters of year-round, full-time study. The degree consists of 125 semester credits, including 62 credits from arts and sciences courses and 63 nursing credits. The LPN student receives credit for BIOL 119, PSYC 138, KETC 101, NRSB 301, NRSB 305, and NRSB 315 after successful completion of NRSB 310, the LPN-to-BSN Transition course.

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), 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326; 404-975-5000; www.acenursing.org.

ADMISSION

Admission to the LPN-to-BSN track occurs once a year for the fall semester. Note: This differs from the prelicensure BSN track, which admits students twice a year. To be considered for admission prior to completion of all prerequisite courses, college transcripts must reflect completion of at least one required prerequisite science course that meets admission criteria.

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

ADMISSION DEADLINES *

- Applications are due by the end of January.
- Applications received after January are considered for program admission to fill any spots available after Kettering College's offers of admission have been made.
- The Kettering College offer of admission is communicated by the end of February.
Admitted students have until May 1 to either accept or decline the offer of admission.
- Admission deposit is due by May 1.
- Registration typically opens by June.
- Final transcript(s) are due by mid-July.

- Students admitted after May receive notification of the admissions decision by mid-June and have 10 days to accept or decline.
- * See College website for specific deadline dates.

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
MATH 105	Fundamentals of Mathematics	3 credits
MATH 201	Probability and Statistics	3 credits
PSYC 112	General Psychology	3 credits
SOCI 115	Sociology	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 admissions 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. Possess and maintain a valid, unrestricted, and unencumbered LPN license.

Upon completion of NRSB 310 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 305
NRSB 315

NURSING PROGRAM TRANSFER APPLICANTS

Transfer students wishing to enter the LPN-to-BSN 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 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 deemed necessary 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 or the American Red Cross in the BLS for the Healthcare Provider course. Students must complete this certification course at Kettering College during the time period designated by the nursing program. Upon acceptance to the nursing program, students will receive further information regarding BLS certification. If an admitted student already has American Heart Association or American Red Cross BLS for Healthcare Provider certification and does not wish to recertify at the time of

admission, the student must sign an informational waiver taking responsibility for keeping BLS certification current throughout their enrollment in the program.

2. **Background check and fingerprinting:** Students must request and pay to have a criminal background check and fingerprinting performed by a Kettering 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 the background check and fingerprinting report. Background check results must be received at least one week prior to the 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 the start of the first semester of nursing courses.
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, they will be required to inform the College of these limitations prior to the start of the program, and a determination will be made regarding their eligibility.

PROGRESSION

Students who earn a grade less than a C, WP, or WF in any nursing course will be removed from the program track. A grade of W does not apply to this situation. Students will need to reapply according to the criteria in the readmission policy.

To progress in the program, students will:

- Continue to demonstrate professional and ethical behavior.
- Achieve a minimum grade of C in all nursing courses required for the BSN program track. A grade lower than a C in any nursing course is considered a course failure and will result in dismissal from the program track.
- Not enroll more than twice in any nursing course.
 - A grade of W does not apply.
 - If a student withdraws (WP/WF) and at the time of withdrawal has less than a C grade equivalency, the WP/WF is considered the same as a nursing course failure.
 - A grade of WP or WF counts as enrollment in a course.

- Maintain compliance with technical standards.
- Maintain health requirements and current immunization status.
- Maintain clearance of background check.

IN PROGRESS GRADE OR LEAVE OF ABSENCE STATUS

Students receiving a grade of IP (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 outlined 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 deemed necessary by the Division of Nursing. General College policies on tuition and fees for remediation of courses will apply.

READMISSION

- Students wishing to apply for readmission must submit a readmission form to the director of admissions.
- If readmitted, a student may repeat a course only once.
- A course must be repeated the next term in which the course is offered. Absences longer than one semester require an application for a leave of absence.
- Requests for readmission will be evaluated on an individual basis.
- The decision to readmit a student will be based on the following criteria:
 - Available space within the program track.
 - Review and evaluation of the student's professional and ethical behavior as well as 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). Note: Calculation of readmission GPA will not include the failing letter grade of the last nursing course where the student was not successful.
 - Submission of evidence demonstrating potential for academic success.
- Students are not eligible for readmission following failure of two nursing courses. A student may not enroll more than twice in any course.
 - A grade of W does not apply.
 - If a student withdraws (WP/WF) and at the time of withdrawal has less than a C grade equivalency, the WP/WF is considered the same as a nursing course failure.
 - A grade of WP or WF counts as enrollment in a course.

- Remediation will be required for students who have been out of the nursing program track 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.
- Readmitted students enter under the curriculum, program policies, and *Academic Bulletin* in place during the semester of reentry into the program track.

READMISSION DEADLINES

- A student failing any nursing course must submit an application for readmission within five days after the semester in which progression is interrupted.
- A student with a grade of IP (in progress) or leave of absence status must submit an application for readmission at least one semester prior to desired reentry to the program.

READMISSION CRITERIA

1. Students who are readmitted enter under the curriculum, program policies, and *Academic Bulletin* offered the semester of reentry 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).
 - Calculation of readmission GPA will not include the failing letter grade of the last nursing course where the student was not successful.
 - 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 deemed necessary 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 310, 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 and a minimum GPA of 2.00 on a 4.00 scale in nursing courses.

PROGRAM OF STUDY FOR LPN-TO-BSN TRACK**YEAR 1, SEMESTER 1 (LPN COHORT)**

ENGL 101	Writing and Rhetoric I	3
MATH 105	Fundamentals of Mathematics	3
PSYC 112	General Psychology	3
TOTAL		9

YEAR 1, SEMESTER 2 (LPN COHORT)

BIOL 129	Human Anatomy and Physiology II	4
CHEM 105	Chemistry for Health Sciences	4
ENGL 102	Writing and Rhetoric II	3
MATH 201	Probability and Statistics	3
TOTAL		14

YEAR 1, SEMESTER 3 (LPN COHORT)

BIOL 151	Microbiology	4
HUMN	Humanities elective (literature, history, philosophy, music, art, theater, or foreign language)	3
SOCI 115	Principles of Sociology	3
TOTAL		10

YEAR 2, SEMESTER 4 (LPN COHORT)

BIOL 350	Pathophysiology	3
NRSB 310	LPN-to-BSN Transition	3
RELB 101	Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ	3
TOTAL		9

YEAR 2, SEMESTER 5 (LPN COHORT)

COMM 215	Introduction to Human Communication	3
NRSB 325	Medical Surgical Nursing 1	6
RELX	Religion elective	3

TOTAL	12
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YEAR 2, SEMESTER 6 (LPN COHORT)

NRSB 335	Medical Surgical Nursing 2	8
NRSB 355	Population Health Concepts	4

TOTAL	12
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YEAR 3, SEMESTER 7 (LPN COHORT)

NRSB 331	Psychiatric/Mental Health Nursing Concepts	4
NRSB 341	Family Nursing Concepts	6
NRSB 371	Nursing Research	3
RELX 316	Spirituality in Healing and Health Care	3

TOTAL	16
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YEAR 3, SEMESTER 8 (LPN COHORT)

HUMN	Humanities elective (literature, history, philosophy, music, art, theater, or foreign language)	3
NRSB 405	Medical Surgical Nursing 3	9
NRSB 411	Essentials of Nursing Leadership, Management, and Informatics	3

TOTAL	15
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YEAR 3, SEMESTER 9 (LPN COHORT)

NRSB 425	Capstone Nursing Experience	5
NRSB 435	NCLEX-RN Success Strategies	3
RELX 306	Spiritual Dimensions of Death and Dying	3

TOTAL	11
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PROGRAM OF STUDY FOR PART-TIME LPN-TO-BSN TRACK**YEAR 1, SEMESTER 1 (PART-TIME LPN COHORT)**

ENGL 101	Writing and Rhetoric I	3
MATH 105	Fundamentals of Mathematics	3

TOTAL	6
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YEAR 1, SEMESTER 2 (PART-TIME LPN COHORT)

CHEM 105	Chemistry for Health Sciences	4
ENGL 102	Writing and Rhetoric II	3

TOTAL	7
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YEAR 1, SEMESTER 3 (PART-TIME LPN COHORT)

HUMN	Humanities elective (literature, history, philosophy, music, art, theater, or foreign language)	3
SOCI 115	Principles of Sociology	3

TOTAL	6
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YEAR 2, SEMESTER 4 (PART-TIME LPN COHORT)

PSYC 112	General Psychology	3
HUMN	Humanities elective (literature, history, philosophy, music, art, theater, or foreign language)	3

TOTAL	6
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YEAR 2, SEMESTER 5 (PART-TIME LPN COHORT)

BIOL 129	Human Anatomy and Physiology II	4
MATH 201	Probability and Statistics	3

TOTAL	7
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YEAR 2, SEMESTER 6 (PART-TIME LPN COHORT)

BIOL 151	Microbiology	4
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TOTAL	4
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YEAR 3, SEMESTER 7 (PART-TIME LPN COHORT)

BIOL 350	Pathophysiology	3
NRSB 310	LPN-BSN Transition	3

TOTAL	6
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YEAR 3, SEMESTER 8 (PART-TIME LPN COHORT)

RELB 101	Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ	3
COMM 215	Introduction to Human Communication	3

TOTAL	6
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YEAR 3, SEMESTER 9 (PART-TIME LPN COHORT)

NRSB 325	Medical Surgical Nursing 1	6
RELX	Religion elective	3

TOTAL	9
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YEAR 4, SEMESTER 10 (PART-TIME LPN COHORT)

NRSB 335	Medical Surgical Nursing 2	8
NRSB 355	Population Health Concepts	4

TOTAL	12
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YEAR 4, SEMESTER 11 (PART-TIME LPN COHORT)

NRSB 371	Nursing Research	3
NRSB 411	Essentials of Nursing Leadership, Management, and Informatics	3

TOTAL	6
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YEAR 4, SEMESTER 12 (PART-TIME LPN COHORT)

NRSB 331	Psychiatric/Mental Health Nursing Concepts	4
RELP 306	Spiritual Dimensions of Death and Dying	3

TOTAL	7
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YEAR 5, SEMESTER 13 (PART-TIME LPN COHORT)

NRSB 341	Family Nursing Concepts	6
RELP 316	Spirituality in Healing and Health Care	3

TOTAL	9
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YEAR 5, SEMESTER 14 (PART-TIME LPN COHORT)

NRSB 405	Medical Surgical Nursing 3	9
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TOTAL	9
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YEAR 5, SEMESTER 15 (PART-TIME LPN COHORT)

NRSB 425	Capstone Nursing Experience	5
NRSB 435	NCLEX-RN Success Strategies	3

TOTAL	8
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Post-Bachelor's Degree-to-Prelicensure Bachelor of Science in Nursing (Accelerated BSN)

DESCRIPTION OF DEGREE

The post-bachelor's degree-to-prelicensure Bachelor of Science in Nursing track (accelerated BSN) is designed to prepare individuals who currently hold a bachelor's degree in another field for professional registered nurse practice and leadership. The curriculum can be completed in four semesters after prerequisites. This nursing track is fast-paced and rigorous. Therefore, employment while enrolled in this track is highly discouraged. The track requires 125 semester credits — 69 credits beyond the initial degree with 56 credits awarded for the previously earned bachelor's degree and completion of prerequisite courses.

COLLEGE CORE

Students pursuing the post-baccalaureate degree-to-prelicensure Bachelor of Science in Nursing (Accelerated BSN) do not have required core courses; however, each student must complete all prerequisites and all courses required for the completion of the program.

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), 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326; 404-975-5000; www.acenursing.org.

ADMISSION

- Applicants must meet all admission requirements for Kettering College.
- Admission occurs one time a year in the fall semester.
- All applicants must submit official transcripts showing completion of a bachelor's degree from a regionally accredited college or university.
- To be considered for admission prior to completion of all prerequisite courses, college transcripts must reflect completion of at least one prerequisite science course that meets admission criteria.

Note: Updates to this section appear in an addendum. Visit website.

DEADLINES

Kettering College offers rolling admission to the accelerated BSN track fall entry. Rolling admission means:

- Applications are evaluated on a first-come, first-served basis when an applicant has achieved the minimum requirements for admission.
- Offers of admission are granted on a first-come, first-served basis whereby a student is ranked according to when the application was submitted, and transcripts received.
- Registration typically opens by June.
- Final transcript(s) are due by mid-August.

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 3.0 or above (on a 4.0 scale) in the previous degree, a minimum grade of C in all required prerequisite courses, and a minimum prerequisite GPA of 2.8.
 - Science prerequisite courses (taken within five years, a minimum grade of C, and 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	3-4 credits
BIOL 151	Microbiology	4 credits
 - Other required general education prerequisite courses (minimum grade of C)

BIOL 350	Pathophysiology	3 credits
MATH 201	Probability and Statistics	3 credits
PSYC 138	Human Growth and Development	3 credits
3. Past failures and withdrawals in prerequisite courses or other nursing program courses will impact consideration for admission into the accelerated BSN track.
4. Students accepted into the program must maintain all admission requirements from the time of acceptance until their program start date.
5. The applicant must present official transcript(s) showing completion of a bachelor's degree.

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.

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 deemed necessary 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 or the American Red Cross in the BLS for the Healthcare Provider course. Students must complete this certification course at Kettering College during the time period designated by the nursing program. Upon acceptance to the nursing program, students will receive further information regarding BLS certification. If an admitted student already has American Heart Association or American Red Cross BLS for the Healthcare Provider certification and does not wish to recertify at the time of admission, the student must sign an informational waiver taking responsibility for keeping BLS certification current throughout enrollment in the program.
2. **Background check and fingerprinting:** Students must request and pay to have a criminal background check and fingerprinting performed by a Kettering 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 the 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 the start of the first semester of nursing courses.
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, they will be required to inform the College of these limitations prior to the start of the program, and a determination will be made regarding their eligibility.

PROGRESSION

Students who earn a grade less than a C, WP, or WF from any nursing course will be removed from the program track. A grade of W does not apply to this situation. Students will need to reapply according to the criteria in the readmission policy. To progress in the nursing program track, a student will:

- Continue to demonstrate professional and ethical behavior.
- Achieve a minimum grade of C in all nursing courses required for the BSN program track. A grade lower than a C in any nursing course is considered a course failure and will result in dismissal from the program track.
- Not enroll more than twice in any nursing course.
 - A grade of W does not apply.
 - If a student withdraws (WP/WF) and at the time of withdrawal has less than a C grade equivalency, the WP/WF is considered the same as a nursing course failure.
 - A grade of WP or WF counts as enrollment in a course.
- Maintain compliance with technical standards.
- Maintain health requirements and current immunization status.
- Maintain clearance of background check.

IN PROGRESS GRADE OR LEAVE OF ABSENCE STATUS

Students receiving a grade of IP (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 outlined 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 deemed necessary by the Division of Nursing. General College policies on tuition and fees for remediation of courses will apply.

READMISSION

- Students seeking readmission must submit a readmission form to admissions.

- If readmitted, a student may repeat a course only once.
- A course must be repeated the next term in which the course is offered. Absences longer than one semester require an application for a leave of absence.
- Requests for readmission will be evaluated on an individual basis.
- The decision to readmit a student will be based on the following criteria:
 - Available space within the program.
 - Review and evaluation of the student's professional and ethical behavior as well as 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). Note: Calculation of readmission GPA will not include the failing letter grade of the last nursing course where the student was not successful.
 - Submission of evidence demonstrating potential for academic success.
- Students are not eligible for readmission following failure of two nursing courses. A student may not enroll more than twice in any course.
 - A grade of W does not apply.
 - If a student withdraws (WP/WF) and at the time of withdrawal has less than a C grade equivalency, the WP/WF is considered the same as a nursing course failure.
 - A grade of WP or WF counts as enrollment in a course.
- Remediation may be required for students who have been out of the nursing program track 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.
 - Readmitted students enter under the curriculum, program policies, and *Academic Bulletin* in place during the semester of re-entry into the program track.

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. Students must score 800 or higher on the HESI Exit Exam to be eligible for graduation.

PROGRAM OF STUDY FOR FULL-TIME POST-BACHELOR'S DEGREE-TO-BACHELOR OF SCIENCE IN NURSING (ACCELERATED BSN)

Courses in this track are offered in seven-week sessions. Courses include face-to-face, blended, and online formats.

SEMESTER 1

NRSB 301	Wellness and Health Promotion	3
NRSB 305	Pharmacology in Nursing	3
NRSB 315	Foundations of Nursing	6
NRSB 325	Medical Surgical Nursing 1	6

TOTAL	18
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SEMESTER 2

NRSB 335	Medical Surgical Nursing 2	8
NRSB 355	Population Health Concepts	4
NRSB 411	Essentials of Nursing Leadership, Management, and Informatics	3
RELP 316	Spirituality in Healing and Health Care	3

TOTAL	18
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SEMESTER 3

NRSB 331	Psychiatric/Mental Health Nursing Concepts	4
NRSB 341	Family Nursing Concepts	6
NRSB 371	Nursing Research	3
RELP 306	Spiritual Dimensions of Death and Dying	3

TOTAL	16
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SEMESTER 4

NRSB 405	Medical Surgical Nursing 3	9
NRSB 425	Capstone Nursing Experience	5
NRSB 435	NCLEX-RN Success Strategies	3

TOTAL	17
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RN-to-Bachelor of Science in Nursing (RN-to-BSN)

PURPOSE STATEMENT

The purpose of the RN-to-Bachelor of Science in Nursing (BSN) degree 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.

Note: Updates to this section appear in an addendum. Visit website.

DESCRIPTION OF THE RN-TO-BSN TRACK

The RN-to-BSN track is designed for registered nurses who have an associate degree or diploma in nursing. The track requires 125 semester credits — 48 credits beyond the initial nursing degree, with 77 credits awarded for the previously earned associate or diploma degree. At least 36 of the 48 credits must be taken at the upper-division level, and 30 credits must be taken from Kettering College. All required courses for the RN-to-BSN track are offered online. Required general education courses may also be available in face-to-face delivery on campus.

Student entry to the RN-to-BSN track can occur in the fall, winter, or summer semester. 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. NRSA 313, BSN Success Strategies and Nursing Informatics, must be the first nursing course taken after the student is admitted to this track as it provides an orientation to online learning in the learning management system and introduces the academic portfolio developed throughout the curriculum. NRSA 446, Senior Capstone, must be taken in the last semester of the RN-to-BSN track; it focuses on documenting the achievement of end-of-program student learning outcomes by finalization and presentation of a student's academic portfolio.

Students will participate in two practicum experiences when taking the courses NRSA 419, Community Health Perspectives, and NRSA 439, Nursing Leadership and Management. A student may be able to complete the practicum experience near their location depending on state and institution regulations. If the state or institution does not allow for practicum experiences to be performed from an out-of-state education program, the student will be required to perform the practicum experience on or near the Kettering College campus.

ACCREDITATION

The program is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326; 404-975-5000; www.acenursing.org.

ADMISSION REQUIREMENTS

Applicants to the RN-to-BSN 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 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 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 the Healthcare Provider) issued by the American Heart Association or the American Red Cross.

5. Complete a background check performed by a Kettering 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.

REQUIREMENTS FOR PROGRESSION

Students who earn a grade less than a C, WP, or WF from any course will be removed from the program track. A grade of W does not apply to this situation. Students will need to reapply according to the criteria in the readmission policy.

To progress in the nursing program track, a student will:

- Continue to demonstrate professional and ethical behavior.
- Achieve a minimum grade of C in all courses required for the RN-to-BSN program track (includes nursing and arts and sciences courses). A grade lower than a C in any required course is considered a course failure and will result in dismissal from the program track.
- Not enroll more than twice in any course.
 - A grade of W does not apply.
 - If a student withdraws (WP/WF) and at the time of withdrawal has less than a C grade equivalency, the WP/WF is considered the same as a course failure.
 - A grade of WP or WF counts as enrollment in a course.
- Maintain compliance with technical standards.
- Maintain health requirements and current immunization status.
- Maintain clearance of background check.

IN PROGRESS GRADE OR LEAVE OF ABSENCE STATUS

Students receiving a grade of IP (in progress) or I (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 track to their academic advisor or program chair according to the following deadlines:

- March 1 for reentry into fall semester
- June 1 for reentry into winter semester
- Nov. 1 for reentry 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 wishing to apply for readmission must submit a readmission form to the director of admissions.
- If readmitted, a student may repeat a course only once.
- A course must be repeated the next term in which the course is offered. Absences longer than one semester require an application for a leave of absence.
- Requests for readmission will be evaluated on an individual basis.
- The decision to readmit a student will be based on the following criteria:
 - Available space within the program track.
 - Review and evaluation of the student's professional and ethical behavior as well as academic and clinical performance at the time of withdrawal or dismissal.
 - Cumulative GPA of at least 2.0 (a higher GPA may be needed to be competitive).
Note: Calculation of readmission GPA will not include the failing letter grade of the last course where the student was not successful.
 - Submission of evidence demonstrating potential for academic success.
- Students are not eligible for readmission following failure of two courses required for the RN-to-BSN program track. A student may not enroll more than twice in any course.
 - A grade of W does not apply.
 - If a student withdraws (WP/WF) and at the time of withdrawal has less than a C grade equivalency, the WP/WF is considered the same as a course failure.
 - A grade of WP or WF counts as enrollment in a course.
- A plan of success will be developed on an individual basis.
- Readmitted students enter under the curriculum, program policies, and Academic Bulletin in place during the semester of reentry into the program track.
- 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 TRACK

Required nursing courses

NRSA 313	BSN Success Strategies and Nursing Informatics	3
NRSA 316	Theoretical and Conceptual Foundations of Professional Nursing Practice	3
NRSA 318	Introduction to Health Care Research	3
NRSA 326	Trends and Issues in Health Care	3
NRSA 355	The Role of the Professional Nurse in Health Promotion	3
NRSA 419	Community Health Perspectives	4
NRSA 439	Nursing Leadership and Management	4
NRSA 446	Senior Capstone	1
TOTAL		24

Required general education courses

BIOL 350	Pathophysiology	3
Statistics	One course	3
Humanities	At least two courses from literature, history, philosophy, music, art, theater, or foreign language	6
Religion	RELP 316, Spirituality in Healing and Health Care, and RELP 306, Spiritual Dimensions of Death and Dying	6
Sociology	SOCI 375, Cultural Diversity in Health Care	3
Speech Comm.	One course	3
TOTAL		24

Total semester credits for the RN-to-BSN track	48
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COURSE AVAILABILITY FOR DIVISION OF NURSING RN-BSN TRACK
7-WEEK ONLINE DELIVERY FORMAT — FALL, WINTER, AND SUMMER SEMESTERS

Nursing Courses

Fall		Winter		Summer	
Session 7A	Session 7B	Session 7A	Session 7B	Session 7A	Session 7B
NRSA 313 BSN Success Strategies & Nursing Informatics (3 credits)	NRSA 316 Theoretical & Conceptual Foundations of Professional Nursing Practice (3 credits)	NRSA 313 BSN Success Strategies & Nursing Informatics (3 credits)	NRSA 318 Introduction to Health Care Research (3 credits)	NRSA 313 BSN Success Strategies & Nursing Informatics (3 credits)	No Nursing Courses offered this session
NRSA 419 Community-Oriented Nursing Perspectives & Practice (4 credits)	NRSA 446 Senior Capstone (1 credit)	NRSA 355 The Role of the Professional Nurse in Health Promotion (3 credits)	NRSA 326 Issues & Trends in Health Care (3 credits)	NRSA 318 Introduction to Health Care Research (3 credits)	
			NRSA 446 Senior Capstone (1 credit)	NRSA 439 Nursing Leadership & Management (4 credits)	
				NRSA 446 Senior Capstone (1 credit)	

Arts & Sciences Courses

Fall		Winter		Summer	
Session 7A	Session 7B	Session 7A	Session 7B	Session 7A	Session 7B
RELP 316 Spirituality in Healing & Healthcare (3 credits)	RELP 306 Spiritual Dimensions of Death & Dying (3 credits)	RELP 316 Spirituality in Healing & Healthcare (3 credits)	RELP 306 Spiritual Dimensions of Death & Dying (3 credits)	RELP 316 Spirituality in Healing & Healthcare (3 credits)	RELP 306 Spiritual Dimensions of Death & Dying (3 credits)
MATH 201 Probability & Statistics (3 credits)	MATH 201 Probability & Statistics (3 credits)	MATH 201 Probability & Statistics (3 credits)		COMM 215 Intro to Human Communications (3 credits) Only offered this term	
Humanities elective (3 credits)	SOCI 375 Cultural Diversity in Healthcare (3 credits)	Humanities elective (3 credits)	SOCI 375 Cultural Diversity in Healthcare (3 credits)	Humanities elective (3 credits)	SOCI 375 Cultural Diversity in Healthcare (3 credits)
	BIOL 350 Pathophysiology (3 credits)			BIOL 350 Pathophysiology (3 credits)	

Division of Health Professions

Tuta Ionescu, PhD, RT(R)(CT), Chair, Radiologic Sciences and Imaging

Alisa French, MBA, RRT-NPS, COI, Chair, Respiratory Care

Susan Price, PhD, RDMS, Chair, Diagnostic Medical Sonography

Liz Golba, MEd, RRT-RCP, NPS, RPFT, Chair, Health Sciences

DEGREES OFFERED

- Associate of Science with a major in radiologic sciences and imaging
- Associate of Science with a major in nuclear medicine technology
- Associate of Science with a major in respiratory care (last class admitted in fall 2014)
- Bachelor of Science with a major in respiratory care
- Bachelor of Science with a major in diagnostic medical sonography
- Bachelor of Science in Health Sciences completion degree (BSHS) with emphasis in:
 - Healthcare management
 - Education
 - Sonography
 - Advanced imaging
 - Respiratory care
 - Medical informatics
 - Pre-MBA/Pre-MHA

Note: Updates to this section appear in an addendum. Visit website.

Department of Radiologic Sciences and Imaging

Tuta Ionescu, EdD, RT(R)(CT), Chair; Rob Hoover, MA, RT(R);
Taryn Talbott, MS, MRSO(MRSC), RT(R)(CT)(MR), COI;
Idamae Jenkins, MA, RT(R)

Note: Updates to this section appear in an addendum. Visit website.

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:

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.

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.

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.

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.

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/>; 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>.

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 (NMTCB). Upon successful completion of the ARRT and/or NMTCB 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

Fall	16 hours/week x 7 weeks	112 hours
Winter	16 hours/week x 15 weeks	240 hours
Summer	24 hours/week x 9 weeks	216 hours
Fall	24 hours/week x 15 weeks	360 hours
Winter	24 hours/week x 15 weeks	360 hours

TOTAL	1,288 hours
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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% 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 acceptance decision, as success in these courses is 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 Jan. 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 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.
 - b. Clinical (practicum): See the *Clinical Education Handbook* for the clinical attendance policy.
- 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.

LEAVE OF ABSENCE POLICY

The director and the faculty of the Department of Radiologic Sciences and Imaging (RSI) recognize that students may encounter events beyond their control that adversely impact their ability to effectively participate in the didactic and/or clinical phase of their program. If such events occur, students may request a leave of absence (LOA) in order to ameliorate or correct the circumstances. Program officials will determine the duration of the LOA on a case-by-case basis. All LOA requests must be submitted in writing to the department chair. Not all students who apply will be granted LOA status. Some students may instead be advised to continue in the program while undergoing counseling or tutoring. There may be times when the best option for the involved student is elective termination from the program. If this option is selected, students who resolve their issue(s) can reapply to the program under the same requirements as any new applicant.

Eligibility: Any enrolled student can apply for a leave of absence. LOA status will only be granted to students by the department chair upon recommendations from program faculty; all such requests will be considered on a case-by-case basis.

READMISSION

- To be considered for readmission, the student must notify the admissions office in writing.
- Students who have been out of the radiologic technology program for a period of one year or 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 reentering 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 after two failures (grades of C- or lower) in RTCA courses. During the WP/WF drop period, students earning a grade of C- or lower or failing a clinical experience will receive a WF grade. A grade of WF is equivalent to a failure.

PROGRAM OF STUDY (ASSOCIATE DEGREE)**FIRST YEAR, FALL**

BIOL 119	Human Anatomy and Physiology I	4
MATH 105	Fundamentals of Math	3
RTCA 114	Practicum I	1
RTCA 115	Radiology in Modern World	1
RTCA 117	Radiologic Technology I	3
RTCA 120	Patient Care	2
RTCA 121	Medical Terminology	1
TOTAL		15

FIRST YEAR, WINTER

BIOL 129	Human Anatomy and Physiology II	4
ENGL 101	Writing and Rhetoric I	3
PHYS 131	Survey of Physics	4
RTCA 123	Practicum II	2
RTCA 127	Radiologic Technology II	3
TOTAL		16

FIRST YEAR, SUMMER

RTCA 131	Practicum III	2
RTCA 133	Radiologic Technology III	2
RTCA 135	Fundamentals of Radiation and Generation I	2
RTCA 137	Formulating Radiographic Technique	2
PEAC 178	Wellness	1
TOTAL		9

SECOND YEAR, FALL

RELB 101	Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ	3
ENGL 102	Writing and Rhetoric II	3
RTCA 210	Advanced Patient Care	2
RTCA 215	Practicum IV	3
RTCA 218	Fundamentals of Radiation and Generation II	3
RTCA 221	Radiologic Technology IV	1
RTCA 222	Principles of Radiobiology	1
TOTAL		16

SECOND YEAR, WINTER

BIOL 263	Sectional Anatomy	3
PEAC	Elective	1
RTCA 292	Radiology Simulated Registry	1
RTCA 217	Pathology for Radiographers	2
RTCA 239	Practicum V	3
RELP 254	Morality and Medicine	3
SOCI 115	Principles of Sociology	3
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% 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 University of Findlay website at <https://www.findlay.edu/health-professions/nuclear-medicine/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 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 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% 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) 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 reentering the nuclear medicine program will be required to successfully complete any remediation as defined by the Department of Radiologic Sciences and Imaging. Students will be readmitted under the current *Academic Bulletin*. Students are not eligible for readmission if they have received a second grade below C in a required course unless approved by the Kettering College program director and the Kettering College Dean for Academic Affairs.

Note: Updates to this section appear in an addendum. Visit website.

SUGGESTED COURSE OF STUDY

FIRST YEAR, FALL

CHEM 105	Chemistry for the Health Sciences	4
MATH 165	College Algebra and Trigonometry	3
PHYS 141	General Physics I	4
RELB 101	Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ	3
RTCA 121	Medical Terminology	1
TOTAL		15

FIRST YEAR, WINTER

BIOL 119	Human Anatomy and Physiology I	4
ENGL 101	Writing and Rhetoric I	3
PHYS 152	General Physics II	4
RELP 254	Morality and Medicine	3
TOTAL		14

FIRST YEAR, SUMMER

BIOL 129	Human Anatomy and Physiology II	4
COMM 215	Introduction to Human Communication	3
PEAC 178	Wellness	1
PEAC	Physical education elective	1
SOCI 115	Principles of Sociology	3
TOTAL		12

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

SECOND YEAR, FALL

NMED 406	Molecular Imaging Mathematics	3
NMED 416	Molecular Imaging Physics	2
NMED 425	Molecular Imaging Radiobiology	1
NMED 435	Molecular Imaging Radiation Protection	2
NMED 445	Molecular Non-Imaging Procedures	3
NMED 455	Molecular Imaging Procedures	5
NMED 462	Radionuclide Therapies	1
NMED 465	Radiochemistry and Radiopharmaceuticals	3
NMED 472	Molecular Imaging Instrumentation	3
NMED 475	Molecular Imaging SPECT	1
NMED 477	Molecular Imaging PET	1
TOTAL		25

SECOND YEAR, WINTER

NMED 485	Clinical Nuclear Medicine I	12
TOTAL		12

SECOND YEAR, SUMMER

NMED 486	Clinical Nuclear Medicine II	12
NMED 487	Molecular Imaging Capstone	1
TOTAL		13

BACHELOR OF SCIENCE COMPLETION

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

Advanced imaging technologies

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

The RSI department offers the following programs in advanced imaging:

- BS in Health Sciences degree, emphasis in advanced imaging
- Modalities in MRI, CT, VIT, and CIT

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

- BS in Health Sciences (BSHS)
 1. Emphasis in advanced imaging: The ARRT-registered technologist will begin by selecting any two modalities in the advanced imaging technologies:
 - Computed tomography (CT)
 - Magnetic resonance imaging (MRI)
 - Vascular interventional technology (VIT)
 - Cardiovascular interventional technology (CIT)
 2. The student must complete all core requirements in the arts and sciences and health sciences courses to meet the requirements for the BSHS degree. (See the advanced imaging track description at the end of this *Bulletin* section).
 3. Emphasis in education or management: A course of study in arts and sciences and health sciences that will complete the BSHS degree requirements but without the advanced imaging courses. See the degree requirements section of this *Bulletin* for more information.
- Modality programs: Modality programs in CT (10 weeks), vascular interventional technology (16 weeks), and cardiovascular interventional technology (16 weeks) are offered as one-semester courses of study. The MRI program is offered in a semester and a half. (See the advanced imaging track at the end of this *Bulletin* section)..

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

ARRT and receive a 75% or higher on clinical paperwork and evaluations. See course syllabus for details.

ADMISSION REQUIREMENTS

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

Bachelor of Science in Health Sciences or Advanced Imaging Modality

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

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

CLINICAL EDUCATION

- All advanced imaging programs require clinical experience. Clinical contact hours vary based on modality and length of semester.
- The student must pass each clinical course with a grade of C or higher.
- Failure or withdrawal from an advanced imaging course requires that all courses in the modality be repeated.
- A student may not enroll in a course more than twice. Grades of WP or WF will be counted as being enrolled in the course.
- Attendance: All clinical absences must be made up. These make-up assignments must be scheduled with the clinical coordinator and the clinical site and completed before academic credit will be given.

- Transportation: Students are responsible for their own transportation to area hospitals for clinical education assignments.
- Clinical rotations: To be of maximum benefit to the imaging student and to enhance the student's versatility and skills, a wide variety of clinical rotations are provided. This includes hospitals, independent imaging centers, and physicians' offices. The student may be assigned to Kettering College clinical affiliations anywhere within 70 miles of Kettering College.
- Clinical hours for advanced imaging technologies: Each clinical experience in the advanced imaging modalities of computed tomography, magnetic resonance imaging, vascular-interventional technology, and cardiac-interventional technology requires clinical contact hours. Clinical contact hours vary based on modality and length of semester. Each clinical week has a minimum of three 8- to 10-hour days dependent on semester and modality.
- Previous experience: The radiologic sciences and imaging department may grant clinical credit for previous clinical training or experiences to advanced imaging students. In order to receive clinical credit for previous clinical training or experience, students must petition for approval to the program director. This petition only applies to those who have been cross-trained or work in the field and need ARRT structured education to sit for registry. Acceptance of the petition will be based on employee records and recommendations explaining why the clinical hours should be negotiated. The current supervisor must provide verification of a minimum of one year of continuing employment in specific advanced imaging modalities (CT, MRI, VIT, or CIT). Part-time experience will be considered if the student is employed at least 20 hours per week (half of full-time equivalent).
- Possible modality range: three to 11 credits depending on modality clinical hours.
- Students who are ARRT-registered for CT, MRI, vascular interventional technology, or cardiovascular interventional technology may receive advanced placement by receiving validation of upper-division credits for one modality toward the Bachelor of Science in Health Sciences, advanced imaging emphasis.
- Space availability: All applicants must realize that all the programs are limited in size by their certification agencies and by the availability of clinical sites. It is impossible to accept more students than our accreditation agencies approve and the clinical sites allow.

PROGRESSION REQUIREMENTS

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

LEAVE OF ABSENCE POLICY

The director and the faculty of the Department of Radiologic Sciences and Imaging (RSI) recognize that students may encounter events beyond their control that adversely impact their ability to effectively participate in the didactic and/or clinical phase of their program. If such events occur, students may request a leave of absence (LOA) in order to ameliorate or correct the circumstances. Program officials will determine the duration of the LOA on a case-by-case basis. All LOA requests must be submitted in writing to the department chair. Not all students who apply will be granted LOA status. Some students may instead be advised to continue in the program while undergoing counseling or tutoring. There may be times when the best option for the involved student is elective termination from the program. If this option is selected, students who resolve their issue(s) can reapply to the program under the same requirements as any new applicant.

Eligibility: Any enrolled student can apply for a leave of absence. LOA status will only be granted to students by the department chair upon recommendations from program faculty; all such requests will be considered on a case-by-case basis.

READMISSION

A student with one ADIM failure may apply for readmission into advanced imaging through the admissions office. A student who fails or is removed from ADIM cannot switch to another emphasis.

BACHELOR OF SCIENCE IN HEALTH SCIENCES, ADVANCED IMAGING TRACK

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

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

Degree core credits

18-19

HESC credits	19
ADIM credits (vascular track vs. sectional track)	15-23

TOTALS:	Option 1: CT, MRI	60-61 credits
	Option 2: VIT, CIT	51-53 credits
	Option 3: VIT, CT	52-53 credits
	Option 4: VIT, MRI	57-58 credits
	Option 5: CT, CIT	54-56 credits
	Option 6: MR, CIT	59-61 credits

COURSE REQUIREMENTS

Degree core

- Humanities electives (6 credits): literature, history, philosophy, music, art, theater, or foreign language
- Religion (6 credits; RELP 316 Spirituality in Healing and Health Care and RELP 306 Spiritual Dimensions and Death and Dying are required)
- Mathematics (3 credits, MATH 201)
- Social sciences (3 credits, SOCI 375)

Health sciences core

HESC 310, 318, 340, 348, 381, 435, 481 (19 credits)

Advanced imaging emphasis courses

Option 1: CT, MRI — ADIM 300, 328, 404, 305, 425, 315 (23 credits)

Option 2: VIT, CIT — ADIM 311, 321, 413, 432, ADIM 360 as needed/required (14-15 credits)

Option 3: VIT, CT — ADIM 311, 321, 300, 328, 404 (15 credits)

Option 4: VIT, MRI — ADIM 311, 321, 305, 425, 315 (20 credits)

Option 5: CT, CIT — ADIM 300, 328, 404, 413, 432, ADIM 360 as needed/required (17-18 credits)

OPTION 6: MR, CIT — ADIM 305, 425, 315, 413, 432, ADIM 360 AS NEEDED/REQUIRED (22-23 CREDITS) COMPLETION REQUIREMENTS

1. Bachelor of Science in Health Sciences degree:
 - a. Complete all required and elective courses with a cumulative GPA of 2.00 or greater.
 - b. Complete core and major requirements.
 - c. Complete all program requirements.
 - d. Complete all graduation requirements including residency.
2. Modality: Complete all required courses per modality (CT, MRI, VIT, or CIT).

MODALITY PROGRAMS OF STUDY

MODALITY IN COMPUTED TOMOGRAPHY (CT)

ADIM 300	CT Theory*	3
ADIM 328	Clinical Aspects of CT*	3
ADIM 404	Practicum I (CT)	3
TOTAL		9

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

MODALITY IN MAGNETIC RESONANCE IMAGING (MRI)

ADIM 305	MRI Theory*	6
ADIM 425	Clinical Aspects of MRI*	5
ADIM 315	Practicum II (MRI)	3
TOTAL		14

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

MODALITY IN VASCULAR INTERVENTIONAL TECHNOLOGY (VIT)

ADIM 311	Vascular Interventional Technology*	3
ADIM 321	Practicum III (VIT)	3
TOTAL		6

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

MODALITY IN CARDIOVASCULAR INTERVENTIONAL TECHNOLOGY (CIT)

ADIM 413	Cardiovascular Interventional Technology*	5
ADIM 432	Practicum IV (CIT)	3
ADIM 360	Advanced Cardiac Life Support (as needed)	1
TOTAL		8-9

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

PROFESSIONAL REGISTRATION

The advanced imaging programs prepare the students for the American Registry of Radiologic Technologists' post-primary certification examinations in CT, MRI, VIT, and CIT.

Didactic and clinical courses help prepare for these examinations. For more information on the eligibility requirements, refer to the ARRT website: www.arrt.org.

BACCALAUREATE COMPLETION ADVANCED IMAGING TRACK

Taryn Talbott, Clinical Coordinator

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

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

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

Department of Respiratory Care

Alisa French, MBA, RRT-NPS, COI, Chair; Hope Appelbaum, MEd, RRT, Director of Clinical Education; Nick Johnson, MBA, BS-RT, RRT-ACCS

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). CoARC accredits respiratory therapy education programs in the United States. To achieve this end, it utilizes an outcomes-based process. Programmatic outcomes are performance indicators that reflect the extent to which the educational goals of the program are achieved and by which program effectiveness is documented. The CoARC website (<https://coarc.com/students/programmatic-outcomes-data/>) provides outcomes data for all its accredited programs.

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.
3. Engages in critical thinking, reflection, and problem solving through evidence-based practice in multiple 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 themselves 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.

Note: Updates to this section appear in an addendum. Visit website.

**BACHELOR OF SCIENCE IN HEALTH SCIENCES:
RESPIRATORY CARE EMPHASIS**

PROGRAM OF STUDY

THIRD YEAR, FALL

RESA 3XX	Required emphasis course	3
HESC 381	Introduction to the Health Sciences Program	3
HESC 435	Community Health Perspectives	3
RELP 316	Spirituality in Healing and Health Care	3
MATH 201	Probability and Statistics	3
TOTAL		15

THIRD YEAR, WINTER

SOCI 375	Cultural Diversity in Health Care	3
RESA 3XX	Required emphasis course	3
HESC 340	Legal and Ethical Considerations in Health Care	3
HESC 348	Concepts of Management and Leadership in Health Care	3
RELP 306	Spiritual Dimensions of Death and Dying	3
TOTAL		15

FOURTH YEAR, FALL

RESA 3XX	Required emphasis course	3
HESC 310	Health Care Economics and Finance	3
HESC 348	Concepts of Management and Leadership in Health Care	3
HUMN	Humanities Group II elective (literature, history, philosophy, music, art, theater, or foreign language)	3
TOTAL		12

FOURTH YEAR, WINTER

HESC	Elective	3
HESC 318	Introduction to Health Care Research	3
HESC 481	Capstone/Senior Project	1
HUMN	Humanities Group II elective (literature, history, philosophy, music, art, theater, or foreign language)	3
		<hr/>
TOTAL		10
TOTAL CREDITS		52

3-YEAR BACHELOR OF SCIENCE WITH MAJOR IN RESPIRATORY CARE

MISSION STATEMENT

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

DESCRIPTION OF THE PROGRAM

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

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

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

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

END-OF-DEGREE STUDENT LEARNING OUTCOMES

The goals of the respiratory care program are to:

1. 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).
2. Prepare leaders for the field of respiratory care by providing curricular content that includes objectives related to acquisition of skills in one or more of the following:

management; education; research; advanced clinical practice (which may include an area of clinical specialization).

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 themselves 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% 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.
- 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 completes 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**

CHEM 105	Chemistry for Health Sciences	4
ENGL 101	Writing and Rhetoric I	3
HIST	History elective	3
MATH 105	Fundamentals of Math (if needed)	(3)
PSYC 112	General Psychology	3

TOTAL	13-16
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FIRST YEAR, WINTER

BIOL 119	Human Anatomy and Physiology I	4
COMM 215	Introduction to Human Communication	3
HUMN	Humanities Group II elective (literature, history, philosophy, music, art, theater, or foreign language)	3
MATH 155	College Algebra	3
SOCI 115	Sociology	3

TOTAL	16
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FIRST YEAR, SUMMER

BIOL 129	Human Anatomy and Physiology II	4
HUMN	Humanities elective (literature, history, philosophy, music, art, theater, or foreign language)	3
KETC 101	Medical Terminology	1

TOTAL	8
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SECOND YEAR, FALL

RELB 101	Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ	3
RESB 100	Survey of Respiratory Care	1
RESB 110	Integrated Respiratory Care Sciences	2
RESB 205	Cardiopulmonary Anatomy and Physiology	3
RESB 307	Respiratory Protocols I (with lab)	3
RESB 308	Clinical 1 Respiratory Protocols	2
RESB 310	Cardiopulmonary Assessment	3
TOTAL		17

SECOND YEAR, WINTER

ENGL 102	Writing and Rhetoric II	3
RELP 316	Spirituality in Healing and Health Care	3
RESB 312	Cardiopulmonary Pathology	3
RESB 317	Respiratory Care Protocols II (with lab)	3
RESB 318	Clinical 2 Respiratory Protocols	2
RESB 330	Respiratory Care Pharmacology	3
TOTAL		17

SECOND YEAR, SUMMER

RELP 254	Morality and Medicine: Christian Perspective on Bioethical Issues	3
RESB 324	Introduction to Critical Care (with lab)	3
RESB 326	Clinical 3 Diagnostics and Critical Care	2
RESB 335	Pulmonary Diagnostics	3
TOTAL		11

THIRD YEAR, FALL

RESB 320	Cardiopulmonary Monitoring	3
RESB 344	Introduction to Neonatal Pediatric Respiratory Care	3
RESB 407	Critical Care Case Management (with lab)	3
RESB 408	Clinical 4 Respiratory Critical Care	2
SOCI 375	Cultural Diversity in Health Care	3

TOTAL	14
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THIRD YEAR, WINTER

HESC 348	Concepts of Management and Leadership in Health Care	3
MATH 201	Probability and Statistics	3
RESB 410	Outpatient Respiratory Care Services	2
RESB 417	Advanced Practice in Neonatal Pediatric Respiratory Care (with lab)	3
RESB 418	Clinical 5 Advanced Critical Care	2
RESB 420	Respiratory Care Capstone	2

TOTAL	15
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THIRD YEAR, SUMMER

HESC 318	Introduction to Health Care Research	3
RELP 306	Spiritual Dimensions of Death and Dying	3
RESB 426	Respiratory Care Summative Practicum	6

TOTAL	12
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TOTAL CREDITS	123
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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>

Department of Diagnostic Medical Sonography

Susan Price, PhD, RDMS, RVT, Chair; Beth Maxwell, BS, RVT, RDCS, RDMS (AB/OB); Rachel Moutoux, BS, MEd, RDMS (AB/OB); Shawnya Wilbourne, BA, RDMS, RDCS, RVT

DESCRIPTION OF THE PROGRAM

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

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

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

MISSION STATEMENT

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

END-OF-DEGREE STUDENT LEARNING OUTCOMES

Kettering College sonography graduates will demonstrate:

1. Professional, compassionate care for patients and others.
2. Reasoning ability and critical thinking skills.
3. Technical competence as sonographers.

4. Adherence to the Code of Ethics and Scope of Practice ascribed to by the Society of Diagnostic Medical Sonography.
5. Respect for cultural, ethnic, and individual diversity.
6. Effective written and verbal communication skills.
7. Characteristics of lifelong learners.

ACCREDITATION

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

PROFESSIONAL REGISTRATION

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

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

ADMISSION REQUIREMENTS

Admission to the diagnostic medical sonography program is competitive, and one class is accepted for fall entry. Preference is given to individuals who demonstrate academic strength in the prerequisite coursework. Prerequisite courses are available at Kettering College. Students who complete prerequisite classes at Kettering College are given points toward admission. Transfer students are encouraged to contact the admissions office for advising on prerequisite course equivalency.

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

GPA: Applicants must present transcripts reflecting a GPA of 2.8 or above (on a 4.0 scale) for all prerequisite courses and an overall GPA for BIOL 119, BIOL 129, and PHYS 131 of 2.8 or above.

Prerequisite courses:

BIOL 119	Human Anatomy and Physiology I (4 credits)
BIOL 129	Human Anatomy and Physiology II (4 credits)
ENGL 101	Writing and Rhetoric I (3 credits)
COMM 215	Introduction to Human Communication (3 credits)
MATH 155	College Algebra (3 credits)
PEAC 178	Wellness (1 credit) (not required of students applying for admission to Sonography in Fall 2022)
PHYS 131	Survey of Physics (4 credits)
RTCA 121	Medical Terminology (1 credit)
SOCI 115	Principles of Sociology (3 credits)

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

1. **Computer proficiency:** All students accepted into the sonography program are expected to be proficient in computer skills required for document preparation, internet search, and emailing. All students are required to have a laptop computer for testing purposes using Lock Down Browser.
2. **CPR:** All sonography students must be certified in cardiopulmonary resuscitation (CPR) by completing the class offered by Kettering College during the first sonography clinical course in the program. Students are not required to complete CPR prior to enrollment.
3. **Background check:** Students must request and pay to have a criminal background check performed by a College-approved service no more than six months prior to beginning the clinical experience. Commencement of the clinical portion of the program is contingent upon successful clearance of the background check. Students are responsible for contacting the American Registry for Diagnostic Medical Sonography at <http://www.ardms.org> for information concerning past legal issues, as they may restrict the possibility of becoming a registered sonographer.
4. **Technical standards:** Applicants must meet certain physical and health requirements defined as technical standards. The standards are described on the sonography website (<https://kc.edu/academics/sonography-ultrasound/>) and in the *Student Handbook*.
5. **Application deadlines:** Application materials, including transcripts and student personal statement forms, are due by the deadlines below.

- **Early action:** Applications from Kettering prerequisite students received by Jan. 31 are considered for early program admission. The admissions decision is communicated by the end of February. An admitted student has until May 1 to either accept or decline the offer of admission. All early-admitted students must complete the remainder of their prerequisites at KC by May 25. Early admission is conditional upon completion of the remainder of prerequisite classes in good standing at KC during winter semester of the freshman year.
- **Regular decision:** Applications received by May 25 are considered for program admission to fill any spots available after early action decisions have been made. Students admitted under regular decision receive their admissions decisions by mid-June and have 10 days to accept or decline.

SELECTION PROCESS

The sonography enrollment committee reviews and evaluates each applicant's complete academic history. Only students completing the application process are considered. Selection is based on:

- Completion and academic strength in the prerequisite coursework. Past failures and withdrawals in prerequisite courses may impact consideration for admission into sonography. Each file is considered individually. Special attention is paid to prerequisite grades and multiple attempts in physics and anatomy and physiology.
- Evaluation of all academic experience. Past failures and withdrawals in other sonography programs impact consideration for admission into sonography.
- Evaluation of personal essay statement. Statements are scored by content, grammar, and writing ability. Applicants may include any previous (certified) healthcare experience. A statement regarding past failures, low grades, or withdrawals may also be submitted with the personal statement.
- Additional qualifiers such as previous academic degrees and degrees in health professions or nursing may influence acceptance.
- Preference is given to applicants completing six or more prerequisite course credits at Kettering College.

While a point system ranks applicants' academic performance, each file is looked at subjectively to determine whether the applicant is a good candidate for the sonography program. The diagnostic medical sonography selection committee reviews all applicants following the early-action application deadline (Jan. 31) and the regular-decision deadline (May

25). Early-action selections are made no later than the end of February. Regular-decision selections are made no later than mid-June. All applicants are notified by mail.

PROGRAM OF STUDY

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

FIRST YEAR, FALL

BIOL 119	Anatomy and Physiology I	4
ENGL 101	Writing and Rhetoric I	3
MATH 105	Fundamentals of Mathematics (if needed)	0-3
RTCA 121	Medical Terminology	1
SOCI 115	Principles of Sociology	3
TOTAL		11-14

FIRST YEAR, WINTER

BIOL 129	Human Anatomy and Physiology II	4
COMM 215	Introduction to Human Communication	3
MATH 155	College Algebra	3
PHYS 131	Survey of Physics	4
PEAC 178*	Wellness	1
TOTAL		15

* Not required of students applying for admission to Sonography in Fall 2022.

Note: Acceptance to the sonography program is required for further progression. All SONO courses must be taken in sequence. Non-SONO courses may be taken ahead of schedule (with the exception of SOCI 375), but they may not be delayed.

SECOND YEAR, FALL

BIOL 263	Sectional Anatomy	3
ENGL 102	Writing and Rhetoric II	3
HIST	History Sequence I	3
HUMN	Humanities elective (literature, history, philosophy, music, art, theater, or foreign language)	3
PSYC 112	General Psychology	3
RELB 101	Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ	3

TOTAL	18
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SECOND YEAR, WINTER

BIOL 350	Pathophysiology	3
HIST	History Sequence II	3
SOCI 375	Cultural Diversity in Health Care*	3
	*May only be taken during this semester	
PEAC	Physical education elective	1
RELP 254	Morality and Medicine	3
RTCA 120	Basic Patient Care	2
SONO 205	Introduction to Sonography	2

TOTAL	17
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THIRD YEAR, FALL

SONO 300	Clinical Sonography I	4
SONO 301	Sonographic Physics and Instrumentation I	2
SONO 306	Abdominal Sonography I	4
SONO 311	Vascular Sonography I	4

TOTAL	14
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THIRD YEAR, WINTER

RELT 305	World Religions for Health Care Professionals	3
SONO 302	Sonographic Physics and Instrumentation II	2
SONO 305	Clinical Sonography II	4
SONO 307	Abdominal Sonography II	3
SONO 312	Vascular Sonography II	3

TOTAL	15
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THIRD YEAR, SUMMER

SONO 310	Clinical Sonography III	4
SONO 316	Cardiac Testing	1
SONO 321	Gynecological Sonography	2

TOTAL	7
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FOURTH YEAR, FALL

RELP 316	Spirituality in Healing and Health Care	3
SONO 400	Clinical Sonography IV	4
SONO 401	Echocardiography I	4
SONO 425	Obstetrical Sonography I	3

TOTAL	14
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FOURTH YEAR, WINTER

HUMN	Humanities elective (literature, history, philosophy, music, art, theater, or foreign language)	3
SONO 402	Echocardiography II	3
SONO 405	Clinical Sonography V	4
SONO 408	Seminar/Capstone	1
SONO 426	Obstetrical Sonography II	3

TOTAL	14
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FOURTH YEAR, SUMMER

SONO 410	Clinical Externship	4
SONO 406	Registry Review	2
TOTAL		6
TOTAL CREDITS FOR THE DEGREE		131-134

CLINICAL INFORMATION

1. **Clinical education:** To be of maximum benefit to the sonography student and to enhance versatility and skills, Kettering College provides a wide variety of clinical experiences. These rotations include hospitals, outpatient imaging centers, and physician offices. The student may be assigned to Kettering College's sonography clinical affiliates anywhere in Ohio, Northern Kentucky, or Indiana. The final summer externship provides full-time experience in various specialties and unique opportunities in sonography. In cooperation with the clinical coordinator, students may choose a clinical site anywhere in the United States and/or experiences in sonography education, research, management, and mission trips.
2. **Clinical contact hours:** The student accumulates more than 1,900 clinical hours in diagnostic medical sonography. This makes the program highly rigorous.
3. **Reliable transportation:** Students are responsible for their own transportation to clinical education assignments.
4. **Attendance:** The professional demands of diagnostic medical sonography make attendance for class and clinicals a requirement for student success.

PROGRESSION

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

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

READMISSION

Students wishing to apply for readmission should apply in writing to the department chair of diagnostic medical sonography. If readmitted, a student may repeat a course only once. A

course must be repeated the next term in which the course is offered. Requests for readmission are evaluated on an individual basis. A student readmitted after receiving a grade below C in a didactic sonography course is required to register for an audit in the concurrent clinical sonography course in which the didactic course is being repeated. Satisfactory completion of the audit is required for progression to the next clinical sonography course.

The decision to readmit a student is based on the following criteria:

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

GRADUATION REQUIREMENTS

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

Bachelor of Science in Health Sciences

Liz Golba, MEd, RRT-RCP, NPS, RPFT, Chair; Advisor and Faculty: John Nunes PhD, MBA; Advisors: Robin Clinefelter, BS, Robin Vanderbilt, MEd

Note: Updates to this section appear in an addendum. Visit website.

MISSION STATEMENT

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

PROGRAMS

Available programs include:

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

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

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

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

- Management
- Education
- Sonography
- Advanced imaging (see advanced imaging in the radiology section of the *Bulletin*)
- Respiratory care (see respiratory care section of the *Bulletin*); any student taking this emphasis must be a Registered Respiratory Therapist (RRT).
- Medical informatics (emphasis or certificate)
- Pre-MBA/Pre-MHA

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

ACCREDITATION

The degree advancement respiratory care program #510004 holds Provisional Accreditation from the Commission on Accreditation for Respiratory Care (www.coarc.com), 1248 Harwood Road, Bedford, TX 76021-4244; 817-283-2835.

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 onsite visit. The program will remain on provisional accreditation until it receives continuing accreditation.

BACHELOR OF SCIENCE IN HEALTH SCIENCES, HEALTHCARE MANAGEMENT MAJOR

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

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

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

END-OF-DEGREE STUDENT LEARNING OUTCOMES

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

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

1. Integrates communication skills in interprofessional teams within the healthcare industry.
2. Incorporates information technology skills in a variety of healthcare settings.
3. Engages in critical thinking, reflection, and problem solving through evidence-based practice in multiple 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 themselves and others through an integration of leadership, management, and teaching/learning skills in the healthcare environment.
10. Integrates population-based and preventive healthcare when working with individuals, families, and communities.
11. Integrates economic, accounting, financial and healthcare policy knowledge into the healthcare management practice (healthcare management major only).

PROGRAM GOAL FOR BS IN HEALTH SCIENCES: RESPIRATORY CARE EMPHASIS

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

PRE-ENROLLMENT REQUIREMENTS

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

1. All students enrolled in BSHS program are expected to be proficient in the computer skills required for document preparation, internet searching, and the use of email.
2. All students must have access to the internet.
3. A current associate-degree radiology student may submit a conditional-admit form to the admissions office to start the BSHS completion program during the associate degree program. Student must be in the second year of the radiology program to apply.

ADMISSION REQUIREMENTS: BACHELOR'S COMPLETION PROGRAM

- A. Complete the student personal statement form online at www.kc.edu/personalstatement.
- B. A current copy of a government-issued photo ID can be required to verify identity of students throughout the program.
- C. Meet College admission requirements.
- D. Fulfill one of the following:

1. Have associate degree or its equivalent. The equivalency degree is reviewed on a case-by-case basis, and the applicant knows the exact equivalency before admission to the BSHS completion program.
2. Complete a certificate/diploma program.
3. Apply to the program in the following manner:
 - a. Students new to Kettering College must complete the new-student admission process.
 - b. Students continuing from the radiology associate degree program may request conditional admission through the admissions office.

ADMISSION REQUIREMENTS: HEALTHCARE MANAGEMENT MAJOR

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

*Note: In order to follow the suggested course of study, students must score at least 70% on the math placement test or provide transfer credit equivalent to MATH 105. If this is not met, MATH 105 must be taken before taking MATH 155.

LEAVE OF ABSENCE

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

PROGRESSION: BACHELOR'S COMPLETION PROGRAM

- Students must complete all requirements for the program in 6 years.
- A student must earn a grade of C or above in HESC 381, Introduction to the Health Sciences Program, or have permission from the program chair before continuing in any other HESC course in the program of study. To graduate from the health sciences completion program (Bachelor of Science in Health Sciences degree), a student must earn a grade of C or higher in all coursework.
- Progression requires a minimum cumulative GPA of 2.00. If a student receives a C- or below in a course, the course must be repeated; however, as long as a 2.00 or above is achieved in a semester, the student may progress. A student may not enroll in a course more than twice (a grade of W does not apply; a grade of WP or WF counts as re-

enrolled in a course). Failing a didactic course twice is a failure to progress, and the student will be dismissed from the completion program.

- Kettering College associate degree radiology students who are conditionally admitted (see section on admissions) are required to take HESC 381 the first term of enrollment or they will be dropped from the program. The student may reapply upon completion of the associate degree.

PROGRESSION: HEALTHCARE MANAGEMENT MAJOR

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

READMISSION

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

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

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

GRADUATION REQUIREMENTS

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

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

A student may change or add emphases once admitted to the program with approval of their advisor. If a student is dismissed from the clinical portion of an emphasis (ADIM), the student will also be dismissed from the Health Sciences program.

COURSE OF STUDY: BACHELOR'S COMPLETION PROGRAM

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

All students must take:

1. HESC 381 as one of their first courses upon admission to the degree.
2. College core requirements (see College core requirements for Bachelor of Science in Health Sciences degree).
3. Health sciences core courses.
4. Courses as required by the emphasis (clinicals required for advanced imaging only).
5. Health sciences electives as stipulated by the emphasis.
6. Other courses as stipulated by the emphasis.

BACHELOR OF SCIENCE IN HEALTH SCIENCES DEGREE CORE

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

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

Humanities (6 credits in literature, history, philosophy, music, art, theater, or foreign language) 6

Religion (6 credits)

REL 316 Spirituality in Healing and Health Care 3

REL 306 Spiritual Dimensions of Death and Dying..... 3

Mathematics (3 credits)

MATH 201	Probability and Statistics or its equivalent.....	3
Social Sciences (3 credits)		
SOCI 375	Cultural Diversity in Health Care	3
Natural Sciences (3 credits) ADVANCED IMAGING: CT and/or MRI only		
BIOL 263	Sectional Anatomy	3
Health sciences core courses (19 credits required)		
HESC 381	Introduction to the Health Sciences Program.....	3
HESC 310	Health Care Economics and Finance.....	3
HESC 318	Introduction to Health Professions Research.....	3
HESC 340	Legal and Ethical Considerations in Health Care.....	3
HESC 348	Concepts of Management and Leadership in Health Care	3
HESC 435	Community Health Perspectives	3
HESC 481	Capstone/Senior Project	1
Health Sciences management emphasis courses (9 credits required)		
HESC 421	Healthcare Personnel Management.....	3
HESC 448	Leadership Theory in Healthcare	3
HESC 451	Interdisciplinary Team Practice in Community-Based Care	3
Health Sciences education emphasis (9 credits required)		
HESC 430	Instructional Planning and Delivery	3
HESC 431	Teaching Learners in Health Care	3
HESC 432	Professional Development in Healthcare	3
Health Sciences sonography emphasis (9 credits required)		
Must have AS degree in sonography.		
HESC 448	Leadership Theory in Healthcare OR	
HESC 430	Instructional Planning and Delivery	3
MESO 400	Advanced Project in Medical Sonography I	3
MESO 401	Advanced Project in Medical Sonography II	3
Health Sciences respiratory care emphasis (choice of 3 courses from below)		
Must have the RRT credential to take these courses.		
RESA 310	Cardiopulmonary Assessment	3
RESA 311	Advanced Practice in Neonatal/ Pediatric Respiratory Care	3

RESA 320	Cardiopulmonary Monitoring	3
RESA 321	Pediatric Respiratory Care Case Management.....	3
RESA 330	Advanced Topics in Respiratory Care.....	3
RESA 495	Independent Study	1-3

Health Sciences advanced imaging emphasis (more credits required)

For more information, see the radiologic technology program.

ADIM 300	CT Theory	3
ADIM 404	Practicum I (CT)	3
ADIM 328	Clinical Aspects of CT	3
ADIM 305	MRI Theory	6
ADIM 315	Practicum II (MRI)	3
ADIM 425	Clinical Aspects of MRI	4.5
ADIM 311	Vascular Interventional Technology.....	3
ADIM 321	Practicum III (vascular interventional technology)	3
ADIM 413	Cardiovascular Interventional Technology.....	5
ADIM 432	Practicum IV (cardiovascular interventional technology)	3
BIOL 263	Sectional Anatomy (CT & MRI)	3

Health Sciences medical informatics (9 credits required)

HESC 411	Applied Informatics Theory in Health Care	3
HESC 412	Clinical Documentation in the Digital Age	3
HESC 413	Data Analytics for Healthcare.....	3

Pre-MBA/Pre-MHA (12 credits required)

ECON 101	Fundamentals of Economics.....	3
ACCT 201	Survey of Accounting	3
MKTG 301	Marketing	3
FINC 301	Corporate Finance	3

Health Sciences additional elective study (6 credits depending on emphasis)

Students choose from the following courses:

HESC 302	Mission Experience in Cultural Diversity	3
HESC 320	Human Resources in Health Care	3
HESC 330	Health Care Organizational Systems	3
HESC 326	Trends and Issues in Health Care.....	3
** HESC 345	History of Health Care in the United States	3
HESC 350	Risk Management in Health Care	3
HESC 370	Special Topics in Health Professions.....	3
HESC 371	Alternative Therapies for Health and Illness	3
* HESC 421	Healthcare Personnel Management.....	3

- * HESC 430 Instructional Planning and Delivery 3
 - * HESC 431 Teaching Learners in Health Care 3
 - * HESC 432 Professional Development in Healthcare 3
 - HESC 440 Special Project in Health Professions 1-3
(may be repeated up to 6 credits
with permission of advisor)
 - * HESC 448 Leadership Theory in Healthcare 3
 - * HESC 451 Interdisciplinary Team Practice in
Community-Based Care 3
 - # HESC 491 Strategic Management in Health Care 3
- * May not be taken as an elective if taken as part of an emphasis requirement.
- ** HESC 345 is cross-listed as HIST 345. This course can be used for either an elective
HESC or humanities (HIST) but cannot count for both.
- # By permission of the instructor.

MEDICAL INFORMATICS CERTIFICATE

Medical informatics can be taken as a certificate without taking the bachelor's completion degree.

REQUIREMENTS

- Meet all admission requirements for Kettering College
- Must have a minimum of associate degree, its equivalent, or five years of working experience in a related field
- To receive a certificate in medical informatics, students must take three courses (HESC 411, 412, 413) to be completed in three semesters.

COURSE AVAILABILITY FOR HEALTH SCIENCES

COMPLETION MAJOR —

7-WEEK ONLINE DELIVERY FORMAT: FALL, WINTER, AND SUMMER SEMESTERS

Health Sciences Core Courses

Fall		Winter		Summer	
Session 7A	Session 7B	Session 7A	Session 7B	Session 7A	Session 7B
HESC 381 Introduction to Health Sciences Program (3 credits)	HESC 340 Legal & Ethical Considerations in Health Care (3 credits)	HESC 381 Introduction to Health Sciences Program (3 credits)	HESC 318 Introduction to Health Profession Research (3 credits)	HESC 381 Introduction to Health Sciences Program (3 credits)	
HESC 310 Health Care Economics & Finance (3 credits)	HESC 481 Capstone/ Senior Project (1 credit)	HESC 310 Health Care Economics & Finance (3 credits)	HESC 481 Capstone/ Senior Project (1 credit)	HESC 318 Intro to Health Profession Research (3 credits)	
HESC 348 Concepts of Management & Leadership in Health Care (3 credits)		HESC 340 Legal & Ethical Considerations in Health Care (3 credits)		HESC 481 Capstone/ Senior Project (1 credit) Full Summer Term 10 weeks	
		HESC 348 Concepts of Management & Leadership in Health Care (3 credits) Full Term 15 weeks			
		HESC 435 Community Health Perspectives (3 credits)			

Health Sciences Elective Courses

Fall		Winter		Summer	
Session 7A	Session 7B	Session 7A	Session 7B	Session 7A	Session 7B
HESC 320 Human Resources in Health Care (3 credits)	HESC 330 Health Care Organizational Systems (3 credits)	HESC 445 Health Care & Government (3 credits)	HESC 326 Issues & Trends in Health Care (3 credits)	HESC 302 Mission Experience in Cultural Diversity (3 credits)	HESC 371 Alternatives Therapies for Health & Illness (3 credits)
HESC 345 History of Health Care in the United States (3 credits)		HESC 440 Special Project in Health Care (1-3 credits)		HESC 350 Risk Management in Health Care Organizations (3 credits)	
HESC 440 Special Project in Health Care (1-3 credits)				HESC 440 Special Project in Health Care (1-3 credits)	

Health Sciences Emphasis Courses

Fall		Winter		Summer	
Session 7A	Session 7B	Session 7A	Session 7B	Session 7A	Session 7B
Management Emphasis					
	HESC 448 Leadership Theory in Health Care (3 credits)		HESC 451 Interdisciplinary Team Practice in Community Based Care (3 credits)		HESC 421 Health Care Personnel Management (3 credits)
Education Emphasis					
	HESC 431 Teaching Learners in Health Care (3 credits)		HESC 432 Professional Development in Health Care (3 credits)		HESC 430 Instructional Planning & Delivery (3 credits)
Medical Informatics Emphasis					
	HESC 411 Applied Informatics Theories in Healthcare (3 credits)		HESC 413 Data Analytics for Healthcare (3 credits)		HESC 412 Clinical Documentation in the Digital Age (3 credits)
Pre-MBA/Pre-MHA Emphasis					
Fall		Winter		Summer	
ECON 101 Fundamentals of Economics (3 credits)		ACCT 201 Principles of Accounting (3 credits)		MKTG 301 Principles of Marketing (3 credits)	
FINC 301 Corporate Finance (3 credits)					

Medical Sonography Emphasis

Fall		Winter		Summer	
Session 7A	Session 7B	Session 7A	Session 7B	Session 7A	Session 7B
	HESC 448 Leadership Theory in Health Care (3 credits)		MESO 401 Advanced Project in Medical Sonography II (3 credits)		HESC 430 Instructional Planning & Delivery (3 credits)
	MESO 400 Advanced Project in Medical Sonography I (3 credits)				

Respiratory Emphasis

Fall		Winter		Summer	
Session 7A	Session 7B	Session 7A	Session 7B	Session 7A	Session 7B
	RESA 320 Cardiopulmonary Monitoring (3 credits)		RESA 310 Cardiopulmonary Assessment (3 credits)		RESA 311 Neonatal/ Pediatric Respiratory Care (odd years) (3 credits)
	RESA 495 Independent Study (3 credits)		RESA 495 Independent Study (3 credits)		RESA 321 Pediatric Respiratory Care Case Mgt (even years) (3 credits)
					RESA 495 Independent Study (3 credits)

Advanced Imaging Emphasis

Fall	Winter	Summer
ADIM 305 MRI Theory (6 credits)		ADIM 300 CT Theory (3 credits)
ADIM 315 Practicum II (MRI) (3 credits)		ADIM 328 Clinical Aspects of CT (4 credits)
ADIM 425 Clinical Aspects of MRI (5 credits)		ADIM 404 Practicum I (CT) (3 credits)
ADIM 396 Variable Independent Clinical (1-4 credits)	ADIM 396 Variable Independent Clinical (1-4 credits)	ADIM 396 Variable Independent Clinical (1-4 credits)
ADIM 311 Vascular Interventional Technology (3 cr hrs)	ADIM 413 Cardiovascular Interventional Technology (5 cr hrs)	
ADIM 321 Practicum III (Vascular Interventional Technology) (4 cr hrs)	ADIM 432 Practicum IV (Cardiovascular Interventional Technology) (3 cr hrs)	

Arts & Sciences Courses

Fall		Winter		Summer	
Session 7A	Session 7B	Session 7A	Session 7B	Session 7A	Session 7B
REL 316 Spirituality in Healing & Healthcare (3 credits)	REL 306 Spiritual Dimensions of Death & Dying (3 credits)	REL 316 Spirituality in Healing & Healthcare (3 credits)	REL 306 Spiritual Dimensions of Death & Dying (3 credits)	REL 316 Spirituality in Healing & Healthcare (3 credits)	REL 306 Spiritual Dimensions of Death & Dying (3 credits)
MATH 201 Probability & Statistics (3 credits)	MATH 201 Probability & Statistics (3 credits)	MATH 201 Probability & Statistics (3 credits)		BIOL 263 Sectional Anatomy (3 credits) Only Offered this term	
Humanities elective (3 credits)	SOCI 375 Cultural Diversity in Healthcare (3 credits)	Humanities elective (3 credits)	SOCI 375 Cultural Diversity in Healthcare (3 credits)	Humanities elective (3 credits)	SOCI 375 Cultural Diversity in Healthcare (3 credits)
	BIOL 350 Pathophysiology (3 credits)			BIOL 350 Pathophysiology (3 credits)	

BACHELOR OF SCIENCE IN HEALTH SCIENCES: HEALTHCARE MANAGEMENT MAJOR

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

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

Science core	**See below for courses.....	8
ENGL 101	Writing and Rhetoric I.....	3
ENGL 102	Writing and Rhetoric II.....	3
COMM 215	Intro to Human Communications.....	3
RELB 101	Biblical Resources for Understanding Healthcare.....	3
RELB 254	Morality and Medicine	3
RELP 316	Spirituality in Healing and Health Care	3
RELP 306	Death and Dying	3
HIST XXX	History survey sequence (one course).....	3
HUMN XXX	Humanities electives (two courses: literature, history, philosophy, music, art, theater, or foreign language).....	6
KETC 101	Medical Terminology	1
MATH 155	College Algebra.....	3
PSYC 112	General Psychology	3
SOCI 115	Principles of Sociology	3
SOCI 375	Cultural Diversity in Health Care	3

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

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

II. Required Cognate Courses	27 credits
ACCT 201 Principles of Accounting	3
ECON 101 Fundamentals of Economics	3
FINC 301 Corporate Finance	3
HESC 310 Health Care Economics and Finance	3
HESC 348 Concepts of Management and Leadership in Health Care	3
MATH 201 Probability and Statistics	3
MKTG 301 Principles of Marketing	3
PSYC 210 Social Psychology	3
PSYC 220 Organizational Psychology	3
III. Required Major Courses	36 credits
HESC 281 Introduction to the Health Professions	3
HESC 320 Human Resources in Healthcare	3
HESC 330 Healthcare Organizational Systems	3
HESC 315 Communication, Negotiations, and Conflict Resolution in Healthcare Organizations	3
HESC 318 Introduction to Health Professional Research	3
HESC 340 Legal and Ethical Considerations in Health Care	3
HESC 445 Healthcare and Government Policy	3
HESC 421 Healthcare Personnel Management	3
HESC 451 Interdisciplinary Team Practice in Community-Based Care	3
HESC 448 Leadership Theory in Healthcare	3
HESC 475 Healthcare Management Internship	2
HESC 481 Capstone	1
HESC 491 Strategic Management in Health Care	3
IV. Major Elective Courses	6 credits
HESC 350 Risk Management in Healthcare Organizations	3
HESC 302 Mission Experience in Cultural Diversity	3
HESC 326 Issues and Trends in Healthcare	3
HESC 345 History of Health Care in the United States	3

PSYC 138	Human Growth and Development.....	3
	(must be taken if going into OTD program and counts as an HESC elective)	
PSYC 230	Abnormal Psychology	3
	(must be taken if going into OTD program)	
HESC 435	Community Health Perspectives	3
HESC 432	Professional Development in Healthcare	3
	TOTAL.....	120 credits

In order to complete the major in a timely manner, the student should follow the suggested course of study as outlined below.

BSHS 3-YEAR HEALTHCARE MANAGEMENT MAJOR: SUGGESTED COURSE OF STUDY**FIRST YEAR****FALL**

*Science core course		4
COMM 215	Intro to Human Communications	3
ECON 101	Fundamentals of Economics	3
MATH 105	Fundamentals of Mathematics (if needed)	(3)
RELB 101	Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ	3

TOTAL		13-16
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WINTER

*Science core course		4
ACCT 201	Survey of Accounting	3
ENGL 101	Writing and Rhetoric I	3
HIST 102 or 152	History sequence II	3
MATH 155	College Algebra	3

TOTAL		16
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SUMMER

ENGL 102	Writing and Rhetoric II	3
HESC 281	Introduction to the Health Sciences	3
KETC 101	Medical Terminology	1
RELP 254	Morality and Medicine	3
SOCI 115	Principles of Sociology	3

TOTAL		13
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SECOND YEAR**FALL**

HESC 340	Legal and Ethical Considerations in Health Care	3
HESC 348	Concepts of Management and Leadership in Health Care	3
MATH 201	Probability and Statistics	3
PSYC 112	General Psychology	3
PSYC 220	Organizational Psychology	3

TOTAL	15
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WINTER

HESC 318	Healthcare Statistics and Research	3
HESC 445	Government Policy & Health Care	3
HUMN XXX	Humanities Group II elective (literature, history, philosophy, music, art, theater, or foreign language)	3
PSYC 210	Social Psychology	3
RELT 306	Death and Dying	3

TOTAL	15
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SUMMER

HESC 421	Healthcare Personnel Management	3
HUMN XXX	Humanities Group II elective (literature, history, philosophy, music, art, theater, or foreign language)	3
MKTG 301	Principles of Marketing	3
SOCI 375	Cultural Diversity in Health Care	3

TOTAL	12
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THIRD YEAR**FALL**

FINC 301	Corporate Finance	3
HESC 310	Health Care Economics and Finance	3
HESC 320	Human Resources in Healthcare (offered ONLY in odd year)	3

HESC 330	Healthcare Organizational Systems (offered ONLY in even year)	3
HESC 448	Leadership Theory in Healthcare	3
HESC XXX	HESC Elective	3

TOTAL	15
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WINTER

HESC 315	Communication, Negotiations, and Conflict Resolution in Healthcare Organizations	3
HESC 451	Interdisciplinary Team Practice in Community-Based Care	3
HESC 491	Strategic Management in Healthcare	3
HESC XXX	HESC Elective (or PSYC 138 if pre-OTD)	3
REL 316	Spirituality in Healing and Health Care	3

TOTAL	15
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SUMMER

HESC 475	Healthcare Management Internship	2
HESC 481	Capstone	1
HESC XXX	HESC elective	3
*PSYC 138	Abnormal Psychology (pre-OTD only)	3

TOTAL	6-9
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*Required as a prerequisite for OTD if not already completed.

Graduate Bulletin

Kettering College offers a Master of Physician Assistant Studies degree and an Occupational Therapy Doctoral degree.

This section of the *Bulletin* provides information for students applying to or enrolled in a graduate program at Kettering College. For additional information, contact the Kettering College physician assistant studies office or the occupational therapy office.

Individual graduate programs may have policies that supersede the Graduate Division policies and standards in this section. See specific program handbooks for information.

Graduate Admissions

REGULAR ADMISSION

To be admitted into a graduate program, a student must have completed the program-specific admission requirements found in the program of study.

PERMISSION TO TAKE CLASSES

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

1. Persons who desire to take a course for enrichment purposes.
2. Students registered at another college or university who wish to take courses at Kettering College through existing agreements with other schools.

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

- Completed application.
- Application fee (unless a previous Kettering College student).
- Transcripts from the highest level of educational experience (may use unofficial copies).
- Written permission from the chair of the professional program (where applicable) is required before the student may register for requested course(s).

APPLICATION /ADMISSION PROCESS

The application and admission process is outlined in the specific graduate program section.

ADMISSION COMMITTEE DECISIONS

The admissions committee reserves the right to refuse admittance to an applicant who is unlikely to conform to the standards and ideals the College seeks to maintain. This denial of acceptance may be based in part upon previous academic performance and/or on the confidential recommendation forms received.

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

APPLICANT RESPONSE TO ACCEPTANCE

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

- Return the completed acceptance reply letter included with the acceptance notice.
- Remit the \$500 nonrefundable acceptance deposit. If the deposit is not received by Kettering College, the applicant's reservation in that particular curriculum may be jeopardized. Refer to the financial information section of the *Academic Bulletin* for specific details. This deposit will be applied toward the first semester's tuition.

At the time of acceptance to the College, applicants will also receive information about the health and immunization requirements for enrollment at Kettering College. These forms must be completed by the applicant's healthcare provider and returned to the College by the time of College registration.

REGISTRATION FOR CLASSES

Prior to registration, students are encouraged to review the *Student Handbook*, available at www.kc.edu. At registration, new students will need to have the following records on file:

- A Kettering College credit account agreement and disclosure statement
- College and health insurance compliance forms
- Student health history and immunization records

INTERNATIONAL STUDENTS

Kettering College endeavors to make the process of enrolling international students as easy as possible. Because of the numerous steps involved in the issuance of the I-20 student visa, please refer to the guidelines listed in the Admissions chapter in the undergraduate section of this *Bulletin*.

Graduate Outcomes

KETTERING COLLEGE INSTITUTIONAL OUTCOMES

Note: Updates to this section appear in an addendum. Visit website.

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

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

B: Broad integrative learning: What life lessons are you learning?

Students actively engage in interprofessional collaboration and team building.

A: Applied learning: How do you build on what you learn?

Students use innovative clinical reasoning across diverse populations and systems.

S: Specialized learning: How are you becoming an expert?

Students demonstrate expert use of and fluency in specialized terms, vocabulary, technology, and methods of the specific profession.

I: Intellectual skills: In what ways are you thinking as an evidence-based practitioner?

Students critique research to use and generate evidence-based practice.

C: Civic engagement: How are you leading your communities?

Students use a servant leadership model to serve, care, and enhance lives within local, regional, and/or global communities.

Graduate Academic Policies

THE COLLEGE PROGRAM

The academic year at Kettering College consists of one fall semester and one winter semester with an accelerated summer semester for graduate programs. For traditional face-to-face courses, a semester is generally 15 weeks of instruction, including final exam week, over 16 calendar weeks. This is to accommodate holidays and scheduled institutional breaks. The accelerated summer semester generally consists of 10 weeks of instruction, including final exam week. The equivalent amount of time is spent in face-to-face instruction during a 10-week term as is spent in a 15-week term. Program variations in semester length are published in program materials.

In a semester system, one academic credit typically means the course meets for one 50-minute period of instruction per week. This is considered one hour of instruction with 10 minutes of that hour used for passing time between classes. Therefore, a traditional three-credit course with no laboratory or clinical component will meet for three 50-minute periods or its equivalent per week. Generally, for every credit a student takes, an additional two to three hours of work per credit is expected outside the regularly scheduled class time. Courses involving laboratory studies or clinical experiences have credit values based on the Carnegie Unit system. The ratios used to determine lab and clinical credits vary by professional program as published in respective program materials.

GRADUATE PROGRAMS

Graduate program students are expected to complete a scholarly project to fulfill requirements for a graduate degree. This project must be original work and include use and/or generation of scholarly research and writing.

REGISTRATION

The registration process takes place prior to each semester. Please see Kettering College's website (www.kc.edu) for specific dates. To enhance and streamline the registration experience for students, the College has established these policies and processes:

- Prior to designated registration dates, a student must meet with their academic advisor for approval of the term schedule. The student's academic advisor is responsible for updating the online registration status for current students.
- Students may not register for courses that are in direct conflict with other courses or clinical assignments.
- A student and their advisor can access an individual computerized degree audit to assist them in tracking the student's graduation requirements. Students are strongly encouraged to take their courses in the sequence outlined in the *Bulletin*. Taking courses later than the sequence outlined in the *Bulletin* may result in program completion delays.

The records office reserves the right to remove a student who has registered for a course for which he or she is not eligible.

1. Students may audit courses with the permission of the department chairperson. Students are expected to attend courses regularly and meet the conditions for audit as stipulated by the graduate program. Tuition is discounted from the regular rate. See the [Kettering College financial information](#). No academic credit toward degree or financial aid is awarded for audited courses.
2. Business office clearance: Current students must have paid down their account balances to less than \$100 in order to have business office clearance for registration. Payments can be made online. Allow two business days for processing. New students, along with those students who have not attended Kettering College within the past two semesters, may register without receiving financial clearance; however, financial clearance must be received by the registration clearance deadline to prevent being removed from courses. To receive financial clearance, a student must either make a down payment of \$800 or have adequate financial assistance in place by the registration clearance deadline to cover 100% of tuition and fees for the semester. Students who fail to obtain financial clearance by the registration clearance deadline will be automatically withdrawn from their courses. Students who are withdrawn from courses may register again during the late registration.

CLASS ATTENDANCE

The academic, laboratory, and clinical demands of the graduate programs make class attendance — whether in traditional, online, or web-enhanced courses — essential for a student's success. Therefore, specific attendance requirements are established by each department or instructor for every course. When a student is absent from class, for whatever

reason, that student has lost the learning experience that class period would have provided. In such cases, it is the student's responsibility to make sure the scheduled learning still occurs.

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

For web-enhanced courses, each date a submission is due is considered a date when the course meets. Students are required to attend at least one class meeting or make at least one submission within the first 10 business days of the regular semester, or they will be subject to administrative withdrawal from the course. A student will be considered absent from the course any date he or she fails to attend a scheduled meeting time or any time he or she fails to make a scheduled submission.

COURSE LOAD

Students are classified as full-time if they carry at least **eight credits per semester**. Six credits per semester is considered $\frac{3}{4}$ -time; four credits is considered half-time. Unless required by a department or program of study, a student may not carry more than 18 credits in a fall or winter semester or 13 credits in an accelerated summer semester. The academic load of students on probation may be limited. A student who wants to accelerate a program of study with overload credits must submit a petition to the academic appeals committee prior to the semester of enrollment. In some cases, the committee may require the student to meet with the appropriate program chair to develop a balanced curriculum plan; this plan would be part of the appeal submission.

DISABILITY SERVICES

See the policy regarding disability services in the chapter "Academic Policies" in the undergraduate section of this *Bulletin*.

INDEPENDENT STUDY

Registration for independent study may be appropriate when a student wishes either to learn about a subject not in the *Academic Bulletin* or to expand practical clinical experience. An independent study form, obtained from the records office, must be signed by the instructor and the department chair before a student may register for independent study. A learning contract signed by the student, the supervising instructor, and the department chair is necessary before students begin the independent study.

POLICY FOR DROPPING/ADDING COURSES

It is the student's responsibility to arrange with the records office to drop or add courses.

The procedure for dropping or adding a course is as follows:

- Secure a change of registration (drop/add) form from the records office.
- Secure signatures from the financial aid counselor, the student's designated academic advisor, and the instructor for the course.
- Each course listed on the drop/add form must have:
 1. Grade of WP or WF (if dropped after the 10th business day).
 2. Last date of course attendance/participation (if dropping a course).
- Return the drop/add form to the records office for final processing.

The timeline for adding/dropping classes:

- The last day to add a class is five business days after the beginning of classes.
- The last day to drop all classes in a semester and receive a tuition refund of the block tuition is 10 business days after the beginning of the semester.
- After 10 business days, a grade of WP or WF will be assigned upon withdrawal from a class.
- The last day to drop a class with a WP or WF is three weeks before the beginning of final exams. No drops are permitted after this time, and a letter grade will be assigned. Refer to the academic calendar in the *Bulletin* for specific add and drop dates.
- Any student who has registered but has not attended any courses by the eighth business day of the term will be administratively withdrawn from all courses. After this date, an administrative withdrawal will take place if a student is absent for a period of two consecutive weeks and does not contact the instructor or complete the appropriate paperwork.
- Courses with nonstandard term lengths may have different timelines for meeting requirements and adjusting registration status. Students should contact student services for specifics.
- Return of Title IV funds to the government are calculated based on the last day the student attends or participates in the semester.

Federal Title IV funds will be returned to the federal government according to federal regulations for students receiving Title IV funds who withdraw after the 10th business day of the semester. See the section of the *Bulletin* on financial information.

Grades are based on the day the drop procedure is properly completed with the records office. A student who stops attending classes but delays formally withdrawing with the records

office may receive a WF grade. A grade of WP is used to indicate that the student is passing with a C- or above, and the grade of WF is used to indicate that the student is failing (D, F) when a course is dropped following the second week of a term. Students may not enroll in a course more than twice. Grades of WP and WF both count as enrolled in a course.

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

LIABILITY INSURANCE

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

GRADES

The Graduate Division requires that students maintain a cumulative GPA of 3.00. An individual course grade below a B is not considered passing. For information regarding how to calculate grade-point average, see the chapter “Academic Policies” in the undergraduate section of this *Bulletin*.

GRADUATE GRADING SCALE

	Quality Points	Percentage range	Definition
A	4.00	90 – 100%	Superior
B	3.00	80 – 89%	Above average
C	2.00	70 – 79%	Average
D	1.00	60 – 69%	Below average
F	0	Less than 60%	Failure
P	0	To be determined by instructor	Passing; does not affect GPA

Each graduate program and its faculty members will determine rounding practices.

INCOMPLETE

See the policy regarding the grade of incomplete in the chapter “Academic Policies” in the undergraduate section of this *Bulletin*.

HONOR CODE

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

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

ACADEMIC PRIVACY

See the policy regarding academic privacy in the chapter "Academic Policies" in the undergraduate section of this *Bulletin*.

ACADEMIC PROGRESS

Students are expected to be continuously enrolled in their graduate programs. Leaves of absences may be granted according to individual graduate program policy in the particular graduate program handbook.

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

These policies pertain to a student's academic standing in the Graduate Division of the College. Specific graduate programs may have higher standards regarding academic progress. In addition, students receiving federal financial aid are subject to SAP requirements. Please refer to the financial information section of this *Bulletin* for additional information.

REGULAR ACADEMIC STANDING

A student in the Graduate Division who earns a grade-point average (GPA) equal to or greater than 3.0 for a given semester is in regular academic standing in the subsequent semester in which he or she is enrolled.

ACADEMIC PROBATION

A student in the Graduate Division who, during a semester in which he or she is in regular academic standing, earns a grade-point average (GPA) less than 3.0 for that semester is placed on academic probation for the subsequent semester in which he or she enrolls.

ACADEMIC DISMISSAL

A student in the Graduate Division who, during a semester in which he or she is on academic probation, earns a grade-point average (GPA) less than 3.0 for that semester is academically dismissed from the Graduate Division of the College. A student who is academically dismissed from the Graduate Division of the College will be administratively withdrawn from all courses in the graduate program in which he or she is enrolled.

ACADEMIC APPEALS

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

GRIEVANCE PROCEDURE

See the policy regarding grievance procedures in the chapter "Academic policies" in the undergraduate section of this *Bulletin*.

GRADUATION REQUIREMENTS

All students must meet the graduation requirements established within their programs of study.

TRANSCRIPTS

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

1. **Electronic request:** Students may complete the process for electronic transfer of Kettering College transcripts by using <https://exchange.parchment.com>; transcripts will be sent to participating institutions of higher learning. Regular transcript fees are waived.
2. **Written request:** Federal regulations require a written release from the student. This release may be in the form of a letter or a completed transcript request form, which can be downloaded from www.kc.edu under the link "Registrar Forms." All requests must have a signature. The regular transcript fee is \$5 for each transcript processed and \$7 for same-day service. Transcript requests received without payment or signature cannot be honored.

Telephone, email, or fax requests from students or written requests from other members of a student's family cannot be honored. Transcripts provided are subject to transcript fees according to method of request and delivery (see the financial information section in the *Bulletin* for a listing of fees).

BANKRUPTCY, DEFAULT, AND TRANSCRIPTS

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

Graduate Financial Information

ACCEPTANCE DEPOSIT

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

DEPOSIT FOR INTERNATIONAL STUDENTS

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

ROOM DEPOSITS AND CHARGES

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

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

FLAT-RATE TUITION

Tuition for the graduate programs is charged at a flat rate. Graduate students enrolling in six or more credits will be charged a flat tuition rate for the semester. Please refer to the Kettering College website for the [tuition and fees schedule](#). Tuition is payable by the deadline shown in the online academic calendar.

Kettering College delivers quality education using a variety of methods, including face-to-face, online, simulation, practical training in clinical settings, and blended approaches. The College reserves the right to change the method of delivery of instruction before or during an academic term in the event of a health or safety emergency or other circumstance when it determines that such change is necessary to serve the best interests of the campus community. Tuition and mandatory fees will not be reduced or refunded if the College changes the delivery method for any or all of an academic session.

PER-CREDIT TUITION

Graduate students enrolling in five or fewer credits will be charged tuition on a per-credit rate. The per-credit rate will be determined by taking the tuition cost of the entire program of study and dividing by the total number of credits in the program curriculum (semester flat-rate tuition multiplied by the number of semesters in program, then divided by the number of credits in the program of study).

For example, the per-credit rate for a student whose graduate program is 100 credits and is scheduled (based on the curriculum outlined in the *Bulletin*) to be completed in seven semesters, for which the tuition is \$15,000 per semester, would be calculated in the following manner:

- $\$15,000 \times 7 = \$105,000$
- $\$105,000 \div 100 = \$1,050$ per credit

Please refer to the Kettering College website for the [tuition and fee schedule](#). Tuition is payable by the deadline shown in the [academic calendar](#).

TUITION REFUND

Graduate tuition and fees for full-semester courses will be refunded 100% 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% to those who have not attended class. Graduate students enrolled in a program of study taught in modular format who withdraw or are withdrawn from all courses after the 10th business day of the term will be responsible for paying the per-credit tuition rate for each credit attempted. The amount charged to graduate students who withdraw shall not exceed the flat-

rate tuition charged to students in that particular cohort. Please refer to the [tuition and fee schedule](#) on the College's website for current rates. Equipment and/or software fees are nonrefundable. Students who withdraw from all courses after the 10th business day of the term and are receiving federal financial aid may need to have their financial aid eligibility recalculated upon being assessed the per-credit tuition rate. If a student is administratively withdrawn for non-attendance or is involved in a disciplinary action that leads to dismissal or expulsion, the student will be responsible for the tuition and fees due to the College for the semester based on the last date the student attended the course(s). A student who does not complete official withdrawal procedures through the records office may 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, which are consistent with the time frames published in the chapter "Academic Policies" in the undergraduate section of this Bulletin (see table under "Policy for Dropping/Adding Courses"). Students should contact student services for additional 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% refund period (see tuition refund section above), the student is still responsible for remitting all payments as scheduled.

Note to Chapter 31 (Vocational Rehabilitation) and Chapter 33 (Post 9/11) recipients: In compliance with the Veterans Benefits and Transition Act (VBTA) of 2018, Kettering College will not impose any penalty or late fee, deny access to any institutional facility, or require that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover their financial obligations to the institution due to the delayed disbursement of payment by the U.S. Department of Veterans Affairs. This policy is limited to tuition funds paid to the institution directly by the U.S. Department of Veterans Affairs.

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% 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 policies 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 the minimum standards as outlined. The standards apply to a student's entire academic transcript, including terms in which financial aid was not received. Standards for specific financial aid programs or Kettering College academic programs may differ from those in this section.

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

The Higher Education Act of 1965 policy, 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%) 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% refund period). Successfully completed credits include grades of A, A-, B+, B, B-, P, and Y. Receiving a grade of C+, C, 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% 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 ($120 \times 150\% = 180$) 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% 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 (SAP) is reviewed at the end of each semester after grades have been submitted.

Financial aid SAP warning: Students who do not meet one or more of the SAP standards will be placed on financial aid SAP 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 SAP 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 SAP 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.

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

A SAP appeal may be submitted for consideration if an extenuating circumstance (e.g., 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 financial aid SAP probation as long as he/she is complying with the prescribed requirements of the academic plan that must be submitted as part of the SAP appeal process.

THE SATISFACTORY ACADEMIC PROGRESS (SAP) APPEAL PROCESS

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

1. Complete the applicable financial aid satisfactory academic progress (SAP) appeal form(s), available at <http://kc.edu/admissions/financial-aid/financial-aid-forms/>
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 SAP 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% maximum credits attempted limit of the new major. 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% maximum-credits-attempted 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 cumulative grade-point average of 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% of the attempted credits but has brought the completion percentage to a minimum of 67% 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. Submit any additional paperwork as instructed by the Kettering College student finance office.

A student must be enrolled at least half time 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 (FAFSA). 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 Direct Unsubsidized Loans (previously known as Stafford Loans) and Graduate PLUS Loans. For current interest rate information, see www.studentaid.ed.gov/sa/types/loans/interest-rates.
 - Direct Unsubsidized Loans are available to students from the U.S. Department of Education through the school. Eligibility 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 Direct Unsubsidized Loan program provided they have not borrowed in excess of the limits listed.
 - Graduate PLUS Loans are available for educational expenses. Through this program, students are eligible to borrow an amount up to their cost of attendance minus other estimated financial assistance. Requirements include a determination that the applicant does not have an adverse credit history; repayment begins on the date of the last disbursement of the loan. Applicants for these must complete the FAFSA. They also must have applied for their annual loan maximum eligibility under the Direct Unsubsidized Loan program before applying for a Graduate PLUS Loan.
 - Direct Unsubsidized Annual Aggregate Loan Limits: A graduate degree student can borrow up to \$20,500 per academic year. After graduating with a graduate degree, the maximum total debt allowed from all Federal Direct Loans and (including those formerly

known as 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 Federal Direct Loans and those formerly known as Stafford Loans received for undergraduate study and graduate study.

PART-TIME STUDENTS

A full-time student is one enrolled for at least eight credits. A part-time student is one enrolled for six to seven credits. The part-time student is subject to all fees charged to full-time students. Students enrolling for less than six 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: Master of Physician Assistant Studies

DEPARTMENT PERSONNEL

Program Director: Tim Scanlon, PA-C, MSPA

Medical Director/Clinical Director: Scott Gardner, MD

Academic Coordinator: Jill Gulczinski, PA-C, MSPA

Director of Program Assessment: Matt Allman, PA-C, MSPA

Program faculty: Megan Bonk, PA-C, MPAS; DHSc; Sarah Brandell, PA-C, MPAS; Elizabeth Diem, PA-C, Allison Giese, PA-C, MPAS; Christine Marriott, PA-C, MPAS; Vanessa Rogers, PA-C, MPAS; Pamela Wireman-Keller, PA-C, MPAS

Program staff: Lona Blake, Clinical Coordinator; Mary Guzman, Admissions Coordinator; Valerie Pequignot, Office Assistant

STATEMENT OF PURPOSE

The mission of the Kettering College physician assistant studies program is to provide, in a Christian environment, the academic and clinical experience necessary to develop competent empathetic professional healthcare providers who are dedicated to lifelong learning.

DEGREE DESCRIPTION

The MPAS degree is a clinically based program that provides the academic and clinical education necessary to become competent practicing physician assistants.

VISION FOR THE PA PROGRAM

The physician assistant course of study will produce outstanding new physician assistants. Using innovative learning methods and a commitment to mentor and empower students, Kettering College educates its PA students to exhibit the highest standards of intellectual, ethical, and spiritual maturity. They exemplify professional excellence and leadership in meeting the challenges of the profession in an evolving healthcare environment.

CREDITS AND RESIDENCY REQUIREMENTS

The MPAS degree requires a minimum of 98 graduate-level credits for graduation. All physician assistant (PHAS) courses must be taken at Kettering College.

DESCRIPTION OF THE PHYSICIAN ASSISTANT PROFESSION

The Standards and Guidelines for an Accredited Educational Program for the Physician Assistant provides the following description of the profession:

The physician assistant is academically and clinically prepared to provide healthcare services with the direction and responsible supervision of a doctor of medicine or osteopathy. Within the physician/physician assistant relationship, they make clinical decisions and provide a broad range of diagnostic, therapeutic, preventive, and health maintenance services. Their clinical role includes primary and specialty care in medical and surgical practice settings. Physician assistant practice is centered on patient care and may include educational, research, and administrative activities.

The role of the physician assistant demands intelligence, sound judgment, intellectual honesty, appropriate interpersonal skills, and the capacity to react to emergencies in a calm and reasoned manner. An attitude of respect for self and others, adherence to the concepts of privilege and confidentiality in communicating with patients, and a commitment to the patient's welfare are essential attributes. The tasks performed by individual physician assistants cannot be delineated precisely because of the variations in practice requirements mandated by geographic, political, economic, and social factors. At a minimum, however, physician assistants are educated in areas of basic medical science, clinical disciplines, and discipline-specific problem solving. Physician assistant practice is characterized by clinical knowledge and skills in areas traditionally defined by family medicine, internal medicine, pediatrics, obstetrics, gynecology, surgery, and psychiatry/behavioral medicine. Physician assistants practice in ambulatory emergency, inpatient, and long-term care settings. Physician assistants deliver healthcare services to diverse patient populations of all ages with a range of acute and chronic medical and surgical conditions. They need knowledge and skills that allow them to function effectively in a dynamic healthcare environment.

KETTERING COLLEGE PA GRADUATE COMPETENCIES

The PA program has determined that proficiency in the following competencies are prerequisite for graduation from the program:

PATIENT-CENTERED MEDICAL KNOWLEDGE

1. Demonstrate adequate medical knowledge across the age and body system spectrum.
2. Make an appropriate referral and/or follow up of patients.
3. Incorporate understanding of medical science when determining disease etiology.
4. Utilize critical thinking skills to provide patient care.
5. Correctly order and interpret diagnostic tests.
6. Initiate appropriate interventions for preventable conditions.
7. Utilize screening recommendations for disease prevention.
8. Create an appropriate differential diagnosis.
9. Appropriately manage patients according to evidence-based guidelines.
10. Recognize the indications for principal therapeutic interventions

INTERPERSONAL AND COMMUNICATIONS SKILLS

1. Appropriately document information regarding patient care.
2. Demonstrate professional composure.
3. Use effective listening and nonverbal communication skills to effectively communicate with others.

PATIENT-CENTERED CLINICAL CARE

1. Elicit an accurate patient history.
2. Effectively perform a physical exam.
3. Demonstrate caring and respectful behaviors when interacting with patients and their families.
4. Communicate effectively so that patients can understand the information being conveyed to them.
5. Competently perform medical and surgical procedures considered essential in the area of primary care.
6. Demonstrate competence related to culture diversity and inclusion.

PROFESSIONAL AND LEGAL ASPECTS OF HEALTH CARE

1. Evaluate the impact of legal and regulatory requirements of the practice of medicine.
2. Demonstrate an adequate fund of knowledge regarding the ethical principles pertaining to provision of or withholding of clinical care.
3. Exemplify professional behavior as expected of a PA
4. Address personal strengths and weaknesses appropriately.

HEALTHCARE FINANCE AND SYSTEMS

1. Describe the funding sources and payment systems that provide coverage for patient care.
2. Summarize the larger context and systems of healthcare.
3. Appraise the resources within the system that aid in providing optimal quality healthcare.

ACCREDITATION/PROFESSIONAL ASSOCIATION

The physician assistant program at Kettering College is accredited through the Accreditation Review Commission on Education for the Physician Assistant and the Higher Learning Commission. The physician assistant program is also an active member of the Physician Assistant Education Association (PAEA).

CERTIFICATION

Successful completion of the program leads to a Master of Physician Assistant Studies (MPAS). Graduates are eligible for the examination administered by the National Commission on Certification of Physician Assistants (NCCPA). Certification is a requirement for registration/licensure to practice in all states.

APPLICATION PROCESS

Applicants who are *not* enrolled in the Bachelor of Science human biology major “3+2”-year MPAS accelerated curriculum at Kettering College must apply through Central Application Service for Physician Assistants (CASPA) at www.caspaonline.org. Applications must be officially submitted to CASPA no later than Oct. 1 of the year prior to matriculation.

All Kettering College students wishing to apply to the PA program must complete the MPAS application, which is available from the PA admissions coordinator. Applications are due in the PA office no later than Oct. 1 of the year prior to matriculation.

For students considering the Bachelor of Science human biology “3+2”-year MPAS accelerated curriculum, please refer to the admissions standards and program of study for the human biology major within the Kettering College *Academic Bulletin*.

International medical graduates: Applications are accepted from international medical graduates (IMGs). The following is important information pertinent to the IMG:

- Advanced placement is not offered to any students including IMGs; all PA students must complete the entire curriculum.
- IMGs must meet all prerequisite coursework.

- International transcripts will need to be evaluated by a service to establish equivalencies to U.S. university courses and grades. Evaluations are currently accepted from:

World Education Services: www.wes.org (preferred)

Josef Silny & Associates Inc.: www.jsilny.com/html/foreign.htm

- Applicants who are not permanent residents should refer to the admission section of the undergraduate *Bulletin* for information for international students.
- IMG applicants who have completed the USMLE Step 1 must submit a copy of their Score Report and USMLE Step 1 Performance Profile to the PA admissions coordinator.
- The role of a PA is a dependent practitioner under the supervision of a physician. IMGs who have worked as physicians in other countries may have difficulty accepting this role change.

For all students, the application process is structured on a two-tiered system composed of a pre-interview selection process and selection for admission to the program.

A. Pre-interview process: Interviews are conducted from September through December. The following qualifications must be met in order to be considered for the interview process:

1. Only completed applications will be considered.
2. Applicant must have taken the Graduate Record Examination (GRE code 7341).
3. Completion of the Altus Suite/CASPer assessment.
4. Transcripts must reflect a cumulative GPA of 3.00 for all prerequisite courses with no grade lower than a C.
5. Submission of three letters of recommendation.
6. Applicants are appraised for admission based on the following criteria:
 - Completion of a degree from a regionally accredited institution
 - GPA analysis of all academic coursework
 - Academic performance in prerequisite courses
 - Recommendation letters
 - GRE scores
 - CASPer rating
 - Quality and quantity of patient care hours

*Quality and quantity of patient care hours: Applicants will be rated on both the type of patient care hours and the number of completed experiential hours at the time of application. There is no requirement for a minimum number of patient care experience hours. However, it is highly recommended that applicants complete at least 250 hours, which could be obtained in but not limited to the following roles:

STNA, CNA, EMT or paramedic, lab tech/phlebotomist, medical scribe, EKG technician, surgical technician, pharmacy technician, respiratory care practitioner, radiological technologist, medical mission worker. It is also highly recommended that the applicant gain some exposure to the PA profession by shadowing a PA.

7. **Prerequisite courses:** Completion of prerequisite courses/degree must be at a regionally accredited college or university. Prerequisite courses may be in process at the time of application; however, no more than four prerequisite courses may be outstanding at the time of application.

8. **Natural sciences prerequisites** (all must include lab component except biochemistry:

General biology	4 semester credits
Organic chemistry (full sequence)	8 semester credits
Biochemistry (lab preferred)	4 semester credits
Human anatomy and physiology (full sequence)	8 semester credits
Microbiology	4 semester credits

TOTAL	28 semester credits
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Note: Natural science courses need to have been taken within 10 years of date of application; if older than 10 years, please consult the PA admission coordinator.

Other prerequisites:

Psychology	3 semester credits
Developmental OR abnormal psychology	3 semester credits
Statistics	3 semester credits

TOTAL	9 semester credits
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9. **Verification of prerequisite course completion:** Students must complete any outstanding prerequisite courses prior to the beginning of the summer semester with submission of the course grades to the admissions office prior to the end of the first summer semester of the PA program. Official transcripts need to be submitted to admissions to demonstrate completion of outstanding classes. Students will be blocked from registering for fall classes until completion of outstanding prerequisite courses is verified. Students who are unable to demonstrate satisfactory completion of any outstanding coursework will be dismissed from the program.

10. **Evaluation of recommendation letters:** Applicants will need to submit three letters of reference (to CASPA or directly to the PA department if a current Kettering College student). Letters must be written no more than 12 months prior to the application deadline.

Note: All candidates for admission must satisfy the program's prerequisite requirements and minimum required GPA. Applicants from the following groups are afforded preference in the selection for interview in the admissions process:

- Students taking at least 7 semester credits at Kettering College
- Honorably discharged veterans
- Seventh-Day Adventist students

B. Selection is based upon the results of the pre-interview process evaluation and the interview.

1. Evaluation of communication skills: Applicants must demonstrate strong written and oral communication skills.
2. Written communication skills will be determined from an essay to be completed at the time of the interview.
3. Oral skills will be determined during the interview process.
4. Documented plans for completion of any outstanding prerequisite courses (if applicable).
5. Results from an online computer-based assessment for non-cognitive skills and interpersonal characteristics (CASPer).
6. GPA analysis of completed academic coursework.
7. Academic performance in prerequisite courses.
8. GRE scores.
9. Quality and quantity of patient care hours.
10. Evaluation of recommendation letters.

The PA admission committee selects and recommends applicants for admission to the PA program; this roster is shared with the College admissions office for final acceptance.

ADMISSION PROCESS

Applicants will be notified by the PA program regarding their selection for admission to the PA program within one month of the interview process. Upon acceptance, an applicant has 10 business days to submit a \$1,000 nonrefundable deposit to secure a seat in the program.

All applicants must meet all other requirements for admission to Kettering College.

Pre-enrollment notes:

- A criminal background check is required prior to beginning clinical rotations.
- A felony or misdemeanor conviction may result in denial to participate in clinical rotations and/or rejection by professional certification agencies and state licensure boards. Please contact program officials for details.
- Students must be able to perform the technical standards of Kettering College and the PA program. The standards will be distributed to each applicant selected for an interview; if accepted, the student must sign a statement affirming that he or she has read, understood, and is able to comply. Technical standards refer to the physical, cognitive, and behavioral abilities required for satisfactory completion of the curriculum; they include motor, sensory, communicative, intellectual, behavioral, and social aspects.

Kettering College technical standards:

- a. Think critically with sound judgment, emotional stability, maturity, empathy, and physical and mental stamina.
- b. Learn and function in a variety of didactic and clinical settings.
- c. Communicate effectively, both verbally and in writing, using appropriate grammar, spelling, and vocabulary.
- d. Immediately comprehend and respond to auditory instructions or requests.
- e. Think clearly and act calmly in stressful situations.
- f. Perform a clinical experience up to 12 hours long in a single 24-hour period.
- g. Work cooperatively, preserving relationships with others on the healthcare team.
- h. Perform fine and gross motor skills with both hands.
- i. Apply adequate pressure to stop bleeding.
- j. Perform cardiopulmonary resuscitation (CPR).

Technical standards for graduate students in the PA program at Kettering College: The mission of the Kettering College PA program is to provide, in a Christian environment, the academic and clinical experience necessary to develop competent, empathetic professional healthcare providers who are dedicated to lifelong learning. In order to become a competent PA healthcare provider, the student, in addition to meeting academic and other entry requirements, must be able to demonstrate skills in the areas described below:

- a. **Observation/sensation:** Students must be able to acquire information in all didactic and clinical settings through sources including but not limited to oral presentation, written material, visual media, and live presentations/demonstrations. Students

must possess function of visual, tactile, and auditory senses in order to perform necessary skills for physical examination.

- b. **Communication:** Students must be able to effectively communicate, both verbally and in writing, at a level consistent with graduate-level work, using proper English grammar, spelling, and vocabulary, which is needed both for patient evaluation and documentation. Additionally, students must communicate in a professional manner to all patients and their families, peers, and other members of a healthcare team.
- c. **Intellectual-conceptual abilities:** Students must be able to think critically, with sound judgment, in order to understand, assess, and solve clinical problems. This includes the ability to collect, organize, prioritize, reason, analyze, integrate, learn, and retain information, often in a limited time frame. Students must also be able to comprehend two- and three-dimensional structures and understand spatial relationships.
- d. **Motor functions:** Students must possess the motor skills to perform physical examinations, maneuver instruments or diagnostic tools, and perform medical procedures. Students must have the physical capability, strength, and stamina to sit, stand, and move in classroom, laboratory, and clinical areas for long periods of time.
- e. **Behavioral/social aspects:** Students must demonstrate psychological and emotional stability at a level necessary to deliver sound patient care in all settings and to interact with interdisciplinary healthcare teams. Students must be able to tolerate physical, emotional, and intellectual stress during the educational period while responding appropriately and professionally and tolerate physically taxing workloads.

Note: Applicants whose responses indicate that they cannot meet the expectations will be further reviewed by the admissions committee to assess the extent of difficulty and the potential for compensating for such difficulty. The College is committed to providing reasonable accommodation to individuals with disabling conditions.

PROGRAM COSTS

Please refer to the tuition and fee schedule on the Kettering College website (www.kc.edu) for details. PA students are required to have an electronic tablet (e.g., iPad) or a laptop computer as well as medical equipment. Medical equipment costs are included in lab fees. Incoming students are required to register with CastleBranch

(<https://discover.castlebranch.com>) to complete an initial background check. Upon registration with CastleBranch, instructions and details will be made available. Students are responsible for uploading the required documentation and for any costs related to CastleBranch services. PA students are also responsible for AAPA and OAPA student membership fees as well as BLS and ACLS training fees. A complete breakdown of all costs related to the program is available at <http://kc.edu/academics/physician-assistant/cost/>.

PA PROGRESSION REQUIREMENTS

To progress in the physician assistant program, a student will:

- Continue to demonstrate professional and ethical behavior.
- Meet the standards for progression in each PHAS course. Each course syllabus delineates specific requirements as set by the department. All clinical medicine modules (CMM) have specific progression requirements; these are outlined in the student manual.
- Maintain a GPA of 3.00 in each term. Students with a term GPA below 3.00 will be placed on academic probation. Failure to achieve a 3.00 in any future semester will result in dismissal from the program. **Note about academic probation:** Only students meeting the progression requirements will be candidates for academic probation.
- Maintain compliance with technical standards.

CONDITIONS FOR DISMISSAL

A student will be dismissed from the PA program for:

- Failing to meet progression requirements.
- Earning a failing grade in two different clinical courses or the same clinical course twice.
- Earning a GPA lower than 3.00 during the academic probation term.
- Breaching professional ethics or exhibiting any behavior that might pose a threat to the student or others.

Students dismissed under the first three criteria may reapply. Those dismissed for ethical or behavioral issues forfeit the ability to reapply.

READMISSION CRITERIA

- A student wishing to reapply to the MPAS program must submit a readmission form to the director of admissions and records.
- A student may not enroll more than twice in any course.
- A grade of W does not apply.
- A grade of WP or WF counts as enrollment in a course.

- Students will be readmitted under the current academic year's *Bulletin*, curriculum, and policies. The decision for readmission will be based upon:
 1. Available space in the program.
 2. Review and evaluation of the student's standing relative to any revisions that may have occurred in the program.
 3. Review and evaluation of academic and clinical performance.
 4. Submission of evidence demonstrating potential for academic success.

GRADUATION REQUIREMENTS FOR MPAS DEGREE

- Satisfactorily complete all clinical rotations.
- Complete didactic and clinical courses as outlined in program of study.
- Successfully complete the summative evaluation for knowledge, clinical skills, and professionalism.
- Complete all other College requirements for graduation, including residency requirements.

PROGRAM OF STUDY FOR MPAS: TRANSITION YEAR INTEGRATED SYSTEMS-BASED CURRICULUM

NOTE: To progress from summer to fall semester, official record of degree and/or prerequisite requirements must be documented in the admissions office prior to the end of the summer semester.

SUMMER I

PHAS 500	Introduction to the PA Profession	1
PHAS 502	Patient Interviewing and Documentation	2
PHAS 512	CMM Dermatology	1
PHAS 532	Introduction to Pathophysiology and Pharmacology	3
PHAS 551	Behavioral Medicine	2
PHAS 553	Clinical Genetics	2
PHAS 570	CMM Hematology and Oncology	2
RELP 316*	Spirituality in Healing & Healthcare	(3)
RELP 507	Clinical Ethics I	1
TOTAL		14 (17)

FALL II

PHAS 516	CMM ENT	3
PHAS 517	CMM Cardiovascular Medicine	9
PHAS 522	CMM Endocrinology	3
PHAS 529	CMM Nephrology	3
PHAS 536	Evidence-Based Medicine I	0.5
PHAS 571	CMM Infectious Disease	2
TOTAL		20.5

WINTER III

PHAS 518	CMM Pulmonology	5
PHAS 526	CMM Gastroenterology	6
PHAS 533	CMM Musculoskeletal Medicine	5
PHAS 534	CMM Neurology	6
PHAS 537	Evidence-Based Medicine II	0.5

TOTAL	22.5
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SUMMER IV

PHAS 561	Pediatrics	2
PHAS 566	Surgical and Emergency Care	3
PHAS 567	Integration of Clinical Medicine Seminar	1
PHAS 574	Women's Health	3
RELP 508	Clinical Ethics II	1
RELP 601	Applied Spiritual Care I	1

TOTAL	11
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FALL V

PHAS 632	Health Policy and PA Professional Practice I	0.5
PHAS 637	Capstone Prep I	1
PHAS 650*	Inpatient Medicine Clinical Rotation	3
PHAS 651*	Family Medicine Clinical Rotation	3
PHAS 652*	Surgery Clinical Rotation	3
RELP 602	Applied Spiritual Care II	1

TOTAL	11.5
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Note: An update to this section appears in an addendum. Visit website.

WINTER VI

PHAS 615	Objective Structured Clinical Examination	1
PHAS 633	Health Policy and PA Professional Practice II	0.5
PHAS 638	Capstone Prep II	1
PHAS 653*	Behavioral Medicine Clinical Rotation	3
PHAS 654*	Pediatrics Clinical Rotation	1.5
PHAS 655*	Women's Health Clinical Rotation	1.5
PHAS 656*	Emergency Medicine Clinical Rotation	3
TOTAL		11.5

SUMMER VI

PHAS 657*	Elective Clinical Rotation I	1.5
PHAS 658*	Elective Clinical Rotation II	1.5
PHAS 659*	Elective Clinical Rotation III	3
PHAS 641	Capstone Project	1
TOTAL		7

TOTAL CREDITS FOR THE PROGRAM 98 (101)

* Clinical Rotations may vary. Students registering for rotations should contact the PA clinical office for course numbers.

Note: Updates to this section appear in an addendum. Visit website.

Graduate Program: Occupational Therapy Doctorate

DEPARTMENT PERSONNEL

Faculty: Shanese Higgins, DHSc, OTR/L, Department Chair and Program Director; Susan Aebker, DHSc, OTR/L; Michael Davis-Cheshire, OTD, OTR/L; Rhonda Davis-Cheshire, OTD, OTR/L; Rachelle Janning, OTD, OTR/L; Tiffany Lester, OTD, OTR/L; Chioma Lindo, MS, OTR/L; Danielle McPeck, OTD, OTR/L

Staff: Mary Cobb, Admissions Counselor; Pamela Wilson, Clinical Coordinator

MISSION

The Occupational Therapy Doctoral Program at Kettering College is committed to developing occupational therapists who are culturally proficient; demonstrate superior clinical and critical reasoning skills; and are innovative practitioners prepared to answer God's call to serve the southern Ohio region and beyond.

VISION: WHAT WE WILL BECOME

Graduates of the Occupational Therapy Doctoral Program will become culturally proficient, client-centered occupational therapy practitioners. Graduates will provide evidence-based, occupation-based practice that illuminates their commitment to being lifelong learners. Finally, graduates will strive to continually be reflective and seek out opportunities to advocate for the needs of their geographical and social communities.

VALUES

Trustworthy, Innovative, Caring, Competent, and Collaborative

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 adopted the American Occupational Therapy Association (AOTA) *Philosophical Base of Occupational Therapy*; the AOTA Commission of Education (COE) *Philosophy of Occupational Therapy Education*; and the *Occupational Therapy Practice Framework* (fourth edition) as guiding documents for its program philosophies. The fundamental beliefs about humans and how people learn are adapted from *The Modern Practice of Adult Education: From Pedagogy to Andragogy* (Knowles, 1980).

OCCUPATIONS AND OCCUPATIONAL THERAPY

Occupations are the things people want and need to do; often chosen occupations are influenced by cultural context. It is important that therapists understand the cultural context of occupation and how it influences the interactions of people as they engage in occupations. Occupations and engagement in occupations are basic human rights and impact the overall health and well-being of human beings. Not all human beings are afforded the privilege to engage in fundamental occupations. Furthermore, many people have limited opportunities to engage in and excel in occupations beyond those that support basic human survival. The call of occupational therapy and practicing therapists is to help any individual, group, community, or

population fulfill the desire to not only survive, but also thrive in their daily engagement in occupations with the support of or despite their environmental or personal factors.

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 of personal and environmental factors such as personality, the purpose for learning, the learning environment, the time frame for learning, and the complexity of information to be learned. Acquisition of knowledge and skills occurs through seeking, reflecting, hands-on practice, and self-assessment. Successful educators facilitate and mentor learners in methods that support lifelong learning.

The OTD Program uses a multimodal pedagogy that demonstrates commitment to a student-centered learning environment. Throughout the program, students experience lecture-based learning, hands-on learning, and problem-based learning. By teaching from several different pedagogies, faculty help each student develop the skills needed to become a board-certified and state-licensed occupational therapist. Ultimately the goal of all faculty within the OTD Program is to meet the learning needs of all students enrolled in the Kettering College OTD program.

CURRICULUM DESIGN

The occupational therapy curriculum design is organized based on the human development model of disability, health, and well-being for a conceptual framework and the three domains of Bloom's Taxonomy as the categories of educational activities. The human development model is used to guide the students in learning and understanding the impact of personal and environmental factors on occupational performance during the life span. By recognizing that occupational performance and engagement do not happen solely within the realm of an individual, we acknowledge that even absent disability or illness and/or in the presence of wellness, all individuals do not experience optimal occupational performance equally or equitably. This foundational framework allows students to develop critical thinking and clinical reasoning while applying cultural proficiency in a client-centered manner. Additionally, the three domains of Bloom's Taxonomy (knowledge, skills, and attitude) are applied throughout the curriculum. The curriculum involves the acquisition of knowledge and the development and shaping of intellectual skills to transform students' critical thinking along the continuum of factual knowledge to metacognitive knowledge. The ability to critically examine information and create effective intervention is of utmost importance and is used extensively in the curriculum. Personal

attitude is important in a clinical profession such as occupational therapy. Therefore, students' awareness of their personal and professional strengths and opportunities is strongly emphasized. This is accomplished through self-assessment and reflection, peer feedback, faculty feedback, and professional feedback from clinical educators.

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. 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).

- **Faith-based service:** Beginning the first semester, students explore whole-person wellness and how it relates to client beliefs, values, and spirituality. Students also explore the concept of service and how occupational therapists can use service as an avenue to advocate for occupational justice and whole-person health with individuals, groups, communities, and populations. Throughout the curriculum, students have classroom and community opportunities to plan and participate in service; this allows them to begin or continue a habit of service personally and professionally and to demonstrate their commitment to others in local and global communities. Beginning in the second semester, students document a minimum of five hours of service each semester.

OTD student learning outcomes: The student will uphold faith-based concepts of service and whole-person health as it relates to individual client factors in order to 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), 6116 Executive Blvd., Suite 200, North Bethesda, MD 20852-4929.

ACOTE's telephone number c/o AOTA is 301-652-AOTA; 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). 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 applicants with a degree in progress and admitted on a conditional basis, evidence of degree completion and minimal GPA benchmark must be submitted to the Kettering College occupational therapy doctoral program prior to the first day of class.
2. Completion of the prerequisite courses outlined below within the past five years with a minimum grade of C; a C- or below does not meet the requirement. If a prerequisite course was taken longer than five years ago, the applicant must either provide evidence of use of the prerequisite course content in work or retake the required prerequisite course. The program director will make the final determination for evidence of use of content via current job duties (e.g., job description with resume/CV, etc.) meeting the prerequisite course(s) requirement. Note: Applicants earning less than a C in 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 Department of Occupational Therapy prior to the first day of class.

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 Department of Occupational Therapy at least 30 days prior to the first day of class. Refer to the Kettering College OTD Conversion of Quarter Credits to Semester Credits for Prerequisites Policy for applicants attending institutions offering quarter credit courses.

3. Three letters of recommendations from individuals with direct experience in evaluating the student's academic or work performance (e.g., work supervisor, course instructor). In instances where more than three letters of recommendation have been provided, the strongest three letters of recommendation are used for scoring.
4. Twenty (20) hours of observation of an occupational therapist.
5. The completion of a timed writing sample to be scheduled with the KC OTD admissions counselor during the application process.
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).

Kettering College policy and procedures dictate the use of one's cumulative and prerequisite GPA, along with the GPA of the last 60 credits 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 (<https://otcas.liaisoncas.com/applicant-ux/#/login>).

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 brand of care. This expectation includes all interactions: face to face, virtual, phone conversations, and communications via e-mail even during the application process.

Once completed, applications are reviewed and verified by the admissions counselor. Applicants meeting the minimum requirements are then requested to provide a timed writing sample. For applicant(s) who apply to multiple admission cycles, a writing prompt is provided for each application. The writing sample component is then scored by a member of the admissions committee. The OTCAS score is based on the following criteria:

Scores are compiled based on:

- Overall GPA
- Prerequisite GPA
- GPA of last 60 credits completed
- Three letters of recommendation
- Writing sample score
- Exceptional Applicant Policy Points, if applicable
- 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

The program uses a rolling admissions process to extend program offers. All applicants accepting offers must submit a time-sensitive formal written acceptance and a \$500 nonrefundable deposit. The deposit is applied to the applicant's first semester tuition.

INTERNATIONAL APPLICANTS

Kettering College does not discriminate on the basis of nationality or legal residency/visa status in the United States. However, it is the responsibility of the applicant to inquire with the board that regulates occupational therapy licensure in the country or state in which the applicant intends to practice as to whether citizenship status or other residency requirements may limit or prevent the applicant's ability to obtain licensure as an occupational therapist for practice in certain settings.

TOEFL scores: Applicants 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 have been 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 applicants must provide proof of ability to pay for at least one academic year at Kettering College. International students studying under an F-1 visa must provide documentation in the form of bank statements, tax documents, investment statements, employment letters, etc., showing that they are able to financially cover the cost of enrollment at their chosen school.

For further information about requirements for international students, including the submission of transcripts from non-U.S. institutions, visit <https://kc.edu/admissions/international-students/>.

PROGRESSION REQUIREMENTS

Students must maintain continuous enrollment and meet all program requirements.

Grading scale:

All coursework will be graded on the following scale, with individual faculty members determining rounding practices:

- 90 – 100%..... A
- 80– 89.99%..... B
- 70 – 79.99%..... C*
- 60 – 69.99%..... D*
- Less than 60% F*
- To be determined by instructor P **

*Any grade less than a B is considered failing.

** Passing or P does not affect GPA

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; thereafter, students must complete an annual background check prior to the start of the fall semester. 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 less than a B in more than one course at any time during the didactic curriculum.
- Earning less than a B after retaking the same course.
- Failing one level I fieldwork course or failing more than one level II fieldwork course.
- Involvement in a severe ethical or legal situation during the 14-week doctoral experience.
 - If the student does not demonstrate sufficient progress during the 14-week doctoral experience, the student may receive a failing grade.
 - If the student fails the doctoral experience, they may be dismissed from the Kettering College OTD program.
 - Please refer to the KC OTD Doctoral Experience Manual for a detailed explanation of this policy and procedure.
- 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 (99 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 and 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 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 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 synthesize their pediatric OT skills in a culminating case application and comprehensive exam course. Students continue their preparation for clinical practice as they develop knowledge in delivery management of adult intervention. They develop adult OT evaluation, intervention, and outcomes skills, including frames of reference in orthopedic, neurologic, and psychosocial conditions. Students 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 the capstone experience by developing documents needed to implement the 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 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 doctoral experience site 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)

OTD 500	Human Occupations	3
OTD 503	Occupational Therapy Theory, Science, and Justice	3
OTD 510	Evidence-based Practice	3
OTD 515	Neuroscience for the Occupational Therapist	2
OTD 516	Neuroscience for the Occupational Therapist Lab	1
OTD 550	Pediatric Occupational Therapy Practice I	3
OTD 552	Pediatric Occupational Therapy Practice Lab I	1
RELP 514	Bioethics from Clinical & Christian Perspectives	2
TOTAL		18

SEMESTER 2 (WINTER)

OTD 502	Bioethics from an Occupational Therapy Perspective	1
OTD 525	Kinesiology	2
OTD 526	Kinesiology Lab	1
OTD 545	Pediatric Occupational Therapy Management	2
OTD 551	Pediatric Occupational Therapy Practice II	3
OTD 553	Pediatric Occupational Therapy Practice II Lab	1
OTD 560	Level I Fieldwork: Pediatric	1
OTD 600	Graduate Research and Literature Review Development	2
OTD 601	Graduate Research and Literature Review Development Lab	1
RELP 516	Christian Service & Human Flourishing	2
TOTAL		16

Note: Updates to this section appear in an addendum. Visit website.

SEMESTER 3 (SUMMER)

OTD 506	Introduction to the Doctoral Experience and Capstone Project	0.5
OTD 512	Research Statistics for Graduate Studies	2
OTD 535	Cultural Contexts & Therapeutic Relationships in OT	2
OTD 602	Research Group and IRB Proposal Lab	1
OTD 645	Adult Occupational Therapy Management	2
OTD 652	Assistive Technology	2
RELP 601	Applied Spiritual Care I	1
TOTAL		10.5

SEMESTER 4 (FALL)

OTD 606	Mentored Development of the Doctoral Capstone Project Proposal	0.5
OTD 615	Data Analysis in Graduate Research	1
OTD 616	Data Collection/Analysis Research Group Labs	1
OTD 633	Occupational Therapy Practice with Psychosocial Conditions	3
OTD 634	Occupational Therapy Practice with Psychosocial Conditions Lab	1
OTD 655	Occupational Therapy Practice with Adult Orthopedic Conditions	3
OTD 656	Occupational Therapy Practice with Adult Ortho Conditions Lab	1
OTD 665	Level I Fieldwork: Psychosocial	1
OTD 691	Pediatric Case Application and Exam	1
OTD 755	Medical Conditions	3
RELP 602	Applied Spiritual Care II	1
TOTAL		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 741	Scholarship, Leadership, and the Doctoral Experience	1
OTD 742	Mentored Development of the Doctoral Capstone Project Design	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
TOTAL		14

SEMESTER 6 (SUMMER)

OTD 760	Level II Fieldwork A	6
OTD 835	Occupational Therapy Service Management I (online)	2
TOTAL		8

SEMESTER 7 (FALL)

OTD 761	Level II Fieldwork B	6
OTD 806	Preparation for the Doctoral Experience and Finalization of the Capstone Project Plan (hybrid)	1
OTD 891	Comprehensive Exam	1
TOTAL		8

SEMESTER 8 (WINTER)

OTD 810	Doctoral Experience	8
TOTAL		8
TOTAL CREDITS		99

Availability of General Education Courses

2021 - 2022 Academic Year	Fall	Winter	Summer
BIO 105 Foundations of Biology I (4 credits)	X		
BIO 110 Foundations of Biology II (4 credits)		X	
BIO 341 Biochemistry I (4 credits)		X	
BIOL 119 Human Anatomy & Physiology I (4 credits)	X	X	
BIOL 129 Human Anatomy & Physiology II (4 credits)		X	X
BIOL 151 Microbiology (4 credits)		X	X
BIOL 263 Sectional Anatomy (3 credits)	X	X	
BIOL 350 Pathophysiology (3 credits)	X	X	
CHE 121 General Chemistry I (4 credits)	X		
CHE 122 General Chemistry II (4 credits)		X	
CHE 211 Organic Chemistry I (4 credits)	X		
CHE 222 Organic Chemistry II (4 credits)		X	
CHEM 105 Chem for Health Sciences (4 credits)	X	X	
COMM 215 Introduction to Human Communication (3 credits)	X	X	X
ENGL 101 Writing & Rhetoric I (3 credits)	X	X	
ENGL 102 Writing & Rhetoric II (3 credits)	X	X	X
ENGL 218 Writing & Research in the Sciences (3 credits)		X	
HIST 101 History of Civilization I (3 credits)	X		
HIST 102 History of Civilization II (3 credits)		X	
HIST 151 United States History I (3 credits)	X		
HIST 152 United States History II (3 credits)		X	
Humanities Elective (see course list below) (3 credits each)	X	X	X
KETC 101 Medical Terminology (1 credit)	X	X	X
MATH 105 Fundamentals of Mathematics (3 credits)	X	X	
MATH 155 College Algebra (3 credits)	X	X	
MATH 165 College Algebra & Trigonometry (3 credits)	X		
MATH 201 Probability & Statistics (3 credits)	X	X	
MATH 220 Calculus I (3 credits)		X	
PHYS 131 Survey of Physics (4 credits)		X	
PHYS 141 General Physics I (4 credits)	X		
PHYS 152 General Physics II (4 credits)		X	
PSYC 112 General Psychology (3 credits)	X	X	X
PSYC 138 Human Growth & Development (3 credits)	X	X	X
RELB 101 SDA Fundamental Beliefs & the Healing Ministry of Christ (3 credits)	X	X	

2021 - 2022 Academic Year	Fall	Winter	Summer
Religion Elective (see course list below) (3 credits each)	X	X	X
REL P 254 Morality & Medicine: Christian Perspective on Bioethical Issues (3 credits)	X	X	X
REL P 306 Spiritual Dimensions of Death & Dying (3 credits)	X		X
REL P 316 Spirituality in Healing and Health Care (3 credits)	X	X	
REL T 305 World Religions for Health Care Professionals (3 credits)		X	
SOCI 115 Principles of Sociology (3 credits)	X	X	X
SOCI 375 Cultural Diversity in Health Care (3 credits)	X	X	
Graduate-Level Religions			
REL P 507 Clinical Ethics I (1 credit)			X
REL P 508 Clinical Ethics II (1 credit)			X
REL P 514 Bioethics from Clinical & Christian Perspective (2 credits)	X		
REL P 516 Christian Service & Human Flourishing (2 credits)		X	
REL P 601 Applied Spiritual Care I (1 credit)			X
REL P 602 Applied Spiritual Care II (1 credit)	X		
RTCA courses used to fulfill requirements in other majors			
RTCA 120 Patient Care (2 credits)		X	
RTCA 121 Medical Terminology (1 credit)	X		

Humanities Electives
ENGL 215 Literature of the British Experience
ENGL 216 Literature of the American Experience
ENGL 220A Literature of the Human Experience
ENGL 220B Exploration of Young Adult & Children's Literature
ENGL 220C Film Appreciation
ENGL 220D Contemporary Short Fiction
ENGL 220E Children's Literature
ENGL 220F Topics in Popular Culture
ENGL 220G Young Adult Literature
ENGL 220H Faith in Literature
ENGL 220J The World of Shakespearian Drama
ENGL 220K Theatre Appreciation
ENGL 320 Topic in Literature
ENGL 320A Literature in Medicine
ENGL 320B 20th Century American Literature
ENGL 320C 20th Century British Literature
HIST 221 History & Film
HIST 315 Topics in History
HIST 326 Recent American Hist
HUMN 220 Topics in Humanities
HUMN 220A History & Philosophy of Global Health

LART 320 Topics in Fine Art
LART 320A Introduction to Art Media
LART 320B Highlights of Western Art
LART 320D Drawing & Painting Studio
LART 320E Hands on Western Art
LART 320G Art in Three Dimensions
LART 321 Music Appreciation
LART 327 Introduction to Western Art
SPAN 101 Spanish Culture & Communication I
SPAN 102 Spanish Culture & Communication II
SPAN 301 Spanish for Health Professions
Religion Electives (3 credits each)
RELB 112 Intro to Christianity
RELB 113 Intro to the Bible
RELB 128 Biblical Growth
RELB 200 Reflections on the Psalms
RELB 201 The Parables of Jesus
RELB 202 Life & Teachings of Jesus
RELB 221 Victors, Victims, & Virgins: Great Women of the Bible
RELB 336 Paul & His Epistles
RELP 210 Character & Ethics
RELP 303 Body, Mind & Soul
RELP 330 Christian Social Ethics
RELT 300 Christian Beliefs
RELT 305 World Religions for Healthcare Professionals
RELX 220 Selected Topics in Religion
RELX 320 Topics in Religion

Course Descriptions

ACCT 201 Principles of Accounting

3 credits

An introduction to the basic concepts and standards underlying financial accounting systems. Several important concepts will be studied in detail, including revenue recognition; inventory; long-lived assets; present value; and long-term liabilities. The course emphasizes the construction of the basic financial accounting statements — the income statement, balance sheet, and cash flow statement — as well as their interpretation.

Prerequisite: ECON 101

ACCT 301 Nonprofit Healthcare and Governmental Accounting

3 credits

Assess Generally Accepted Accounting Practices (GAAP) utilizing fund accounting principles and focusing on nonprofit and not-for-profit healthcare organizations, with inclusion of related charity, religious, federal, state, and local government practices. Emphasis on financial reporting, record keeping, compliance, and analysis for decision-making purposes.

Prerequisite: ACCT 201

ADIM 300 CT Theory

3 credits

An introduction to sectional imaging accomplished with computed tomography technology. Topics covered include but are not limited to the history of CT development, data acquisition, data processing, imaging production, image artifacts and quality, radiation dose, and quality assurance measures. Review for the ARRT Registry in CT is included. Course requirements include a typed paper or presentation.

Prerequisite: BIOL 263 with minimum grade of C

Note: Updates to this section appear in an addendum. Visit website.

ADIM 305 MRI Theory**6 credits**

Topics include but are not limited to the history of magnetic resonance, the physical properties of MRI, image weighting and contrast, pulse sequences, flow phenomena, instrumentation and equipment, contrast agents, patient and staff safety issues, and image artifacts and quality. Additional information concerning 1.5T vs. 3T imaging as well as safety will be discussed. The student will incorporate physics knowledge on the simulator as well as in the lab workbooks. Review for the ARRT Registry in MRI is included. Course requirements include a typed paper or presentation.

Prerequisite: BIOL 263 with minimum grade of C

ADIM 311 Vascular Interventional Technology**3 credits**

An introduction to vascular and interventional procedures. Discussion topics include general vascular procedures including cerebral, visceral, and peripheral studies using conventional and digital imaging techniques. Discussions and demonstrations also cover vascular equipment and techniques. Review for the ARRT Registry in VIT is included. Course requirements include a typed paper or article reports.

ADIM 315 Practicum II (MRI)**3 credits**

Supervised competency-based education in magnetic resonance imaging at an affiliated clinical education site. The student will work with the instructor on the simulator prior to attending a clinical rotation. The student observes, assists, and eventually performs all routine MRI examinations. It is recommended that the student enter the course with a functional knowledge of Windows operations for the clinical setting.

ADIM 321 Practicum III (Vascular Interventional Technology)**3 credits**

Supervised competency-based education in vascular interventional technology at an affiliated clinical education site. The student observes, assists, and eventually performs varied routine vascular examinations.

ADIM 328 Clinical Aspects of CT**3 credits**

Study of the clinical aspects of CT scanning that emphasizes the practical applications of CT technology: identifying gross sectional anatomy and pathology. Image artifacts and improvements and examination protocols are discussed using case studies, lectures, and demonstrations. Course requirements include a typed paper or presentation.

Prerequisite: BIOL 263 with minimum grade of C

ADIM 360 Advanced Cardiac Life Support**1 credit**

Provides the opportunity to acquire knowledge and skills in advanced cardiac life support theory and techniques. Upon successful completion of the course, the student will receive American Heart Association certification as an Advanced Cardiac Life Support (ACLS) Provider. Graded on a pass/not pass basis. Taught in a blended format, the course consists of one all-day online interaction and three all-day on-campus learning and testing sessions.

Prerequisite: Current certification in Basic Life Support (CPR)

ADIM 396 Variable Independent Clinical**1-4 credits**

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

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

ADIM 404 Practicum I (CT)**3 credits**

Supervised, competency-based education in computed tomography at an affiliated clinical education site. The student observes, assists with, and eventually performs all routine CT examinations. It is recommended that the student enter the course with a functional knowledge of Windows operations for the clinical setting.

ADIM 413 Cardiovascular Interventional Technology**5 credits**

This course is designed to give students the necessary didactic knowledge to become successful cardiovascular interventional radiologic technologists. Topics of discussion and assessment in this online course include cardiovascular and peripheral vascular anatomy and physiology; hemodynamic data and calculations; ECG rhythm recognition; fluoroscopic and angiographic imaging; cardiovascular pathology and interventions; and patient care.

Prerequisites or corequisites: HESC 360 with minimum grade of C

ADIM 425 Clinical Aspects of MRI**5 credits**

Study of clinical MRI emphasizing the practical application of the technology, identifying gross sectional anatomy and pathology. Image artifacts and improvements and examination protocols are discussed using lectures, and demonstrations. The simulator will be used to demonstrate knowledge of safety and scanning. The student will be given cases found in the Basic and Advanced Simulation Lab Manual that require critical thinking skills. In addition to protocol outcomes, 1.5 and 3T safety will be discussed, along with advanced studies including but not limited to functional MRI, breast, and cardiac. Course requirements include a typed paper or presentation.

Prerequisite: BIOL 263 with minimum grade of C

ADIM 432 Practicum IV (Cardiovascular Interventional Technology)**3 credits**

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

BIO 100 Freshman Seminar in Human Biology**1 credit**

Seminars designed to provide strategies for academic success in human biology courses and guest speakers to broaden perspectives on career options using the human biology major.

Prerequisite: For human biology major students only or by permission of department chair

BIO 105 Foundations of Biology I**4 credits**

The structure and function of the cell and its importance as the basic unit of life; the nature and function of organelles; an introduction to Mendelian and molecular genetics, cellular energetics, and the molecules essential to life. Three hours of lecture and three hours of laboratory weekly.

Prerequisite: Meet admissions requirements to the human biology major or permission of department chair

BIO 110 Foundations of Biology II**4 credits**

Basic structural and functional characteristics that are fundamental to the kingdoms of living organisms; biodiversity, ecological principles, and evolution. Three hours of lecture and three hours of laboratory weekly.

Prerequisite: Meet admissions requirements to the human biology major or permission of department chair

BIO 130 Career Explorations**1 credit**

Exposure to careers for which the major in human biology is preparation.

Prerequisite: For human biology major students only or by permission of department chair

BIO 200 Sophomore Seminar in Human Biology**2 credits**

Seminars designed to prepare students for success in the human biology major and beyond. Topics include professionalism within the sciences and healthcare environment; development of deeper critical thinking skills; and strategies for success in admissions to various professional schools. Students will be required to shadow in various healthcare settings. One hour of lecture weekly and 40 hours of shadowing.

Prerequisite: For human biology majors only or by permission of department chair

BIO 220 Topics in Human Biology

An introductory study in a traditional area of the biological sciences or related clinical field. Lectures, laboratory times, and prerequisites will vary according to the topic offered.

Prerequisite: For human biology majors only or by permission of department chair

BIO 300 Junior Seminar in Human Biology**1 credit**

Seminars are designed to enhance the understanding of a specific topic within the science field and provide students the opportunity to demonstrate their critical thinking skills. During each class, a journal article will be presented by a student and discussed in a journal club format. One hour of lecture weekly.

Prerequisite: BIO 315 with minimum grade of C; for human biology majors only or by permission of department chair

BIO 304 Human Anatomy**4 credits**

Structure and structural relationships of the human body including topographical, histological, and developmental features. Body structure studied by organ systems with an emphasis on form-function relationships from the perspectives of histology and gross anatomy using models and cadavers. Three hours of lecture and three hours of laboratory weekly.

Prerequisite: Two semesters of college-level science with minimum grade of C; for human biology majors only or by permission of department chair

BIO 305 Human Physiology**4 credits**

Function and functional relationships of the human organ systems with an emphasis on homeostatic mechanisms. Three hours of lecture and three hours of laboratory weekly.

Prerequisites: BIO 304 with minimum grade of C; for human biology majors only or by permission of department chair

BIO 310 Histology**4 credits**

Microscopic structure of tissues and organ systems of vertebrates with functional correlations. Two lectures and two laboratories per week.

Prerequisites: BIO 105 and 110 and BIO 304 with minimum grade of C; for human biology majors only or by permission of department chair

BIO 315 Molecular Biology**4 credits**

Composition, structure, and function of the cell and its organelles; emphasis on intracellular and intercellular communication and control principles, including an introduction to the replication, control, and transmission of genetic information. Molecular techniques are emphasized in the laboratory. Three hours of lecture and three hours of laboratory weekly.

Prerequisites: BIO 335 and CHE 222 with minimum grade of C; for human biology majors only or by permission of department chair

BIO 335 Genetics 4 credits

Basic principles of genetic organization, chromosome mapping, prokaryotic and eukaryotic genetic control, and molecular genetic techniques. Three lectures and one laboratory per week.

Prerequisites: BIO 105 and 110 with minimum grade of C; for human biology majors only or by permission of department chair

BIO 341 Biochemistry I**4 credits**

Principles of chemistry as they apply to living systems. Topics covered include: structure, function, and metabolism of amino acids, carbohydrates, and lipids; enzymatic reactions and kinetics; and essential metabolic pathways. Laboratory activities highlight basic techniques used to study the properties of proteins. Three hours of lecture and three hours of laboratory weekly.

Prerequisite: BIO 315 with minimum grade of C; for human biology majors only or by permission of department chair

Corequisite: CHE 222

BIO 342 Biochemistry II**4 credits**

Principles of chemistry as they apply to living systems. Topics covered include structure, function, and metabolism of amino acids and nucleic acids; regulation of gene expression; and cellular signaling pathways and their regulation. Students will design and carry out an individualized research laboratory project. Three hours of lecture and three hours of laboratory weekly.

Prerequisite: BIO 341 with minimum grade of C; for human biology majors only or by permission of department chair

BIO 405 Capstone Thesis**3 credits**

Students registered for this course will complete a project focused on one of the four pillars of the mission of Kettering College: Leadership, Service, Scholarship, and Faith. Students will work with a mentor on this project and will submit a thesis pertaining to their work. Meetings with the individual mentor will be held as needed; students will be expected to log the hours spent on the project.

Prerequisite: BIO 300 with minimum grade of C; for human biology majors only or by permission of department chair

BIO 406 Senior Seminar in Human Biology**1 credit**

Students present the results of their capstone thesis during this seminar. Seminars also prepare students for the next step in their education/career. One hour of lecture weekly.

Prerequisite: BIO 405 with minimum grade of C; for human biology majors only or by permission of department chair

BIO 420 Topics in Human Biology**1-4 credits**

An in-depth study in a traditional area of the biological sciences or related clinical field. Lectures, laboratory times, and prerequisites will vary according to the topic offered. .

Prerequisite: BIO 315 with a minimum grade of C; for human biology majors only or by permission of department chair

BIO 421 Principles of Neurobiology**3 credits**

A study of the neural basis of behavior, including topics such as cellular and molecular approaches to nerve cell function, neural networks, neuroendocrine mechanisms, and sensory and motor systems of the brain, with some emphasis on the human nervous system. The course is designed to help students develop skills in finding, reading, and discussing articles related to basic neurobiology from peer-reviewed journals.

Prerequisites: BIO 315 with minimum grade of C; for human biology majors only or by permission of department chair

BIO 422 Mechanisms of Human Diseases**3 credits**

Biological mechanisms of various disorders and diseases of biomedical interest. Topics include the mechanisms of genetic disorders, viral diseases, and cancer within a biochemical context.

Prerequisite: BIO 315 with minimum grade of C; for human biology majors only or by permission of department chair

BIO 425 Endocrinology**3 credits**

Basic concepts and principles of hormone synthesis, metabolism, actions, and mechanisms. An introduction to hormone associated disorders will also be covered. This course relates the principles of endocrinology to contemporary issues such as diet, weight loss, obesity, depression, aging, sexuality, diabetes, and drugs. Lectures, discussions of published manuscripts, and oral presentations will demonstrate the direct relationship of biology to everyday life. This course also enhances the student's ability to communicate (oral and written) effectively, analyze scholarly published manuscripts, and think critically.

Prerequisite: BIO 315 with minimum grade of C; for human biology majors only or by permission of department chair

BIO 435 Molecular Genetics**3 credits**

Detailed understanding of the structure and expression of prokaryotic and eukaryotic genomes. Topics covered include mechanisms of gene expression and control; molecular understanding of epigenetics; and role of tumor suppressor and oncogenes in cancer development. Various techniques used in molecular genetics will also be presented. Three hours of lecture weekly.

Prerequisites: BIO 315 with minimum grade of C; for human biology majors only or by permission of department chair

BIO 440 Immunology**3 credits**

Principles of immunology. Topics covered include molecular mechanisms of adaptive and innate immunity; receptor interactions regulating immunology; and principles of immunization, immunodeficiency, and autoimmunity. Three hours of lecture weekly.

Prerequisites: BIO 315 with minimum grade of C; for human biology majors only or by permission of department chair

BIO 445 Developmental Biology**3 credits**

Principles of early development of organisms. Topics covered include identification of genes involved in embryology; molecular mechanisms of processes within early organism development including fertilization; limb development; and germ cell development. Various model organisms will be used including the fruit fly, frog, chick, and human. Three hours of lecture weekly.

Prerequisites: BIO 315 with minimum grade of C; for human biology majors only or by permission of department chair

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

A practical, systematic study of the human body including both gross and microscopic anatomy and basic physiology. Topics covered include anatomical terminology, cell structure and function, body tissues, integumentary system, skeletal system, muscular system, nervous system, special senses, and endocrine system. Laboratory experiences are designed to supplement lecture topics and include dissection, cadaver study, microscopy, and physiology. Three hours of lecture and two hours of laboratory weekly.

Note: This course does not meet requirements for the human biology major.

BIOL 129 Human Anatomy and Physiology II**4 credits**

A practical, systematic study of the human body including both gross and microscopic anatomy and basic physiology. Topics covered include the cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems; metabolism, fluid, and electrolyte balance; and acid-base balance. Laboratory experiences are designed to supplement lecture topics and include dissection, cadaver study, microscopy, and physiology. Three hours of lecture and two hours of laboratory weekly.

Prerequisite: BIOL 119 with minimum grade of C.

Note: This course does not meet requirements for the human biology major.

BIOL 151 Microbiology**4 credits**

An introduction to general topics in microbiology. Topics include fundamentals of microbiology, survey of medically significant microorganisms, principles of immunology, infectious diseases and their causes, biotechnology, and some applied microbiology. Laboratory exercises focus on a broad range of microbiological techniques and procedures. Three hours lecture and four hours laboratory weekly.

BIOL 263 Sectional Anatomy**3 credits**

The study of human gross anatomy from the perspective of transverse, sagittal, and coronal views. Course uses a regional approach, which includes the head and neck as well as the thorax, abdomen, pelvis, extremities, and selected articulations. Particular emphasis is given to organ and vessel relationships important in understanding anatomy and applicable to radiologic science and imaging modalities. Three hours' lecture weekly.

Prerequisites: BIOL 119 and BIOL 129 or BIO 210 with minimum grade of C

BIOL 350 Pathophysiology**3 credits**

A study of homeostatic changes that occur with disease and the implications of those changes in the progression and treatment of disease. Generalized mechanisms of disease as well as diseases of individual organ systems will be examined, with a view to understanding homeostatic compensations that occur as a result of altered function.

Prerequisites: BIOL 119 and BIOL 129, or BIO 305 with minimum grade of C

BIOL 420 Topics in Biological Science**1-4 credits**

Study of one the traditional areas of the biological sciences such as immunology, developmental biology, medical genetics, or any of a variety of field-oriented courses. Lectures, laboratory times, and prerequisites will vary according to the topic offered.

Prerequisite: A year of college-level biology and chemistry

CHE 121 General Chemistry I**4 credits**

Part one of the one-year general chemistry sequence. Examination of the fundamental principles and laws of general inorganic chemistry: states of matter, atomic and molecular orbital theory, molecular structure, chemical bonding, stoichiometry, properties of solutions, chemical reactions, and qualitative analysis. Students gain skills in developing hypotheses, observing chemical phenomena, collecting data, and evaluating results critically. Three hours of lecture and three hours of laboratory weekly.

Prerequisite/corequisite: MATH 165; for human biology majors only or by permission of department chair

CHE 122 General Chemistry II**4 credits**

A continuation of the one-year general chemistry sequence with focus on: kinetic molecular theory, acid-base theory, chemical kinetics and thermodynamics, chemical equilibria, electrochemistry, nuclear chemistry, and quantitative analysis. Students continue to develop relevant laboratory techniques. Three hours of lecture and three hours of laboratory weekly.

Prerequisite: CHE 121 with minimum grade of C; for human biology majors only or by permission of department chair

CHE 221 Organic Chemistry I**4 credits**

Investigation of the principles and application of functional groups, stereochemistry, basic reaction mechanics, organic spectroscopy (IR, ^1H and ^{13}C NMR), and fundamental organic reactions (addition, SN1 , SN2 , E1 , E2). First in a two-semester sequence. Three hours of lecture and three hours of laboratory weekly.

Prerequisites: CHE 121 and 122 with minimum grade of C; for human biology majors only or by permission of department chair

CHE 222 Organic Chemistry II**4 credits**

Investigation of the applications of spectroscopy (UV-Vis, Mass Spec) to identification of organic molecules. Introduction to aromatic substitution reactions, addition and substitution to carbonyl groups, substitution at the carboxyl group, enolates, organic radicals, and pericyclic reactions. Second in a two-semester sequence. Three hours of lecture and three hours of laboratory weekly.

Prerequisite: CHE 221 with minimum grade of C; for human biology majors only or by permission of department chair

CHEM 105 Chemistry for Health Sciences**4 credits**

Introduction to inorganic, organic, and biological chemistry with emphasis given to chemical principles applied to cellular biochemistry and human physiology. Designed for students preparing for health sciences careers, not majoring in chemistry, by establishing the chemical foundations for physiology, nutrition, microbiology, and pharmacology. Three hours of lecture and three hours of laboratory weekly.

Note: Students are highly encouraged to take MATH 105 (or equivalent) before or with, this course in order to be best prepared for success in the math component.

CHEM 295 Independent Study in Chemistry**1-3 credits**

A course intended primarily for transfer students whose previous coursework does not meet content or credit equivalency. Other extenuating circumstances may also require the use of an independent study. A student must submit the independent study request form, available from the records office, before an independent study is granted. Permission is given on an individual basis.

COMM 215 Introduction to Human Communication**3 credits**

An introduction to the fundamental components of the human communication process, focusing on intrapersonal communication, interpersonal relationships, and public performance. The course emphasizes the skills necessary for success in personal and professional life and includes the study of verbal and nonverbal communication, group dynamics, cultural diversity, and basic public speaking.

COMM 315 Communication for Health Care Teams**3 credits**

An examination of the traditional structures and functions from both interpersonal and small-group perspectives. The course begins with an overview of the fundamentals of effective interpersonal communication and moves on to examine small-group interaction and participation from a communication systems perspective. Includes discussion of group processes and leadership in group interaction.

ECON 101 Fundamentals of Economics**3 credits**

An introduction to the basic concepts of economics, both macro and micro. Economics is the study of how individuals and societies use the resources available to them. Economic issues have an important impact on individuals, firms, industries, countries, and the world.

ENGL 101 Writing and Rhetoric I**3 credits**

An introduction to the fundamentals of academic reading, writing, and critical thinking. Writing assignments focus on personal narrative or response; exposition; evaluation; and persuasion. Emphasis is placed on the development of appropriate rhetorical strategies. Students are introduced to a rhetorical context for creating multimodal texts. In addition, students learn to use source material effectively and ethically. ENGL 101 prepares students for ENGL 102, Writing and Rhetoric II.

ENGL 102 Writing and Rhetoric II**3 credits**

A continuation of the skills mastered in ENGL 101; course is designed to help students develop advanced levels of reading, writing, and critical thinking by examining a variety of texts and responding to selected issues and ideas. Students advance their abilities to use source material effectively and ethically. Writing assignments include responses, rhetorical analysis, a proposal, an annotated bibliography, a fully documented research paper; students also complete a multimodal project.

Prerequisite: ENGL 101 with a minimum grade of C and word processing skills

ENGL 118 Writing and Research in the Health Care Professions**3 credits**

A course designed to build on those skills mastered in Writing and Rhetoric I with an emphasis on the discourse of the healthcare professions, including document design and genres in the health professions. Course content includes information literacy and research methodology. Students will produce a variety of writing assignments, including a discourse analysis and a research paper consisting primarily of a literature review, and then present their findings to the class in a multimedia presentation. While specialized, this course emphasizes the research and writing skills that are central to any freshman composition research class.

Prerequisites: ENGL 101 with a minimum grade of C and enrollment in a professional program of study; ENGL 118 is to be taken concurrently with a specific program course as outlined in the program course of study.

ENGL 215 Literature of the British Experience**3 credits**

Readings in British literature selected to offer the student an introduction to the literary heritage of Britain.

Prerequisite: Two semesters of college English or instructor's permission.

ENGL 216 Literature of the American Experience**3 credits**

Readings in American literature that will enable the student to explore America's literary heritage. Students will be encouraged to compare and contrast literary themes with their personal experience of growing up in the United States.

Prerequisite: Two semesters of college English or instructor's permission.

ENGL 218 Writing and Research in the Sciences**3 credits**

A course providing a rhetorical context in which to master the discourse of science. The emphasis is upon familiarizing students with the conventions of the major scientific genres and developing their proficiency in reading and writing in these genres, all while examining their rhetorical dimensions. Assignments include a discourse analysis, a literature review, and a poster presentation of their research findings. This course meets the requirements for the second of a two-course composition sequence.

Prerequisite: ENGL 101 with a minimum grade of C

ENGL 220 Topics in English**3 credits**

A course examining literary works and/or popular media from a number of different perspectives: historical, critical, developmental, and rhetorical, among others. The course focuses on various social and cultural issues as well as literary scholarship. Possible topics may include children's literature, young adult literature, popular culture, male/female relationships, theater appreciation, cultural diversity, and language of faith.

ENGL 296 Independent Study in Composition**1-3 credits**

Primarily for transfer students whose previous coursework does not meet content or credit equivalency. Other extenuating circumstances may also require the use of an independent study. A student must submit the independent study request form, available from the records office, before an independent study is granted. Permission is given on an individual basis.

ENGL 297 Independent Study in Literature**1-3 credits**

Primarily for transfer students whose previous coursework does not meet content or credit equivalency. Other extenuating circumstances may also require the use of an independent study. A student must submit the independent study request form, available from the records office, before an independent study is granted. Permission is given on an individual basis.

ENGL 320 Topics in Literature**3 credits**

An exploration of various social and cultural issues as manifested in the world of literature and media. The course will focus both on issues themselves as well as literary scholarship. Possible topics may include male/female relationships, medicine in literature, or race relationships in America.

Prerequisite: Two semesters of college English or instructor's permission.

ENGL 325 Medicine in Literature and Other Media**3 credits**

An exploration of medicine and healthcare within a paradigm based on the tradition of the humanities. The course deals with how illness and disease are constructed in literature and other forms of media and how the study of medicine within these venues reveals societal attitudes toward healthcare and the profession.

FINC 301 Corporate Finance**3 credits**

An introduction to the theory, the methods, and the concerns of corporate finance. Finance is the study of how firms plan, raise funds, make investments, control costs, analyze financial data and deal with financial markets. Capital budgeting, evaluation tools for business development, and capital market analysis are also featured in the course.

Prerequisites: ECON 101, ACCT 201, MATH 201

HESC 281 Introduction to the Health Professions**3 credits**

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

HESC 302 Mission Experience in Cultural Diversity**3 credits**

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

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

HESC 310 Health Care Economics and Finance**3 credits**

Perspectives of the health care economy including influencing forces, reimbursement models, market development, and healthcare finance applied to various work settings. Students have the opportunity to integrate these economic factors with quality improvement processes and validate them through interactions with healthcare managers.

HESC 315 Communication, Negotiations, and Conflict Resolution in Healthcare Organizations**3 credits**

Explores barriers and effective communications within healthcare systems and the role that the healthcare manager has in strategies for effective communication within healthcare organizations. Focus is on conflict resolution and negotiation within healthcare organizations using knowledge of organizational political and personal power. Students will practice conflict resolution and negotiation skills using effective communication processes through case study methods.

HESC 318 Introduction to Health Care Research**3 credits**

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

Prerequisite corequisite: HESC 381 or RESB 420; recommended: Statistics

HESC 320 Human Resources in Healthcare**3 credits**

An introduction to the study of the essential role of human resources management within healthcare organizations. The course examines all aspects of human resources planning, development, and administration that are vital to both the human resource professional and the healthcare manager. Students will obtain tools to manage people in all aspects of their work: recruiting, the hiring interview, compensation, benefits, motivational strategies, performance appraisals, promotions, and terminations. Current research, theory, and best practices for the effective management of people in healthcare organizations will be explored and discussed.

HESC 326 Trends and Issues in Health Care**3 credits**

Examination of national healthcare trends and issues and their impact on the delivery of healthcare and on the practice of healthcare professionals. Past, present, and future trends related to healthcare in the United States will be reviewed. Legal, ethical, cost, payment, access, and political issues and trends will be explored. Emphasis on the role of the healthcare professional in healthcare issues.

HESC 330 Healthcare Organizational Systems**3 credits**

Examines managerial systems in contemporary healthcare organizations along the continuum from primary care to acute and long-term care. The course will discuss the impact of market forces and the regulatory environment on cost containment and quality improvement, purchasing, inventory control, contracting, billing, information and scheduling systems, corporate compliance, fraud, and abuse. Measures of organizational effectiveness will be analyzed using current research, theory, and best practices, facilitating understanding and application of managerial practice in healthcare organizations.

HESC 340 Legal and Ethical Considerations in Health Care**3 credits**

A study of the relationship of the healthcare professional to the regulatory and ethical issues affecting healthcare. Topics include the evolution of legal and ethical issues, trends in legislation affecting healthcare, risk management, and the process of collaborative decision making.

HESC 345 History of Health Care in the United States**3 credits**

A study of changes in healthcare provision from the founding of the United States through the beginning of the 21st century. Emphasis is on the advancement of healthcare during the 19th and 20th centuries. Subjects include the public reform movement's impact on healthcare during the early 1900s; gender and race in healthcare; the development of nursing and other specialty health occupations; and the changes in healthcare resulting from advances in science and technology.

HESC 348 Concepts of Management and Leadership in Health Care**3 credits**

Exploration of management and leadership principles as practiced in the healthcare setting. The course addresses the role of the health professional in management and leadership positions focusing on departmental and organizational issues most likely to be encountered by leaders. Application of these principles is developed through a brief practicum experience.

HESC 350 Risk Management in Healthcare Organizations**3 credits**

Overview of risk management and quality management in healthcare. Students will gain a broad perspective of risk management and quality management as applicable to all healthcare organizations. Research in these areas will be reviewed and evaluated. The role of healthcare manager in relation to risk and quality management will be discussed.

HESC 370 Special Topics in Health Professions**3 credits**

An in-depth exploration of a topic of interest to the healthcare professional. Different topics may be offered, such as health policy, alternative therapies in health and illness, and professional issues. The course may be repeated for credit; specific topics may not be repeated.

HESC 371 Alternative Therapies for Health and Illness**3 credits**

An introduction to the use of natural remedies and personal responsibility as aids in promoting health, preventing disease, and facilitating recovery from illness. A variety of complementary and alternative therapies is discussed, including Ellen White's eight basic essentials to living. Critical thinking is used to explore evidence-based research on complementary and alternative therapies.

HESC 381 Introduction to the Health Sciences Program**3 credits**

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

HESC 411 Applied Informatics Theory in Health Care**3 credits**

An introduction to the various informatics theories and how they apply to various healthcare settings. Students will explore how new technology is implemented with the ideas of improving patient safety and patient education. Application of theories to current healthcare issues will help the student develop skills to influence change, adopt new technologies, and evaluate outcomes. Students will use data and theory to aid in implementation of strategies for new technology and data management and utilization.

HESC 412 Clinical Documentation in the Digital Age**3 credits**

An advanced discussion and application of electronic digital records (EMR) including policy and regulation; quality; current and future trends; security; interoperability; and protective health information exchange. Students will have the opportunity to explore available software, the documentation required by accrediting organizations, government standards, review of diagnostic and procedural coding, and how insurance and third-party payers are involved with electronic medical records.

HESC 413 Data Analytics for Healthcare**3 credits**

An introduction to data utilization to facilitate decision making, decrease costs, and improve patient outcomes. Students will review, explore, and discuss tools and predictive models and data analytics trends in a healthcare setting. Course content will include how different providers use data in providing quality patient care. Decision support tools including acquisition, analysis, and application of data in a healthcare setting will be emphasized.

HESC 421 Healthcare Personnel Management**3 credits**

Applies personnel law and government regulations to policies and practices in a variety of healthcare systems. A case study approach focuses on processes and solutions to problems impacting employer and employee dynamics. Emphasis is on communication techniques and managerial practices as a basis for providing effective healthcare personnel management.

Prerequisite/corequisite: HESC 348 or permission of instructor

HESC 430 Instructional Planning and Delivery**3 credits**

Emphasizes the basic principles of instructional design and implementation. Students are introduced to the skills required for effective teaching in classroom, laboratory, clinical, and community settings.

HESC 431 Teaching Learners in Health Care**3 credits**

Explores different types of healthcare learners in a variety of healthcare settings. Concepts include assessing and evaluating heterogeneous learner groups emphasizing age, gender, generation, and cultural considerations. Students discuss teaching different types of learners, whether individually, in a family, or in a group. They also examine differences in patient teaching and healthcare professional education.

HESC 432 Professional Development in Healthcare**3 credits**

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

HESC 435 Community Health Perspectives**3 credits**

A study of healthcare needs and healthcare delivery within the context of community. The changing demography of the United States is explored, highlighting the need to understand cultural diversity. Epidemiological thinking provides a foundation for assessing community factors affecting healthcare. Emphasis is on promotion of wellness and modification of patient behavior as a basis for improving healthcare delivery within communities, reflected by active engagement in a service learning project designed to address a specific need within the learner's own demographic region.

Prerequisite/corequisite: Enrollment in human biology major and/or honors program

HESC 440 Special Project in Health Professions**1-3 credits**

Students pursue directed learning experiences in various aspects of health professions, including management, education, research, and other areas of interest. In consultation with a faculty advisor, the student develops a project from a list suggested by community healthcare organizations and institutions. Students have the opportunity to apply program competencies in a realistic setting. Course is available each semester and is scheduled on an individual basis. May be repeated once for credit.

Prerequisites/corequisites: Completion of six (6) credits of health professions courses and permission of the instructor.

HESC 445 Healthcare and Government Policy**3 credits**

Explores the role of government in the current U.S. healthcare system. Students will examine the history of the government's role in healthcare reform and the challenges faced with healthcare reform in the United States. Topics covered will include the issues of employment-based health insurance; role of Medicare/Medicaid; the medical malpractice conundrum; the challenges surrounding access, cost, and quality; and the implementation of the Affordable Care Act. In addition, healthcare systems in other parts of the world will be examined and compared to the U.S. system of healthcare.

HESC 448 Leadership Theory in Healthcare**3 credits**

Expansion of leadership theory as applied to the healthcare professional's role in healthcare settings. Students will explore their leadership strengths and development opportunities through self-assessment tests. Research in leadership will be explored related to present and future skills needed for leaders in healthcare.

Prerequisites/corequisites: HESC 348 or permission of instructor.

HESC 451 Interdisciplinary Team Practice in Community-Based Care**3 credits**

An introduction and exposure to conceptual modes of interdisciplinary practice in community settings. Concepts include managing change, resolving conflict, team dynamics, and issues of diversity within healthcare professional practice. Students explore the backgrounds of other healthcare professions, the relationships of the professions to each other, the roles each serves, and how the clinical work force is organized. This course is be taught using the principles of service learning and grant writing in relationship to interdisciplinary practice.

Prerequisites/corequisites: HESC 348 or permission of instructor

HESC 475 Healthcare Management Internship **2 credits**

Synthesizes healthcare management concepts and theories to a practicum in a healthcare management setting. Students will participate in an internship in a healthcare setting and demonstrate healthcare management through a senior project.

HESC 481 Capstone/Senior Project **1 credit**

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

Prerequisite/corequisite: HESC 381

HESC 491 Strategic Management in Health Care **3 credits**

A capstone course integrating various functional areas of business and applying this knowledge to a study of business and institutional problems with a focus on the healthcare sector.

Prerequisite: FINC 301 & MKTG 301 or permission of the Health Sciences chair.

HIST 101 History of Civilization I **3 credits**

The development of civilization from antiquity to the end of the Middle Ages with emphasis on the study of political, economic, social, and cultural forces which have shaped the course of civilization throughout the world. A documented, typewritten paper is required for this course.

HIST 102 History of Civilization II **3 credits**

The history of Western civilization from the mid-17th century (Treaty of Westphalia) to the present, featuring the political, economic, social, cultural, intellectual, and religious forces that shaped this development. A documented, typewritten paper is required for this course.

HIST 151 United States History I **3 credits**

United States history from the age of exploration to Reconstruction with emphasis on the political, religious, cultural, and economic forces that shaped early America. Topics include the role of the Puritans on American heritage, the revolutionary era, Jacksonian America, the roots of the American Civil War and Reconstruction of the Union. A documented, typewritten paper is required for this course.

HIST 152 United States History II**3 credits**

United States history from the Civil War to the present with emphasis on the political, cultural, and economic forces that have shaped the direction of modern America. Topics include the industrial revolution, the Progressive Era, and American involvement in the world wars and the Cold War. A documented, typewritten paper is required for this course.

HIST 221 History and Film**3 credits**

Hollywood has always had a fascination with history from early films like *Cleopatra* in 1917 to modern films like *Lincoln* in 2012. Several major movies in recent years deal with our past. How does Hollywood interpret the past? Can films be a source of credible information, or are they simply entertainment? What should the historians' reaction be to these films? These and other questions will be explored through this class.

HIST 315 Topics in History**3 credits**

A focused exploration into diverse topics in history. May include the political, religious, social, economic, intellectual, and cultural forces in a variety of eras in American, European, and world history. A documented, typewritten paper is required for this course.

HIST 326 Recent American History**3 credits**

A study of people and events that shaped U.S. policies and influence life in the United States today. The major emphasis is World War II to the present, understanding the emergence of the United States as a world power. The Korean and Vietnam wars and forces such as communism, the Cold War, and rise of Third World powers are explored. Includes the impact of technical and scientific development and the dynamics of social change that characterized the 20th century.

Prerequisite: Full freshman English sequence

HIST 345 History of Health Care in the United States**3 credits**

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

Prerequisite: Full freshman English sequence

HUMN 220 Topics in Humanities**3 credits**

This is a course engaging works, relationships, practices, and structures from a humanities point of view. This lens may come from different perspectives, such as historical, philosophical, social, artistic, cultural, and political, among others. All chosen topics will include examination of the way disciplines within the humanities impact or shape human dynamics.

HUMN 301 Narrative Medicine**3 credits**

Examines the social, cultural, and spiritual function of narrative in medicine using expressive arts and narrative elements to train healthcare professionals to constructively identify, analyze, and apply narrative details for therapeutic value to self and others.

HUMN 410 Philosophy of Science**3 credits**

The study of the nature of modern science: its social context, its epistemology, and its interface with other human endeavors and forms of inquiry, including the religious and spiritual.

Prerequisite: One full-year sequential college science course.

KETC 100 Strategies of Success – Freshman Seminar**0 credits**

Seminars and workshops designed to provide students with the skills needed to succeed at Kettering College. Topics include study strategies; test-taking strategies; development of critical thinking skills; and time management. One hour of lecture weekly.

KETC 101 Medical Terminology**1 credit**

A study of basic medical terminology used by healthcare professions. Focuses on the language of healthcare and the use of prefixes, suffixes, word roots, and their combining forms. It also emphasizes word construction, spelling, usage, comprehension, and pronunciation. The course uses a self-study online format.

KETC 120/320 Topics in Health Care**1– 3 credits**

An exploration of a topic in healthcare relevant to the various healthcare professions. Different topics may be offered at the lower- or upper-division level. The course may be repeated for credit; specific topics may not be repeated.

LART 320 Topics in Fine Art**3 credits**

An exploration of topics designed to foster awareness of and appreciation for a variety of forms of artistic media.

LART 321 Music Appreciation**3 credits**

A course of discovery through an introduction to the basic elements of music to enable students to respond, ask questions, and develop an appreciation for diverse musical styles from 500 A.D. to the present.

LART 327 Introduction to Western Arts**3 credits**

An overview of the stylistic character and cultural climate of the important epochs of Western civilization, including the relationship of painting, sculpture, and architecture. Emphasis is on examining the fine arts in relationship to one another and in the context of social and political happenings of the time, leading to an awareness of fine arts as a mirror of the human condition.

MATH 105 Fundamentals of Mathematics**3 credits**

A wide variety of mathematical concepts. Topics include algebraic expressions and polynomials, factoring polynomials, laws of exponents, introduction to logarithms, measurement conversions within the metric and English systems, solving linear equations and inequalities in one variable, solving quadratic equations, graphing equations, right triangle trigonometry, estimating, and interpreting graphs.

Note: Students scoring less than 40% on the math placement test are encouraged to take a basic algebra and/or math refresher course before enrolling in this course.

MATH 155 College Algebra**3 credits**

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

Prerequisite: One of the following must be met:

MATH 105 with a grade of C or above

Kettering College math placement test score of 70% or greater

Transfer credit equivalent to MATH 105

ACT/SAT math sub score at or above the 50th percentile within the last five years

MATH 165 College Algebra and Trigonometry**3 credits**

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

Prerequisite: One of the following must be met:

MATH 105 with a grade of C or above

Kettering College math placement test score of 70% or greater

Transfer credit equivalent to MATH 105

ACT/SAT math sub score at or above the 50th percentile within the last five years

MATH 201 Probability and Statistics**3 credits**

An introductory course to probability and statistics with an emphasis on healthcare applications. Topics include sampling methods, descriptive statistics, statistical graphs and charts, probability, probability distributions (binomial and normal), sampling distributions, central limit theorem, linear correlation and regression, confidence interval estimates, and hypothesis testing with z, t, Chi-square and F tests.

MATH 220 Calculus I**3 credits**

Introduction to the techniques of differentiation and integration of functions of one variable. Includes the chain rule, fundamental theorem, and extremum applications.

Prerequisite: MATH 165 or its equivalent with a grade of C or above

MESO 400, 401 Advanced Project in Medical Sonography I, II**3 credits each**

Allows students to pursue advanced learning experiences in various aspects of sonography, including clinical opportunities, applications, education, management, mission work, research, and other areas of interest. Students will develop a project in consultation with a sonography faculty advisor. The course is graded on a pass/not pass basis.

Prerequisite: Acceptance to the BSHS program

MKTG 301 Principles of Marketing**3 credits**

An introduction to the concepts, analyses, and activities that make up marketing management, including practice in assessing and solving marketing problems. Marketing is the study of the dynamic processes used by individuals and organizations to anticipate and satisfy customers' needs and wants. Completion of a marketing plan based upon a healthcare product or service is a key component of the course.

Prerequisite: ECON 101, ACCT 201

Note: The following NMED courses are taken at and administered by the University of Findlay. Courses and programs are subject to change according to the decisions of the administration at the University of Findlay.

NMED 406 Molecular Imaging Mathematics**3 credits**

This course covers the mathematics applicable to the field of clinical nuclear medicine. Topics include activity units, the decay formula, radionuclide dose and dosage calculations, radionuclide equilibrium, radiation counting statistics, and MDA.

NMED 416 Molecular Imaging Physics**2 credits**

Starting with applicable concepts of classical physics, this course covers atomic structure, mass-energy relationships, electromagnetic radiation, decay modes, half-life, and the interaction of radiation with matter. Inverse square law, shielding, and exposure calculations are also covered. Radionuclide production methods are presented.

NMED 425 Molecular Imaging Radiobiology**1 credit**

Basics of radiobiology, including the molecular and cellular effects of radiation, the acute and chronic effects of radiation, and how radiation affects the various tissues and organ systems of the body, will be covered. Stochastic and nonstochastic effects are covered.

NMED 435 Molecular Imaging Radiation Protection**2 credits**

Topics include licensing requirements; guidelines and regulations for radiation protection; governing agencies; radiation signs; record keeping; personnel and area monitoring; radionuclide receipt, storage and disposal; and management of clinical radiation spills and accidents.

NMED 445 Molecular Non-Imaging Procedures**3 credits**

In vivo non-imaging clinical procedures are covered in this course, including venipuncture, standard precautions, blood volume procedures, patient care, ECG, and non-imaging physiologic studies. Department organization, medical/legal issues of patient care, and medical/legal terminology are also covered.

NMED 455 Molecular Imaging Procedures**5 credits**

This course introduces topics that encompass the interrelated aspects of performing patient organ visualization procedures. Included are a review of the anatomy, physiology, and pathology of the various organs; radiopharmaceuticals; pharmaceuticals; applicable instrumentation; and a discussion of the methodologies and techniques used in performing the imaging procedure. Representative images are shown. The course will include a self-study assignment on pediatric nuclear medicine.

NMED 462 Radionuclide Therapies**1 credit**

Therapeutic clinical procedures are covered in this course, including the properties and selection of therapeutic radiopharmaceuticals; forms of therapy and radiation safety techniques involved with systemic therapy procedures.

NMED 465 Radiochemistry and Radiopharmaceuticals**3 credits**

Topics include radiochemistry, radionuclide generators, transient and secular equilibrium, radiopharmaceutical properties, pharmacological actions, localization methods, basic principles of immunology, and radiopharmaceutical preparation and quality control.

NMED 472 Molecular Imaging Instrumentation**3 credits**

This course is an introduction to the basic principles of molecular imaging radiation detection instrumentation and gamma spectroscopy. The design, operation, and quality control of gas-filled and scintillation instruments are covered. Detailed discussion of the components of a planar gamma camera system and dedicated computer, both hardware and software, is included.

NMED 475 Molecular Imaging SPECT**1 credit**

Detailed discussion of the components of a SPECT gamma camera system and dedicated computer, both hardware and software, image reconstruction, filtering, and other computer applications are covered. Data reduction and image analysis are described.

NMED 477 Molecular Imaging PET**1 credit**

Physics, radiopharmaceutical production and applications, imaging systems, and procedures and radiation safety for PET are discussed. Image reconstruction, data reduction, image analysis, and other computer applications for PET imaging are also covered.

NMED 485 Clinical Nuclear Medicine I**12 credits**

In the Clinical Nuclear Medicine series, students receive clinical training at one of the affiliate hospitals and possibly an affiliate radiopharmacy. The student receives instruction and participates in the performance of all types of clinical nuclear medicine procedures; patient care; administrative duties; radiopharmaceutical preparation and quality control; instrumentation usage and quality control; and radiation safety. Students also complete assigned clinical projects involving the clinical correlation between academic and practical experience.

NMED 486 Clinical Nuclear Medicine II**12 credits**

While enrolled in the Clinical Nuclear Medicine series, students receive clinical training at one of the affiliate hospitals and possibly an affiliate radiopharmacy. The student receives instruction and participates in the performance of all types of clinical nuclear medicine procedures; patient care; administrative duties; radiopharmaceutical preparation and quality control; instrumentation usage and quality control; and radiation safety. Students are also required to complete assigned clinical projects involving the clinical correlation between academic and practical experience. This course is a continuation of NMED 485.

NMED 487 Capstone**1 credit**

This course is a capstone for the NMI program. A one-year comprehensive final exam will be administered. This course will assist students in transitioning from academics into the profession of nuclear medicine technology.

NRSA 305 Nursing Externship: Acute Care Nursing Roles I**3 credits**

Provides opportunities for nursing students to enhance knowledge, skills, and attitudes necessary to provide whole-person care in the acute care setting. Exploration of acute care nursing roles is accomplished through classroom presentations offered by Kettering College. Employment-based clinical experiences are conducted by Kettering Health Network at one of its acute care centers. The development of critical thinking skills is enhanced through interactive activities and discussion of clinically relevant topics and current nursing issues. (1 theory credit; 2 clinical credits)

Prerequisites: Must be in the senior level of a nursing curriculum

NRSA 306 Nursing Externship: Acute Care Nursing Roles II**3 credits**

Provides opportunities for nursing students to enhance knowledge, skills, and attitudes while providing whole-person care in the acute care setting. Employment-based clinical experiences are conducted by Kettering Health Network and supervised by Kettering College faculty.

Students who have completed NRSA 305, Nursing Extern Elective: Acute Care Nursing Roles I, can obtain additional theory and clinical hours by taking this course. (1 theory credit; 2 clinical credits)

Prerequisites: Must be in the senior level of a nursing curriculum

NRSA 307 Nursing Externship Acute Care Nursing Roles**2 credits**

This course provides the opportunity for Kettering College nursing students to apply theoretical and conceptual knowledge and skills in a structured clinical environment under the guidance of a mentor. Students gain enhanced knowledge in theory and skills while attending employment-based clinical experiences at Kettering Health Network facilities. This is a pass/not pass hybrid course. (0.8 theory credit; 1.2 clinical credits)

Prerequisite: Must be in the senior level of a nursing curriculum

NRSA 313 BSN Success Strategies and Nursing Informatics**3 credits**

Orients students to the philosophy and online learning approach of the Kettering College RN-to-BSN program and creation of a professional learning portfolio. Integration of nursing information with information management, processing, and communication technology to support the health of individuals, families, communities, and populations. Addresses the role of informatics in evidence-based nursing practice, including clinical, administrative, educational, and research environments. Must be the first nursing course taken in the RN-to-BSN program. (3 theory credits)

NRSA 316 Theoretical and Conceptual Foundations of Professional Nursing Practice**3 credits**

Explores concepts and theories that influence professional nursing and the characteristics of professionalism; the development and use of theory and science in contemporary nursing practice; and the nurse's responsibility for exercising sound clinical judgment and reasoning. (3 theory credits)

Prerequisite or corequisite: NRSA 313

NRSA 318 Introduction to Health Care Research **3 credits**

Introduction to the fundamental concepts necessary to use research methods for evidence-based nursing practice. Emphasis is placed upon the application of the research process to quality improvement projects. (3 theory credits)

Prerequisite or corequisite: NRSA 313; it is recommended that students take a course in probability and statistics prior to this course.

NRSA 326 Trends and Issues in Health Care **3 credits**

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

Prerequisite or corequisite: NRSA 313

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

Explores the role of the nurse in health promotion in local, national, and global settings. Focus on strategies to foster healthy behaviors in individuals, families, community, and populations. (3 theory credits)

Prerequisite or corequisite: NRSA 313

NRSA 419 Community Health Perspectives **4 credits**

Examines fundamental concepts of public and community health practice and the nurse's role related to health needs of individuals, families, communities, and populations. (3.75 theory credits; 0.25 clinical credit)

Prerequisite or corequisite: NRSA 313

NRSA 439 Nursing Leadership and Management **4 credits**

Explores the role of the nurse as leader and manager within the context of Christian caring. Emphasis is placed on concepts related to professional goal setting, delegation, conflict management, organizational structure, interdisciplinary healthcare, and management of cost-effective and evidence-based whole-person care. (3.75 theory credits; 0.25 clinical credit)

Prerequisite or corequisite: NRSA 313

NRSA 446 Senior Capstone **1 credit**

A capstone course in which students demonstrate their professional growth through integration of knowledge and skills showing achievement of the program's student learning outcomes. Must be completed in the final semester of the RN-to-BSN program. (1 theory credit)

Corequisite: May be taken with last NRSA courses in the last semester of RN-to-BSN program

NRSB 100 Nursing Readmission Remediation**0 credits**

Provides remediation after a leave of absence or readmission to the nursing program to review and demonstrate nursing skills and critical thinking techniques to prepare for success in the nursing program and NCLEX testing. The course is available each semester and is scheduled on an individual basis. Must be a prelicensure BSN major and have permission of the nursing department.

NRSB 301 Wellness and Health Promotion**3 credits**

Examines concepts from nursing, nutrition, and other sciences, with an emphasis on health promotion for individuals, families, and communities. It explores strategies of prevention of disease and health restoration, focusing on the eight natural laws of health across the lifespan. (3 theory credits; 0 laboratory credits; 0 clinical credits)

Prerequisite: This course must be taken by the third semester of nursing

NRSB 305 Pharmacology in Nursing**3 credits**

Develops an understanding of basic principles of pharmacology, including drug absorption, distribution, metabolism, excretion, actions, effects, and therapeutic outcomes of medication classifications. Emphasis is placed on the baccalaureate nurse's role, utilizing critical reasoning in the application of therapeutic pharmacological principles in professional nursing practice. (3 theory credits; 0 laboratory credits; 0 clinical credits)

NRSB 310 LPN-to-BSN Transition**3 credits**

Provides concepts for transitioning from the role of LPN to a baccalaureate nurse. Emphasis is placed on Christian caring, health and wellness, and professional role development. Included is the role of the baccalaureate nurse in gathering, understanding, and beginning application of patient data to create a basic plan of whole-person care. (2.75 theory credits; 0.25 laboratory credit; 0 clinical credits)

NRSB 315 Foundations of Nursing**6 credits**

Introduces the fundamental concepts of nursing, Christian caring and professional role development for the baccalaureate nurse. Students develop beginning knowledge and clinical competencies in the areas of health assessment, communication, and clinical judgment of health alterations. Emphasis is placed on gathering, understanding, and beginning application of patient data to create a basic plan to provide whole-person care. (4 theory credits; 0.5 laboratory credit; 1.5 clinical credits)

NRSB 325 Medical Surgical Nursing 1**6 credits**

Integrates nursing concepts to provide Christian caring for individuals experiencing health alterations. Emphasis is placed on analysis of patient data and use of clinical judgment to formulate, implement, and evaluate outcomes for a whole-person plan of care. (4 theory credits; 0.61 laboratory credit; 1.39 clinical credits)

Prerequisites: BIOL 350, NRSB 305, NRSB 310 or NRSB 315

NRSB 331 Psychiatric/Mental Health Nursing Concepts**4 credits**

Focuses on the nurse's role in caring for individuals, families, and communities experiencing neuropsychological and environmental stressors. Students manage a plan of care based on the use of presence, compassion, and therapeutic communication to support and promote wellness and whole-person care for those with mental health challenges. (2.6 theory credits; 0.2 laboratory credit; 1.2 clinical credits)

Prerequisites: NRSB 335, NRSB 355

NRSB 335 Medical Surgical Nursing 2**8 credits**

Integrates nursing concepts to provide Christian caring for multiple patients experiencing health alterations. Emphasis is placed on application of analysis and evaluation of patient data and use of nursing judgment to formulate, implement, and evaluate outcomes for a whole-person plan of care. (5 theory credits; 0.5 laboratory credit; 2.5 clinical credits)

Prerequisites: NRSB 301, NRSB 325

NRSB 341 Family Nursing Concepts**6 credits**

Focuses on women's health, the developing child from newborn through adolescence, and families throughout the continuum of care. Emphasis is placed on Christian and whole-person nursing care in the promotion, maintenance, and restoration of health. Students will coordinate a plan of care using nursing judgment to synthesize outcomes for a whole-person plan of care. (4 theory credits; 0.22 laboratory credit; 1.78 clinical credits)

Prerequisites: NRSB 335

NRSB 355 Population Health Concepts**4 credits**

Provides a foundation for understanding the health needs of individuals, families, and populations within the community and global settings. Emphasis is placed on the role of the nurse in community assessments, epidemiology, emergency preparedness, and population health. Students use critical reasoning and Christian caring to formulate, implement, and evaluate health outcomes in plans of care for diverse populations. (3.25 theory credits; 0.25 lab credit; 0.5 clinical credit)

Prerequisites: NRSB 301, NRSB 325

NRSB 371 Nursing Research**3 credits**

Provides an introduction to the research process. It establishes a foundation for understanding the role of research in the establishment of evidence-based nursing practice and quality improvement processes. (3 theory credits; 0 laboratory credits; 0 clinical credits)

Prerequisites: MATH 201, NRSB 335, NRSB 355

NRSB 405 Medical Surgical Nursing 3**9 credits**

Integrates nursing concepts to provide Christian caring within the context of an interdisciplinary environment for multiple patients experiencing complex health alterations. Emphasis is placed on application, analysis, and synthesis of patient data and use of nursing judgment to formulate, implement, and evaluate outcomes for a whole-person plan of care. (6.75 theory credits; 0.25 laboratory credit; 2 clinical credits)

Prerequisites: NRSB 331, NRSB 341

NRSB 411 Essentials of Nursing Leadership, Management, and Informatics**3 credits**

Explores the essential principles of leadership and management within the context of Christian caring and evidence-based practice. Students apply knowledge of nursing leadership roles and responsibilities for impacting the culture and success of healthcare organizations and systems. (3 theory credits; 0 laboratory credits; 0 clinical credits)

Prerequisites: NRSB 335

NRSB 425 Capstone Nursing Experience**5 credits**

Transitions the student to the role of a competent, Christian caring entry-level baccalaureate nurse who functions in the interdisciplinary environment. Emphasis is placed on clinical application of concepts that prepare the student for the volume and complexity of patient care and nursing judgment expected of a nursing graduate across the continuum of healthcare. (1.28 theory credits; 0.18 laboratory credit; 3.54 clinical credits)

Prerequisites: NRSB 405, NRSB 411

NRSB 435 NCLEX-RN Success Strategies**3 credits**

Synthesizes nursing concepts and theories necessary for entry-level practice as a baccalaureate nurse. Emphasis is placed on individual preparation of students prior to graduation for the National Council on Licensure Examination for RNs. (3 theory credits; 0 laboratory credits; 0 clinical credits)

Prerequisites: This course must be taken in the last semester of the nursing program after successful completion of the previous semesters.

Note on OTD courses: Only students who are accepted into the occupational therapy doctoral program and in compliance with all OTD policies will be allowed to enroll in OTD courses.

OTD 500 Human Occupations**3 credits**

Course covers key foundational concepts of the occupational therapy profession. It provides an extensive introduction to occupations and the *Occupational Therapy Practice Framework*, as well as the scope of practice. 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 morals of the occupational therapy profession.

OTD 503 Occupational Theory, Science, and Justice**3 credits**

An introduction to the history of occupational therapy and the theories that have contributed to the development of the profession. It addresses occupational therapy-specific models, frames of reference, and occupational science and justice.

OTD 506 Introduction to the Doctoral Experience and Capstone Project**0.5 credit**

Students explore topics related to their interest areas in occupational therapy and initiate the development of their capstone projects.

OTD 510 Evidence-based Practice **3 credits**

Introduces research designs and skills to evaluate the quality of evidence. Students are provided instruction on and opportunities to practice 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 gain a basic understanding of the application of quantitative and qualitative data analysis and procedures of evidence-based practice.

OTD 515 Neuroscience for the Occupational Therapist **2 credits**

A study of the central and peripheral nervous systems of the human body. Major topics include neuroanatomy, neurophysiology, nervous system development, sensory systems, and motor systems.

OTD 516 Neuroscience for the Occupational Therapist Lab **1 credit**

Students participate in laboratory experiences to enhance identification of structures associated with and understand functions of a healthy nervous system and its connection to the *Occupational Therapy Practice Framework*.

OTD 525 Kinesiology **2 credits**

An exploration of human movement from biomechanical, neuromuscular, and anatomical perspectives. Course contains principles of posture, movement analysis, muscle strength, and joint range of motion testing. Students learn anatomical parts of the musculoskeletal system, muscle palpation, manual muscle testing, range of motion, and motion analysis. Models facilitate assessment of musculoskeletal anatomy and its relationship to occupational performance.

OTD 526 Kinesiology Lab **1 credit**

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

OTD 535 Cultural Context & Therapeutic Relationships in OT **2 credits**

Students learn the importance of effective relationships with diverse persons, groups, and populations. Course explores specific therapeutic relationship skills to support optimal client outcomes with regard to cultural context.

OTD 545 Pediatric Occupational Therapy Management **2 credits**

Course covers the topics impacting the pediatric occupational therapy process beyond assessment and intervention. It reviews major trends and issues that impact the standards of occupational therapy practice and the delivery of occupational therapy services. These include reimbursement and documentation, legislation, diversity, ethical practice, rural health, and service delivery systems.

OTD 550 Pediatric Occupational Therapy Practice I **3 credits**

Introduces students to the occupational therapy process in pediatric practice. Students learn about child development, assessment, and intervention. 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**

Students apply knowledge and enhance learning provided in lecture.

OTD 551 Pediatric Occupational Therapy Practice II **3 credits**

A continuation of Pediatric Occupational Therapy Practice I. Students learn about the occupational therapy process in pediatric practice. In addition to further exploration of treatment interventions, special attention is given to setting-specific information to enhance preparation for pediatric practice.

OTD 553 Pediatric Occupational Therapy Practice II Lab **1 credit**

Students apply knowledge and enhance learning provided in lecture.

OTD 560 Level I Fieldwork: Pediatric **1 credit**

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

OTD 600 Graduate Research and Literature Review Development **2 credits**

Students learn the steps of conducting research using quantitative, qualitative, and mixed methods.

OTD 601 Graduate Research and Literature Review Development Lab **1 credit**

Student research groups work with faculty preceptors to design a research project for the following semester. Students develop and submit a research proposal for IRB approval.

OTD 602 Research Group and IRB Proposal Lab **1 credit**

Working with their preceptors, student research groups develop and submit their IRB proposal.

OTD 606 Mentored Development of the Doctoral Capstone Project Proposal 0.5 credit

Students continue the development of their capstone project by completing a preliminary review of the literature to develop a basic understanding of contemporary scholarship relevant to their topic. They 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 quantitative or qualitative procedures in their approved research proposal. Students 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 collect and complete initial data analysis for their IRB-approved study.

OTD 633 Occupational Therapy Practice with Psychosocial Conditions 3 credits

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* and its models and frames of reference, students develop skills in evaluation and intervention. Students synthesize knowledge of normal development, abnormal psychology, and human health conditions. They also analyze psychosocial factors on person, groups, and populations.

OTD 634 Occupational Therapy Practice with Psychosocial Conditions Lab 1 credit

Explores the use of individual and group interventions and examines current evidence for mental healthcare within community and healthcare settings. Students develop group leadership abilities through engaging in the group occupational therapy process.

OTD 645 Adult Occupational Therapy Management 2 credits

Course covers the topics impacting the occupational therapy process beyond assessment and intervention. It reviews major trends and issues that impact the standards of occupational therapy practice and the delivery of occupational therapy services. These include current reimbursement and documentation, managed care, legislation, diversity, ethical practice, rural health, health promotion and wellness, emerging areas of practice, and service delivery systems.

OTD 652 Assistive Technology**2 credits**

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

OTD 655 Occupational Therapy Practice with Orthopedic Conditions**3 credits**

Students develop knowledge and skills related to facilitating return to function. Students 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 learn and practice intervention skills.

OTD 657 Occupational Therapy Practice with PAMS and Orthoses**2 credits**

Course provides students with the theoretical rationale and technical skills to appropriately use common physical agent modalities and upper extremity orthoses. Course covers the physical and chemical changes that occur with the application of thermal and electrical agents. Students develop a broad orthosis-fabrication skill set.

OTD 658 Occupational Therapy Practice with PAMS & Orthoses Lab**1 credit**

Students learn and practice appropriate methods for the application of modalities and 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 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**

Students prepare their group research project for dissemination in various formats including 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, or national presentation.

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. They also review policies and procedures for level II fieldwork.

OTD 735 Clinical Reasoning Lab**1 credit**

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

OTD 741 Scholarship, Leadership, and the Doctoral Experience**1 credit**

Students continue to explore potential doctoral experience sites to implement their capstone projects. Students then determine how their intended doctoral experience and capstone project relates to theory and current practice. In this course, students learn about leadership, participate in an initial IRB meeting, and create a draft of learning objectives pertaining to their project.

OTD 742 Mentored Development of the Doctoral Capstone Project Design**1 credit**

This lab will support the students continued scholarly work toward developing their capstone project in conjunction with OTD 741. In collaboration with their faculty mentor, students will complete a literature review to gain a deeper understanding of their chosen project. Additionally, students will begin to develop an evaluation plan to measure the effectiveness of their capstone project.

OTD 752 OT Practice with Adult Neurological Conditions**3 credits**

Course prepares students with the knowledge and skills necessary for the occupational therapy process with clients diagnosed with a variety of neurological conditions. With *Occupational Therapy Practice Framework* as a guide, students 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 students to apply knowledge and enhance learning provided in lecture.

OTD 755 Medical Conditions **3 credits**

Provides students with information about a variety of medical conditions and their impact on occupations. 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**

Students synthesize content and technical skills through an evidence-based case study. They refine their clinical reasoning and technical skills and their ability to use the frames of references and modes of practice during problem-based learning. Course culminates in a comprehensive examination.

OTD 806 Preparation for the Doctoral Experience and Finalization of the Capstone Project Plan **1 credit**

Students are guided through the process of synthesizing knowledge gained throughout the curriculum to finalize their doctoral capstone objectives and the evaluation plan for successful implementation of their doctoral experience and capstone project based on feedback from their faculty advisor in the prerequisite course OTD 742, the site mentor, and the doctoral capstone coordinator. Students will design a timeline for implementing their capstone project and complete an IRB application in preparation for project initiation.

OTD 810 Doctoral Experience **8 credits**

Occurs after all coursework and Level II fieldwork. Project focuses 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

Covers topics impacting the occupational therapy process beyond assessment and intervention, which students experience 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, and service delivery systems.

OTD 891 Comprehensive Exam 1 credit

Provides an overview of the national board exam. Students complete a practice comprehensive exam to develop strategies to prepare for the national board certification exam.

PEAC 150 Fitness Walking 1 credit

Educates and motivates students to adopt fitness walking as a part of a healthy lifestyle.

PEAC 132, 133 Cycling I, II 1 credit each

Creates an interest in cycling as a means to building and maintaining a strong fitness program emphasizing cardiovascular fitness.

PEAC 145, 146 Fitness I, II 1 credit each

Increases understanding and appreciation of the values of physical education through selected strength, cardiovascular, and flexibility activities.

PEAC 161 Golf 1 credit

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

PEAC 174, 175 Weight Training and Conditioning I, II 1 credit each

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

PEAC 178 Wellness 1 credit

Gives students the knowledge and skills needed to develop a wellness lifestyle. Includes the development of a coordinated and integrated living pattern involving the six dimensions: physical, intellectual, emotional, social, spiritual, and occupational. All six dimensions are explored with an emphasis on the physical.

Note: Students are encouraged to take this course before other PEAC courses.

PEAC 185 1 credit

Used for transfer credit only. This course number is used for physical education electives that are transferable but are not content-equivalent to a Kettering College course.

PHAS 500 Introduction to the PA Profession**1 credit**

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

PHAS 502 Patient Interviewing and Documentation**2 credits**

Introduces basic interviewing and history-taking skills. Students learn the basics of medical documentation techniques, including introduction to electronic medical record systems and medical terminology.

PHAS 536 Evidence-Based Medicine I**0.5 credit**

This is the first in a two-part series of courses intended for students to acquire and develop both the knowledge and skills for evidence-based medicine (EBM). This part of the series applies the principles of EBM to patient-centered evaluation and treatment of the systems studied this semester. The course covers all steps of EBM: posing the patient's problem as an answerable set of questions, searching clinical evidence, critically appraising the validity and importance of clinical research evidence, and determining the applicability of evidence into practice. Students will also learn to debrief to improve future EBM efforts through group work, discussions, classroom presentations, and direct faculty observation and feedback. Students will be able to apply their EBM skills, assessment of social determinants of health, and patient-centered decision making to a patient case through faculty-led group discussion.

PHAS 537 Evidence Based-Medicine II**0.5 credit**

This is the second in a two-part series of courses intended for students to acquire and develop both the knowledge and the skills for evidence-based medicine (EBM). This part of the series applies the principles of EBM to patient-centered evaluation and treatment of the systems studied this semester. The course covers all steps of EBM: posing the patient's problem as an answerable set of questions, searching clinical evidence, critically appraising the validity and importance of clinical research evidence, and determining the applicability of evidence into practice. Students will also learn to debrief to improve future EBM efforts through group work, discussions, classroom presentations, and direct faculty observation and feedback. Students will be able to apply their EBM skills, assessment of social determinants of health, and patient-centered decision making to a patient case through faculty-led group discussion and a written assignment.

PHAS 512 CMM Dermatology**1 credit**

This Clinical Medicine Module (CMM) offers an integrated approach to learning diseases of the dermatologic system. Instruction emphasizes epidemiology, anatomy, pathophysiology, clinical presentation, diagnostic evaluation, and pharmacotherapeutic management common among a diverse patient population and variety of practice settings. The curricular content is guided by the most current blueprint list of medical topics and task areas published by the National Commission on Certification of Physician Assistants for the Physician Assistant National Certifying Exam.

PHAS 516 CMM ENT**3 credits**

This Clinical Medicine Module (CMM) offers an integrated approach to learning diseases of the HEENT (head, eyes, ear, nose, and throat) systems. Instruction emphasizes the epidemiology, anatomy, pathophysiology, clinical presentation, diagnostic evaluation, and pharmacotherapeutic management common among a diverse patient population and a variety of practice settings. The curricular content is guided by the most current blueprint list of medical topics and task areas published by the National Commission on Certification of Physician Assistants for the Physician Assistant National Certifying Exam.

PHAS 517 CMM Cardiovascular Medicine**9 credits**

This Clinical Medicine Module (CMM) offers an integrated approach to learning diseases of the cardiovascular systems. Instruction emphasizes the epidemiology, anatomy, pathophysiology, clinical presentation, diagnostic evaluation, and pharmacotherapeutic management common among a diverse patient population and a variety of practice settings. The curricular content is guided by the most current blueprint list of medical topics and task areas published by the National Commission on Certification of Physician Assistants for the Physician Assistant National Certifying Exam.

PHAS 518 CMM Pulmonology**5 credits**

This Clinical Medicine Module (CMM) offers an integrated approach to learning diseases of the pulmonary systems. Instruction emphasizes the epidemiology, anatomy, pathophysiology, clinical presentation, diagnostic evaluation, and pharmacotherapeutic management common among a diverse patient population and a variety of practice settings. The curricular content is guided by the most current blueprint list of medical topics and task areas published by the National Commission on Certification of Physician Assistants for the Physician Assistant National Certifying Exam.

PHAS 522 CMM Endocrinology**3 credits**

This Clinical Medicine Module (CMM) offers an integrated approach to learning diseases of the endocrine system. Instruction emphasizes the epidemiology, anatomy, pathophysiology, clinical presentation, diagnostic evaluation, and pharmacotherapeutic management common among a diverse patient population and a variety of practice settings. The curricular content is guided by the most current blueprint list of medical topics and task areas published by the National Commission on Certification of Physician Assistants for the Physician Assistant National Certifying Exam.

PHAS 526 CMM Gastroenterology**6 credits**

This Clinical Medicine Module (CMM) offers an integrated approach to learning diseases of the gastrointestinal systems. Instruction emphasizes the epidemiology, anatomy, pathophysiology, clinical presentation, diagnostic evaluation, and pharmacotherapeutic management common among a diverse patient population and a variety of practice settings. The curricular content is guided by the most current blueprint list of medical topics and task areas published by the National Commission on Certification of Physician Assistants for the Physician Assistant National Certifying Exam.

PHAS 529 CMM Nephrology**3 credits**

This Clinical Medicine Module (CMM) offers an integrated approach to learning diseases of the genitourinary and renal systems. Instruction emphasizes the epidemiology, anatomy, pathophysiology, clinical presentation, diagnostic evaluation, and pharmacotherapeutic management common among a diverse patient population and a variety of practice settings. The curricular content is guided by the most current blueprint list of medical topics and task areas published by the National Commission on Certification of Physician Assistants for the Physician Assistant National Certifying Exam.

PHAS 532 Introduction to Pathophysiology and Pharmacology**3 credits**

This course offers an introduction to the altered physiologic functioning of various human body systems in disease states and an introduction to important basic pharmacology concepts necessary for an understanding of clinical pharmacology. Includes concepts ranging from pharmacokinetics and pharmacodynamics to receptor physiology. It is intended to allow students to understand the pathophysiologic basis for the selection of pharmacotherapeutic agents in disease states. The curricular content is guided by the most current blueprint list of medical topics and task areas published by the National Commission on Certification of Physician Assistants for the Physician Assistant National Certifying Exam.

PHAS 533 CMM Musculoskeletal Medicine**5 credits**

This Clinical Medicine Module (CMM) offers an integrated approach to learning diseases of the musculoskeletal system. Instruction emphasizes the epidemiology, anatomy, pathophysiology, clinical presentation, diagnostic evaluation, and pharmacotherapeutic management common among a diverse patient population and a variety of practice settings. The curricular content is guided by the most current blueprint list of medical topics and task areas published by the National Commission on Certification of Physician Assistants for the Physician Assistant National Certifying Exam.

PHAS 534 CMM Neurology**6 credits**

This Clinical Medicine Module (CMM) offers an integrated approach to learning diseases of the neurologic systems. Instruction emphasizes the epidemiology, anatomy, pathophysiology, clinical presentation, diagnostic evaluation, and pharmacotherapeutic management common among a diverse patient population and a variety of practice settings. The curricular content is guided by the most current blueprint list of medical topics and task areas published by the National Commission on Certification of Physician Assistants for the Physician Assistant National Certifying Exam.

PHAS 551 Behavioral Medicine**2 credits**

This course offers an integrated approach to learning diseases of behavioral medicine. Instruction emphasizes the epidemiology, clinical presentation, clinical evaluation, counseling, and pharmacotherapeutic management skills to effectively intervene for a variety of psychiatric, emotional, and social concerns common among a diverse patient population and a variety of practice settings. The curricular content is guided by the most current blueprint list of medical topics and task areas published by the National Commission on Certification of Physician Assistants for the Physician Assistant National Certifying Exam.

PHAS 553 Clinical Genetics**2 credits**

This course provides the PA student with an understanding of the molecular basis of genetic disorders, diagnostic testing, treatment of associated conditions, gene therapy, and emerging technologies. Throughout this course, the principles of medical ethics and patient counseling are addressed. The curricular content is guided by the most current blueprint list of medical topics and task areas published by the National Commission on Certification of Physician Assistants for the Physician Assistant National Certifying Exam.

PHAS 561 Pediatrics**2 credits**

This course offers an integrated approach to learning diseases of the pediatric population. Instruction emphasizes the epidemiology, anatomy, pathophysiology, clinical presentation, diagnostic evaluation, and pharmacotherapeutic management common among a diverse pediatric patient population and a variety of practice settings. The curricular content is guided by the most current blueprint list of medical topics and task areas published by the National Commission on Certification of Physician Assistants for the Physician Assistant National Certifying Exam.

PHAS 566 CMM Surgical and Emergency Care**3 credits**

This course offers an integrated approach to surgical and emergency care. Instruction emphasizes the recognition of surgical and emergent conditions, epidemiology, pathophysiology, clinical presentation, diagnostic evaluation, and pharmacotherapeutic management common among a diverse patient population. The curricular content is guided by the most current blueprint list of medical topics and task areas published by the National Commission on Certification of Physician Assistants for the Physician Assistant National Certifying Exam.

Procedural skills include IVs, suturing, sterile technique, scrubbing, and gowning and gloving techniques.

Emergency skills include airway management, vascular access, chest tube placement, FAST ultrasound examination, and advanced cardiac life support.

PHAS 567 Integration of Clinical Medicine Seminar**1 credit**

In this course students develop, integrate, and refine their clinical acumen and skills. They will apply critical thinking to the diagnosis and treatment of both acute and chronic conditions occurring across the lifespan and amongst a diverse patient population. An emphasis is placed on learning and adopting a patient-centered approach to care that includes building therapeutic relationships with patients; effective communication with patients, families, and colleagues; and the development and practice of clinical reasoning skills. This course uses clinical case presentations to provide students with the opportunity to learn and practice their clinical skills with direct faculty observation and feedback.

PHAS 570 CMM Hematology, Oncology**2 credit**

This Clinical Medicine Module (CMM) offers an integrated approach to learning diseases of the hematology & oncology systems. Instruction emphasizes the epidemiology, anatomy, pathophysiology, clinical presentation, diagnostic evaluation, and pharmacotherapeutic management common among a diverse patient population and a variety of practice settings. The curricular content is guided by the most current blueprint list of medical topics and task areas published by the National Commission on Certification of Physician Assistants for the Physician Assistant National Certifying Exam.

PHAS 571 CMM Infectious Disease**2 credits**

This Clinical Medicine Module (CMM) offers an integrated approach to learning infectious diseases. Instruction emphasizes epidemiology, pathophysiology, clinical presentation, diagnostic evaluation, and pharmacotherapeutic management common among a diverse patient population and a variety of practice settings. The curricular content is guided by the most current blueprint list of medical topics and task areas published by the National Commission on Certification of Physician Assistants for the Physician Assistant National Certifying Exam.

PHAS 574 Women's Health**3 credits**

This course offers an integrated approach to learning diseases of women's health. Instruction emphasizes the epidemiology, anatomy, pathophysiology, clinical presentation, diagnostic evaluation, and pharmacotherapeutic management common among a diverse patient population and a variety of practice settings across the lifespan. The curricular content is guided by the most current blueprint list of medical topics and task areas published by the National Commission on Certification of Physician Assistants for the Physician Assistant National Certifying Exam.

PHAS 615 Objective Structured Clinical Examination**1 credit**

This course prepares and refines student history taking, physical exam, formulation of differential diagnosis, diagnostic evaluation, treatment plans, interpersonal communication, and professionalism skills prior to the summative assessment.

PHAS 632 Health Policy and PA Professional Practice I**0.5 credit**

This is the first of a two-part series that explores various professional topics that affect practicing physician assistants, including laws and regulations that govern practice and current practice trends. This course also includes health policy and public health topics in healthcare, issues of coordination and quality of care, patient-centered medical homes, cost effectiveness, and access to healthcare across diverse populations.

PHAS 633 Health Policy and PA Professional Practice II**0.5 credit**

A required five-week hospital-based rotation that emphasizes pathophysiology, evaluation, diagnosis, and management of systemic diseases and conditions in the inpatient setting. Students will learn proper data collection through history and physical examination, formulation of accurate problem lists, accurate investigation, and treatment plans. In addition, students will learn about the day-to-day ongoing management of inpatients, and how to assess and treat complications that occur. Emphasis is on adult in-patients with complex acute and comorbid conditions.

PHAS 637 Capstone Prep I**1 credit**

This is the first in a three-part series designed to foster scholarly activity in a mentored environment leading to a capstone project. The project serves as one of the culminating experiences in the graduate PA program. Building upon specific student interest, didactic curriculum, and clinical experiences, the capstone project permits the student to gain greater insight into healthcare issues such as medical conditions, therapies, diagnostics, clinical practice guidelines, healthcare delivery systems, and patient education challenges. The deliverable for the capstone project is an eight-to-10-page paper and accompanying poster presentation that substantiates or refutes a clinical hypothesis through the integration of an existing body of knowledge.

During this part of the series, students will frame a research question, learn to interpret basic statistical methods and limits of medical research, types of sampling methods, use of common databases to access medical literature, and begin to critically appraise existing literature. Students will present research findings and provide feedback to peers.

PHAS 638 Capstone Prep II**1 credit**

This is the second part in a three-part series of courses designed to foster scholarly activity in a mentored environment. This course permits students to further refine their critical appraisal table, develop study methods, and critically analyze existing research. During this process, students develop expertise in their area of study, allowing them to complete the capstone project. Students prepare a rough draft of a written report and plans for oral presentation in consultation with their research mentor.

PHAS 641 Capstone Project**1 credit**

This is the third and final part in the capstone series of courses. Under the direction of their research mentor, students will finalize and present their written and oral research project. The deliverable for the capstone project is an 8–10-page paper and accompanying poster presentation that substantiates or refutes a clinical hypothesis through the integration of an existing body of knowledge.

PHAS 650 Adult Inpatient Medicine Clinical Rotation**3 credits**

Required rotations emphasizing pathophysiology, evaluation, diagnosis, and management of systemic and chronic diseases and conditions found in the clinical practice of internal medicine in inpatient settings. Inclusion of proper data collection through history and physical examination, formulation of accurate problem lists, accurate investigation, and treatment plans. Emphasis is on geriatric patients and complex patients with chronic and comorbid conditions.

PHAS 651 Family Medicine Clinical Rotation**3 credits**

A required five-week rotation that emphasizes the pathophysiology, evaluation, diagnosis, and management of systemic diseases and conditions unique to the clinical practice of outpatient family medicine. It also includes proper data collection through history and physical examination, followed by formulation of accurate problem lists, accurate investigation, and treatment plans. There is a special focus on treatment of chronic disease and maintenance of health for patients from cradle to grave.

PHAS 652 Surgery Clinical Rotation**3 credits**

A required five-week rotation providing an orientation to patients of various ages with surgically managed disease. The emphases of the learning experiences are the preoperative evaluation and preparation of patients for surgery; assistance during the intra-operative period to develop an understanding of team member roles and operative procedures; postoperative care, and the care of surgical wounds and post-operative complications.

PHAS 653 Behavioral Medicine Clinical Rotation**3 credits**

A required five-week rotation designed to provide an understanding of the behavioral components of health, disease, and disability. Exposure to patients with a variety of emotional illnesses and disabilities is used to develop informed history-taking and mental status examination skills, ability to recognize and categorize psychiatric disturbances, and techniques of early intervention and psychiatric referral.

PHAS 654 Pediatrics Clinical Rotation**1.5 credits**

A required 2 ½ week rotation emphasizing care of the child from birth through adolescence. Focus of the learning experience is on the recognition and management of common childhood illnesses; assessment of variations of normal growth and development; and the counseling of parents regarding immunizations, preventative healthcare visits, growth and development, nutrition, and common psychosocial problems. Teaching rounds and lectures introduce concepts of developmental disabilities and chronic care.

PHAS 655 Women's Health Clinical Rotation**1.5 credits**

A required 2 ½ week rotation that provides exposure to the spectrum of conditions and issues associated with women's healthcare. Learning experiences emphasize family planning and birth control; recognition and treatment of sexually transmitted disease; cancer detections; prenatal care, deliveries, and post-natal care; and the evaluation of common gynecological problems. An exposure to the surgical management of gynecological problems is also provided. Students will see patients throughout the various stages of life and reproduction experiencing acute, chronic, and emergent conditions, as well as those requiring health maintenance and preventative care.

PHAS 656 Emergency Medicine Clinical Rotation**3 credits**

Required five-week rotation providing an in-depth exposure to the illnesses and injuries sustained by children and adults that necessitate emergency care. The educational experiences emphasize the focusing of interview and examination skills, and performance of techniques and procedures essential to the proper management of life-threatening illness and injury. Ventilatory assistance, cardiopulmonary resuscitation, fluid and electrolyte replacement, and acid-base balance are also stressed.

PHAS 657 Elective I Clinical Rotation**1.5 credits**

A 2 ½ week rotation in any medical or surgical specialty or subspecialty chosen by the student. The rotation may be done in the United States or internationally.

PHAS 658 Elective II Clinical Rotation**1.5 credits**

A 2 ½-week rotation in any medical or surgical specialty or subspecialty chosen by the student. The rotation may be done in the United States or internationally.

PHAS 659 Elective III Clinical Rotation**3 credits**

A five-week rotation in any medical or surgical specialty or subspecialty chosen by the student. The rotation may be done in the United States or internationally.

PHYS 131 Survey of Physics**4 credits**

Lectures and demonstrations covering mechanics, fluids, heat, sound, light, electricity, and atomic physics. Emphasis is on understanding natural phenomena with medical applications. Laboratory.

Prerequisite/corequisite: MATH 105

PHYS 141 General Physics I**4 credits**

Fundamental physics of mechanics and thermodynamics: kinematics, dynamics, gravity, work, energy, momentum, circular and rotational motion, fluids, kinetic theory, heat, and the laws of thermodynamics. Three hours of lecture and three hours of laboratory/recitation weekly.

Prerequisite/corequisite: MATH 165

PHYS 152 General Physics II**4 credits**

Fundamental physics of electromagnetism, optics, and modern physics: electric fields and currents, magnetic fields and induction, electromagnetic spectrum, light and optics, relativity, quantum theory, radioactivity, and elementary particles. Three hours of lecture and three hours of laboratory/recitation weekly.

Prerequisite/corequisite: MATH 165

PSYC 112 General Psychology**3 credits**

An introduction to the field of psychology. Addresses principles and concepts basic to the following aspects of the science of behavior and mental processes: biological basis of behavior; sensation and perception; learning and thinking; emotions; motivation; personality; stress and adjustment; psychological disorders and their treatment; life span development; and social psychology.

PSYC 138 Human Growth and Development**3 credits**

An introduction to the processes of human development through the study of selected sequential changes occurring during the entire life span from conception through late adulthood, including death and dying. This course meets the standards for a required course in life span development.

Prerequisite: PSYC 112

PSYC 195 Independent Study in Psychology**1-3 credits**

Primarily for transfer students whose previous coursework does not meet content or credit equivalency. Other extenuating circumstances may also require the use of an independent study. A student must submit the independent study request form, available from the records office, before an independent study is granted. Permission is given on an individual basis.

PSYC 210 Social Psychology**3 credits**

A study of the impact of the social environment on individuals. Focus on principles and concepts of research in social psychology; social perception; social beliefs and attitudes; social learning and cognition; social influence; aggression; intimacy; obedience; social power; working in groups; prosocial behavior; aggression; group behavior; and environmental social psychology.

PSYC 220 Organizational Psychology**3 credits**

An introduction to the theories and practices of psychology and sociology in the working environment, including social psychology, human resource management, organizational science, and human factors engineering. Specific topics include research methods; motivation and satisfaction; personal and group decision making; organizational development; leadership; workplace influences; employee selection and training; work-related stress; performance appraisal systems; and organizational improvement.

PSYC 230 Abnormal Psychology**3 credits**

This course provides an introduction to the field of abnormal psychology to include historical, social, and cultural contexts of abnormality. Studies will focus on major disorders, etiologies, symptoms, diagnosis, preferred treatment strategies, and classification in accordance with the Diagnostic and Statistical Manual of Mental Disorders (DSM). Course also covers past and current research of mental disorders.

Prerequisite: PSYC 112 with a minimum grade of C

PSYC 295 Independent Study in Human Growth and Development**1-3 credits**

Primarily for transfer students whose previous coursework does not meet content or credit equivalency. Other extenuating circumstances may also require the use of an independent study. A student must submit the independent study request form, available from the records office, before an independent study is granted. Permission is given on an individual basis.

PSYC 330 Principles of Teaching and Learning**3 credits**

An exploration of learning theory and the process of teaching in a variety of settings. Includes an overview of learning theories, learner assessment, and practice in formulating, implementing, and evaluating teaching plans. Opportunity is given for students to explore ways to incorporate continued learning as an essential element of their professional growth.

Prerequisite: A lower-level PSYC course

RELB 101 Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ **3 credits**

This course presents the definitive convictions of the Adventist Christian perspective on healthcare that inspired the creation of Kettering Medical Center and Kettering College. Students explore scriptural and theological writings especially suited to engendering understanding of Adventist healthcare as an extension of the Gospel and the healing ministry of Christ. Particular attention is given to concepts of God, salvation, healing and health, the nature of human being and community, and the dynamics of suffering. As Kettering College's institutional history and outcomes are captured with the motto "Following Christ, Serving Others," all students are expected to take this course before any other religion course.

RELB 112 Introduction to Christianity **3 credits**

An introduction to Christianity: its backgrounds, origins, essentials, history, and forms. Designed for the student who knows little or nothing about Christianity, it can be illuminating for students who consider themselves familiar with Christianity since it views Christianity from a new and fresh perspective.

RELB 113 Introduction to the Bible **3 credits**

An exploration of Christian scripture: what it is, where it came from, how it was created, what it is for, what it has meant over the centuries, and what it means today.

RELB 128 Biblical Growth **3 credits**

An exploration of the dynamics and concepts of biblical spiritual growth and formation, with an emphasis on Christian disciplines such as prayer, meditation, and service. A major component of this learning experience is small-group work, group discussions, and presentations.

RELB 185

This course is for transfer credit and is used for religion electives that are transferable but are not content-equivalent to a Kettering College course.

RELB 200 Reflections on the Psalms **3 credits**

An exploration of the spiritual power and value of the Psalms. Students explore what the Psalms communicate about God, prayer, praise, worship, and the trials and triumphs of the life of faith.

RELB 201 The Parables of Jesus**3 credits**

An exploration of many of the parables of Jesus. The emphasis is on what the parables meant to their original hearers and what the parables mean to us as hearers. Interpretation of the parables is consistent with the larger message of Jesus regarding the Gospel, God, and the kingdom, but seeks the personal meaning in the parables for those of us who encounter them today.

RELB 202 Life and Teachings of Jesus**3 credits**

A survey of the life and ministry of Jesus Christ to gain an understanding of the challenges and possibilities of discipleship and the witness of the Christian church regarding Jesus.

RELX 220 Selected Topics in Religion**3 credits**

Topics may include specific biblical topics, theological issues, and other religious studies.

RELB 221 Victors, Victims, and Virgins: Great Women of the Bible**3 credits**

An in-depth review and critical examination of the biblical narratives of a number of extraordinary women from the bible (Old Testament). We will explore such questions as: Who were they? What role did they play history? What lives did they touch? What legacy have they left? How important were they to God? What was the result of God in their lives?

RELB 295 Independent Study in Religion**1-2 credits**

Primarily for transfer students whose previous coursework does not meet content or credit equivalency. Other extenuating circumstances may also require the use of an independent study. A student must submit the appropriate documentation, in accordance to academic policy for independent study, before an independent study is granted. Permission is given on an individual basis.

RELB 336 Paul and His Epistles**3 credits**

An exploration of the life and letters of the man known as “Paul, the Apostle.” While Jesus “created” Christianity by his life, teachings, death, and resurrection, Paul also “created” Christianity by his tireless efforts over some 30 years to proclaim it, distribute it, defend it, explain it, live it, teach it, and die for it. By examining what Paul left behind in his letters, students seek to understand what he understood Christianity to be — and why he was willing to give his life for it.

RELP 210 Character and Ethics**3 credits**

An examination of character and ethics from Western philosophical and theological traditions. The interplay of persons and principles forms the focus of inquiry. What makes a person good? What makes an action right? How are the preceding questions and their answers related to one another?

RELP 254 Morality and Medicine: Christian Perspective on Bioethical Issues**3 credits**

A general review of ethical challenges that arise in healthcare. The analysis of the issues and the range of contemporary responses to those issues are set in the context of the Christian tradition. Course materials emphasize moral discernment, rigorous argument, and conceptual resources for sustaining morality in medicine.

RELP 303 Body, Mind, and Soul**3 credits**

An examination of the various understandings of what it means to be a body that has a mind and/or a soul, and of some real-world consequences of holding various views. Students develop practical applications that link the intellectual positions they adopt with their professional and personal lives.

RELP 306 Spiritual Dimensions of Death and Dying**3 credits**

A study of the process of dying from psychological, emotional, intellectual, and spiritual perspectives informed by biblical teachings about death and dying. The intent is to equip future healthcare workers with information, perspective, and skills necessary to be helpful to others who are approaching their own death and to minister to those who love them and are suffering in their own ways. Course uses case studies, role playing, readings, lectures, class discussion, and field interactions with patients or family members.

RELP 316 Spirituality in Healing and Health Care**3 credits**

Students investigate, experience and develop their own understanding of the body-mind-spirit relationship and explore various approaches to healing, the role of caregivers in the healing process, and the role of spirituality in healing and healthcare. Emphasizes the student's own development of ideas for integrating spirituality in the delivery of healthcare.

RELP 330 Christian Social Ethics**3 credits**

This course explores Christian responsibility to society. It uses the bible's social vision to consider how to address the needs and well-being of communities. Emphasis is on the availability and quality of healthcare.

RELP 507 Clinical Ethics I**1 credit**

The first part of this course orients students to the historical concepts and essential current literature in clinical ethics. We will explore ethical theory, methods of moral reasoning, codes of ethics, and a Christian orientation to altruistic service in healthcare.

RELP 508 Clinical Ethics II**1 credit**

Case study methods shape the second stage of this course sequence as we analyze practical matters of faith and the diversity in the lives of our patients. Applying specific codes of ethics with standard, clinical moral decision-making methods take up the majority of our time in this course.

RELP 512 Desire, Happiness, and God**3 credits**

The Declaration of Independence asserts that the pursuit of happiness is an inalienable right. Augustine observed that our hearts are made for God and are restless until they find their rest in God. This course reflects on paths to human flourishing. Using literary, theological, and philosophical writings, students will analyze the dynamics of desire, happiness, human dependency, and need for meaning as these relate to God.

RELP 514 Bioethics from Clinical and Christian Perspectives**2 credits**

This course explores Aristotle's Nicomachean Ethics along with biblical and theological resources as a means for understanding analysis of the clinical ethical issues facing health care professionals and the range of contemporary responses to those issues. Christian convictions in general and Adventist Christian convictions in particular serve to illuminate the commitments that any account of ethics must make.

RELP 516 Christian Service and Human Flourishing**2 credits**

How does the search for happiness and wholeness relate to a calling to serve others who are in need of care and support on multiple levels? What spiritual challenges and opportunities do health care workers face as they encounter human vulnerability and suffering daily, and what can help them to persevere joyfully? This course will introduce practices of self-reflection and self-care while inviting biblical, theological, and philosophical reflection on God's desire for us to engage in transformative encounters with God and others for the sake of our patients' and our own flourishing.

RELP 601 Applied Spiritual Care I**1 credit**

This interdisciplinary course provides students with opportunities for reflecting with peers on concepts from biblical and other narrative models of spiritual caregiving while exploring the process of developing spiritual care plans. This will prepare students for incorporating interprofessional reflection and communication into spiritual care design and practice. Attention will be given to the consideration of the development of the biophysical model of health care and ways relationship-centered models have developed to better address the psycho-social-spiritual needs of patients and their families, along with those of care team members.

Prerequisites: RELP 514 and RELP 516

RELP 602 Applied Spiritual Care II**1 credit**

Students will reflect on actual and simulated health care “case-stories” in order to hone wise approaches to service while promoting healing interactions between all participants in caregiving practices. This will involve practicing story-listening and self-reflection skills, thereby developing capacities for collaboration with all those who provide spiritual support to patients while enhancing the wholeness of all involved in this process.

Prerequisite: RELP 601

RELT 300 Christian Beliefs**3 credits**

An examination of the central teachings of the Christian church that give expression to the faith of the followers of Jesus Christ. Students explore what it means to be a Christian and what being a Christian means for everyday life. Particular attention is devoted to what students can hope for and the opportunity for freedom through faith.

RELT 305 World Religions for Health Care Professionals**3 credits**

A survey of the major religions of the world; introduces the basic teachings, rituals, and historical developments of each religion. Emphasizes concepts of healing, the role of faith in illness from the perspectives of patients and practitioners. Students learn how to apply their knowledge of world religions to clinical settings.

RELX 320 Topics in Religion**3 credits**

An exploration of various topics such as grace and freedom; love and justice; God and human suffering; desire, happiness and God; and faith and art.

RESA 310 Cardiopulmonary Assessment**3 credits**

In-depth knowledge of physical examination and diagnostic techniques for comprehensive evaluation of the cardiopulmonary system. Focuses on methods of assessing the patient's current status and response to therapy.

Prerequisite: RRT credential

RESA 311 Advanced Practice in Neonatal/Pediatric Respiratory Care**3 credits**

Pathologies associated with congenital malformations of the newborn. Students develop an understanding of surgical interventions and the implications for the respiratory care management of patients before, during, and after surgery. Topics include patient assessments and managing invasive and noninvasive mechanical ventilation; high-frequency oscillatory ventilation; medical gas administration; and extra-corporeal membrane oxygenation.

Prerequisite: RRT credential

RESA 320 Cardiopulmonary Monitoring**3 credits**

In-depth methods of monitoring the cardiopulmonary status of the patient. Focus is on methods of assessing the patient's current status and response to therapy. The course focuses on noninvasive and invasive methods of assessing patients' current hemodynamic and pulmonary status as well as response to therapy in the acute care and critical care settings.

Prerequisite: RRT credential

RESA 321 Pediatric Respiratory Care Case Management**3 credits**

Study of the pathophysiology, clinical findings, and management of pediatric patients with various clinical disorders. Using the case-based approach to learning, students develop respiratory care plans for the management of pediatric patients in medical and pulmonary rehabilitation units suffering from pulmonary and non-pulmonary disorders.

Prerequisite: RRT credential

RESA 330 Advanced Topics in Respiratory Care**3 credits**

An in-depth explanation of a topic of interest to the advanced-level practitioner. A different topic is covered each semester including but not limited to mechanical ventilation, delivery of respiratory care at alternate sites, pulmonary function testing, and professional topics. The course may be repeated for credit: specific topics may not be repeated.

Prerequisite: RRT credential

RESA 495 Independent Study**1-3 credits**

An individualized program of independent study, clinical activity, research, or reading, jointly designed by a third- or fourth-year respiratory care student and an instructor with the approval of the program chairperson.

Prerequisite: RRT credential

RESB 100 Survey of Respiratory Care**1 credit**

A study of the history and scope of the respiratory care profession as well as legal, professional, ethical, and culturally competent practice. General orientation to the healthcare environment including HIPPA, and safety education will be included. Students are expected to complete a four 4-hour job shadow with a Registered Respiratory Therapist in a health care setting.

RESB 110 Integrated Respiratory Care Sciences**2 credits**

A survey of physics, chemistry, and microbiology as applied to respiratory care clinical practice. Concepts regarding gas laws, surface tension, acid-base balance, classification of microorganisms, staining methods, specimen collection, culturing, human-microbe interactions, human defense mechanisms, control of microbial growth, sterilization and disinfection, antimicrobials, and microbial pathogens are discussed.

RESB 205 Cardiopulmonary Anatomy and Physiology**3 credits**

A study of the gross and microscopic anatomy and physiology of the respiratory, circulatory, and renal systems. Covers the normal mechanisms and control of ventilation, diffusion of pulmonary gases, oxygen and carbon dioxide transport, ventilation-perfusion relationships, fetal development of the cardiopulmonary systems, electrophysiology, hemodynamic measurements, renal failure, and sleep physiology.

RESB 307 Respiratory Care Protocols I**3 credits**

Direct application of theory, operation, and delivery of respiratory care treatment protocols and infection control policies and procedures. Laboratory experience includes a hands-on approach to management and troubleshooting of respiratory care equipment. Patient care simulations are used to practice the respiratory care protocols of oxygen therapy, aerosol and humidity therapy, medical gases, and hyperbaric oxygen therapy.

RESB 308 Clinical 1 Respiratory Protocols**1-3 credits**

Students will receive 10 hours of clinical experience per week performing patient assessments, aerosol and humidity therapy, and medical gas administration in the acute and sub-acute healthcare settings. Students will also observe hyperbaric oxygen therapy in the clinical setting. Students are expected to complete the American Heart Association BLS provider training prior to beginning clinical rotations.

RESB 310 Cardiopulmonary Assessment**3 credit**

In-depth knowledge of physical examination and diagnostic techniques for comprehensive evaluation of the cardiopulmonary system and infection control policies and procedures. This course focuses on methods of assessing the patient's current status and response to therapy. The application of patient history, diagnostic laboratory results, and physical examination findings in selecting appropriate respiratory care protocols is discussed and practiced.

RESB 312 Cardiopulmonary Pathology**3 credits**

A study of the etiology, pathophysiology, clinical findings, and management of patients with various cardiac and pulmonary disorders. Students apply basic respiratory care protocols to cardiac and pulmonary disease management using clinical case studies. Students will recommend consultation from a physician specialist and use evidence-based practice for the classification of disease severity.

RESB 317 Respiratory Care Protocol II**3 credits**

Direct application of theory, operation, and delivery of respiratory care treatment protocols. Laboratory experience includes a hands-on approach to management and troubleshooting of respiratory care equipment. Patient care simulations are used to practice the respiratory care protocols of bronchial hygiene (including tracheal suctioning and airway clearance), aerosol medication delivery, tracheostomy care, and volume expansion therapy.

RESB 318 Clinical 2 Respiratory Protocols**2 credits**

16 hours of clinical experience per week performing patient assessments, tracheostomy care, aerosolized medication, volume expansion, and bronchial therapies. Observation of noninvasive ventilation for oxygenation management may be provided in the clinical setting. Case-based assessment in the clinical setting will be required. Students develop and present a patient case study.

RESB 320 Cardiopulmonary Monitoring**3 credits**

In-depth methods of monitoring the cardiopulmonary status of the patient. Focus is on methods of assessing the patient's status and response to therapy especially in the critical care and emergency room settings. The course focuses on noninvasive and invasive methods of assessing the patients' current hemodynamic and pulmonary status as well as response to therapy in the acute care and critical care settings.

RESB 324 Introduction to Critical Care**3 credits**

Introduction to various critical care concepts used to diagnose and manage the critically ill patient. Direct application of theory, basic operation, and delivery of respiratory care procedures and equipment for the intensive care patient. Specific topics will include: endotracheal intubation, advanced airways, resuscitation equipment, phases of ventilation, and basic modes of ventilation. Laboratory experience includes a hands-on approach designed to provide the student with authentic learning opportunities that allow the student to relate the concepts presented in this course to the clinical management of critically ill patients. Students are expected to complete the American Heart Association ACLS provider training.

RESB 326 Clinical 3 Diagnostics and Critical Care**2 credits**

16 hours of clinical experience per week performing pulmonary function testing in the acute care setting as well as ventilator initiation and patient-ventilator assessments in the critical care and sub-acute care settings.

RESB 330 Cardiopulmonary Pharmacology**3 credits**

Principles of general pharmacology, drug action, and dosage calculation. Includes indications, side effects, hazards, and mechanism of action regarding drugs used to treat the respiratory and cardiovascular systems. Case based application of bronchodilator, mucus controlling, surfactant, corticosteroid, non-steroidal antiasthma, aerosolized anti-infective, antimicrobial, neuromuscular, sedative, narcotic, diuretic, and cardiovascular agents are discussed. Students will recommend pharmacologic intervention with narcotic antagonists and benzodiazepine antagonists.

RESB 335 Pulmonary Diagnostics**3 credits**

A study of basic pulmonary function testing and equipment including arterial puncture and ABG analysis, spirometry, diffusion capacity, thoracic gas volume, exercise stress testing, and polysomnography. Students will evaluate results and perform quality control of pulmonary function equipment relating to diffusion capacity and lung volumes.

RESB 344 Introduction to Neonatal Pediatric Respiratory Care**3 credits**

Study of neonatal and pediatric cardiopulmonary assessment as well as the pathophysiology, clinical findings, and management of pediatric patients with various clinical disorders. Topics include cystic fibrosis, asthma, bronchitis, bronchiolitis, croup, epiglottitis, and trauma. Students review portions of the American Heart Association PALS program.

RESB 407 Critical Care Case Management**3 credits**

An in-depth study and direct application directed for the assessment and management of the critically ill patient. Laboratory experience provides a hands-on approach to ventilator set-up, management, and troubleshooting. Specific topics will include advanced modes of ventilation and use of ventilator graphics to assess ventilator dyssynchrony, patient response to therapy, ventilator weaning, and extubation.

RESB 408 Clinical 4 Respiratory Critical Care**2 credits**

16 hours of clinical experience per week performing ventilator initiation, patient-ventilator assessments, care of the ventilator patient, ventilator weaning, ventilator troubleshooting in the critical care and sub-acute care settings, and endotracheal intubation in the operating room. Clinical rotations will also include pediatric acute care experience.

RESB 410 Outpatient Respiratory Care Services**2 credits**

Study of the application of respiratory care protocols and use of equipment related to assisting the respiratory care patient in the outpatient settings. Special emphasis is placed on home care equipment, rehabilitation services, smoking cessation techniques, breathing techniques, patient education, case management, and disaster planning.

RESB 417 Advanced Practice in Neonatal Pediatric Respiratory Care**3 credits**

Study of pathologies associated with congenital malformation of the newborn. Students develop an understanding of surgical interventions and the implications for the respiratory care management of critically ill patients. Laboratory experience includes neonatal assessment, managing invasive and noninvasive mechanical ventilation, high-frequency oscillatory ventilation, medical gas administration, and bubble CPAP. Students are expected to complete the American Heart Association NRP and PALS provider training.

RESB 418 Clinical 5 Advanced Critical Care**2 credits**

Students will receive 16 hours of clinical experience per week. Critical care rotations may include ventilator initiation; patient-ventilator assessments; ventilator patient care; weaning; and troubleshooting in the critical care and sub-acute care settings. Specialty rotations may include neonatal intensive care, labor and delivery, pulmonary rehabilitation, and home health care. Students will serve as clinical teaching assistants (under the direction of the onsite clinical instructor) to junior respiratory care students in the general medical surgical areas. Students will complete and present a patient case study.

RESB 420 Respiratory Care Capstone**2 credits**

A study of professional topics as they relate to respiratory care. Emphasis on therapist-patient relations, ethical issues, cultural competence, and professionalism. Students will prepare a resume and practice interviewing. Directed study assists in preparation for the NBRC credentialing examinations.

RESB 426 Respiratory Care Summative Practicum**6 credits**

Concentrated clinical experience (360 hours) in all areas of respiratory care. Emphasis is on the development of independence in the practice of adult, pediatric, and neonatal respiratory care.

RTCA 114 Practicum I**1 credit**

An introductory internship of supervised practicum hours where the student acquires the knowledge and skills relevant to the use of radiologic methods and techniques. Focus is on the upper and lower extremities and the respiratory and abdominal systems and is correlated with RTCA 117 through demonstrations, practice sessions, and laboratory simulations.

Corequisites: RTCA 117

RTCA 115 Radiology in the Modern Medical World**1 credit**

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

Corequisites: RTCA 114, RTCA 117

RTCA 117 Radiologic Technology I**3 credits**

An introduction to the field of radiography, including: basic radiographic terms and principles; radiation safety and protection; radiation exposure and techniques; gross and radiographic anatomy of the chest, abdomen, upper and lower extremities and the bony thorax; radiographic positioning skills; compassionate patient care skills; radiographic terminology; and radiographic image identification and evaluation of the anatomic areas listed above. A laboratory component is included in this course.

Corequisites: RTCA 114, RTCA 115

RTCA 120 Patient Care**2 credits**

Basic patient care for the healthcare worker. One hour of lecture and two hours of skills laboratory each week. Sessions include discussions, demonstrations, and competency examinations covering: communication skills, vital signs, patient assessment, patient histories, body mechanics, infection control, oxygen administration, principles of drug administration, and sterile technique. A typed paper is required.

RTCA 121 Medical Terminology**1 credit**

Basic medical terminology used in healthcare professions, including correct spelling, abbreviations, word roots, and definitions. Includes lecture, assigned workbook exercises, and written tests.

RTCA 123 Practicum II**2 credits**

A continuing internship of supervised clinical practicum hours for acquiring the knowledge and skills relevant to the usage of radiologic methods and techniques. Focuses on the genitourinary system, spinal column, alimentary tract, and cranium, and is correlated with RTCA 127 through demonstrations, practice sessions, and laboratory simulations. A functional knowledge of Windows operations for the clinical setting is recommended.

Prerequisite: RTCA 114

Corequisites: RTCA 127

RTCA 127 Radiologic Technology II**3 credits**

A continuation of Radiologic Technology I. Includes discussions, demonstrations, radiographic image critique, and practice sessions over the radiologic examinations of the urinary system, alimentary tract, spinal column, and cranium. A laboratory component is included in this course.

Prerequisites: RTCA 117, 120

Corequisite: RTCA 123

RTCA 131 Practicum III**2 credits**

A continuing internship of supervised clinical practicum hours for acquiring the knowledge and skills relevant to the usage of radiologic methods and techniques. Focus is on portable/trauma, pediatric, surgical, and non-routine radiography and is correlated with RTCA 133 through demonstrations, practice sessions, and laboratory simulations. This course is competency-based. A functional knowledge of Windows operations for the clinical setting is recommended.

Prerequisite: RTCA 123

Corequisite: RTCA 133

RTCA 133 Radiologic Technology III**2 credits**

Radiologic examination of the non-routine skeletal procedures, pediatric radiography, the biliary system, and mobile/trauma applications of radiologic technology. Discussions and demonstrations of radiographic image critique are presented. A typed paper is required.

Prerequisites: RTCA 127

Corequisite: RTCA 131

RTCA 135 Fundamentals of Radiation and Generation I**2 credits**

An introductory study of X-ray generation, including fundamental X-ray generation; radiation protection; control of high voltage and electrical hazards; and methods of rectification. The student receives an introduction to the X-ray machine as well as an in-depth knowledge of electricity, magnetism, electromagnetism, electromagnetic radiation, digital imaging concepts, and the structure of the atom.

Prerequisites: MATH 105, PHYS 131

RTCA 137 Formulating Radiographic Technique**2 credits**

A study of the fundamental methods of producing high-quality radiographs with a minimum of patient exposure and cost. Reviews the effects of radiation on X-ray film and digital imaging receptors and how intensifying screens, grids, filters, and artifacts can affect the contrast, density, and image quality of the radiograph. Also includes a comparison of digital and film processes, and quality control issues relating to radiographic exposure. Knowledge of word processing and spreadsheets is required.

Prerequisite: RTCA 127

RTCA 210 Advanced Patient Care**2 credits**

Advanced skills and knowledge in patient care. Includes but is not limited to basic pharmacology for radiographers, emergency procedures, venipuncture, patient assessment and monitoring, drug administration, sterile procedures and setups, and basic laboratory values. Functional knowledge of word processing and presentation software such as Power Point are recommended.

Prerequisites: RTCA 120, 121

RTCA 215 Practicum IV**3 credits**

A continuing internship of supervised clinical practicum hours for acquiring the knowledge and skills relevant to the use of radiologic techniques. Focus is on mastering routine radiographic procedures covered in previous courses: trauma, surgery, and portable radiography; and semi-special radiologic procedures. Course is correlated with RTCA 221. A functional knowledge of Windows operations for the clinical setting is recommended.

Prerequisite: RTCA 131

Corequisite: RTCA 221

RTCA 217 Pathology for Radiographers**2 credits**

A study of structural and functional manifestations of diseases that includes pathologic processes of all major anatomic systems and developmental, acute, chronic, traumatic, and neoplastic diseases. Discussion centers on diseases related to imaging sciences. Lectures, discussions, and case presentations enhance the students' critical thinking skills.

Prerequisite: RTCA 133

RTCA 218 Fundamentals of Radiation and Generation II**3 credits**

A continuation of Fundamentals of Radiation and Generation I with special emphasis on modern X-ray tubes; processing; X-ray production and interaction with matter; digital imaging applications; radiographic film and recording devices; grids; three-phase generators; basic X-ray circuits; fluoroscopy; and image intensifiers. Also includes quality assurance and quality control issues relating to radiographic exposure.

Prerequisite: RTCA 135

RTCA 221 Radiologic Technology IV**1 credit**

A continuation of Radiologic Technology I, II, and III provides a cognitive knowledge of special and semi-special imaging procedures and enables the student to understand and experience them in the clinical setting. Subjects include, but are not limited to: angiography, interventional procedures, myelography, arthrography, tomography, computed tomography, digital radiography, magnetic resonance imaging, mammography, and examinations of the reproductive system.

Prerequisites: RTCA 133, 137

Corequisite: RTCA 215

RTCA 222 Principles of Radiobiology**1 credit**

A study of the biological effects of ionizing radiation. Emphasis is on the basic concept of radiation dose and the interactions of radiant energy with living matter. Mutagenesis, carcinogenesis, embryonic and fetal effects, and other topics relevant to medical applications of ionizing radiation are stressed, as well as developing strategies for applying proper radiation protection principles. A typed paper is required.

Prerequisites RTCA 218, 217

RTCA 239 Practicum V**3 credits**

The fifth semester of supervised clinical practicum hours. Focus is on the application of knowledge and skills relevant to the usage of radiologic methods and techniques. The student demonstrates final competency in a wide variety of radiographic procedures. Functional knowledge of Windows operations for the clinical setting is recommended.

Prerequisite: RTCA 215

RTCA 292 Radiology Simulated Registry**2 credits**

Prepares the second-year student radiographer for the ARRT Registry Examination through review and simulated registry examinations.

Prerequisite: All RTCA courses from semesters 1 to 4

Corequisites: RTCA 217

RTCA 295 Independent Study in Radiologic Technology**1-3 credits**

An individualized independent study with the advice and approval of the radiologic sciences and imaging department faculty. The student may pursue the study of a specific area of radiologic technology such as research, laboratory experimentation, or both. Topics must be mutually agreed upon by the student and the instructor before registration.

SLHP 330 Global Health**2 credits**

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. Course includes service-learning hours completed after the conclusion of all didactic materials. Students not enrolled as service learning honors scholars may take course with permission of instructor(s) and their academic advisors.

SLHP 331 Health Care Needs of Underserved Populations**2 credits**

Introduction to the health care needs of underserved populations in the United States. Health and illness problems of diverse groups in the United States are discussed, including but not limited to: 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**

Introduction to the development and application of leadership skills with an emphasis on service in the local community. Students interact with College administration and Kettering Health Network leaders. Application of the topics includes contributing to and leading service projects. Students set goals and collectively perform beyond the limits of individual accomplishment.

SLHP 333 Scholarship and Service**2 credits**

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 can participate in and shape a scholarly project with Kettering Health Network leadership through the Innovation Center.

SOCI 115 Principles of Sociology**3 credits**

A general introduction to the basic forms of human association and interaction, dealing with social processes, institutions, cultures, and personality.

SOCI 226 Marriage and the Family**3 credits**

A study of the family as a social institution with emphasis on dating, love, courtship and marriage, sex, child-rearing, marital problems, and divorce.

SOCI 295 Independent Study in Sociology **1-3 credits**

Independent study is available primarily for transfer students whose previous coursework does not meet content or credit equivalency. Other extenuating circumstances may also require the use of an independent study. A student must submit the independent study request form, available from the records office, before an independent study is granted. Permission is given on an individual basis.

SOCI 304 Modern Social Problems **3 credits**

A concentration on major social problems in America. Content varies from semester to semester. Includes historical development, current status, and analysis using major social theories.

SOCI 320 Topics in Social Science **3 credits**

An exploration of various issues associated with sociology and psychology.

SOCI 325 Topics in Cultural Studies **1-4 credits**

Study of one of the traditional areas of cultural studies. Lectures, laboratory times, and prerequisites will vary according to the topic offered.

SOCI 375 Cultural Diversity in Health Care **3 credits**

Study of the principles of cultural diversity specifically applied to the healthcare setting. Explores social and cultural dimensions of health and healthcare and assessment and intervention techniques appropriate to specific cultural groups.

Prerequisites: ENGL 101 or equivalent and acceptance into a College major

SONO 205 Introduction to Sonography **2 credit**

An introduction to the profession of diagnostic medical sonography and the role of the sonographer. Emphasis on sonographic terminology, basic protocols, communication, and professionalism in the clinical setting; history of ultrasound, accreditation, professional organizations, and registry significance will be presented. Trajecsyst, an online clinical tracking tool, will be introduced.

SONO 300, 305, 310 Clinical Sonography I, II, III **4 credits each**

Consecutive clinical sonography courses are an internship of supervised clinical practicum hours in which the student acquires the knowledge and skills relevant to abdominal, vascular, and gynecological sonography specialties. Students must achieve specific levels of clinical competence before advancing to the next clinical course.

SONO 301 Sonographic Physics and Instrumentation I **2 credits**

The first course in a two-course series of sonographic physics and instrumentation covering basic principles. Topics include sound wave anatomy and properties, attenuation, echoes, piezoelectricity, transducers, focus, resolution, and imaging instruments.

SONO 302 Sonographic Physics and Instrumentation II **2 credits**

The second course in a two-course series of sonographic physics and instrumentation covering basic principles. Topics include hemodynamics, Doppler equation, Doppler angle, color Doppler principles, color maps, continuous-wave and pulsed-wave Doppler, spectral analysis, spectral display, ultrasound artifacts, and bioeffects.

Prerequisite: SONO 301

SONO 305 Clinical Sonography II **4 credits**

See description for SONO 300, 305, 310 Clinical Sonography I, II, III

SONO 306 Abdominal Sonography I **4 credits**

The first course in a two-course series covering sonographic imaging of the abdomen and small parts. General principles of sonography scanning procedures, lab values related to patient disease processes, ultrasound characteristics of the various organs, and pathology of the abdominal vasculature, liver, biliary system, pancreas, and spleen will be discussed.

SONO 307 Abdominal Sonography II **3 credits**

The second course in a two-course series covering sonographic imaging of the abdomen and small parts. Scanning procedures, lab values, ultrasound characteristics, and pathology of the gastrointestinal tract, kidneys, urinary tract, adrenal glands, prostate, thyroid, breast, and scrotum will be discussed.

Prerequisite: SONO 306

SONO 310 Clinical Sonography III **4 credits**

See description for SONO 300, 305, 310 Clinical Sonography I, II, III

SONO 311 Vascular Sonography I **4 credits**

The first course in a two-course series covering the study and uses of sonography in the diagnosis of vascular disease. Basic protocols for performing vascular sonography including carotid, lower-extremity, and upper-extremity arterial testing will be discussed. Indications, patient history, physical examinations, imaging techniques, and arterial pathology will be covered in depth.

SONO 312 Vascular Sonography II**3 credits**

The second course in a two-course series covering the study and uses of sonography in the diagnosis of vascular diseases. Duplex, pulsed, and continuous-wave Doppler velocimetry and plethysmography testing of peripheral, intra/extracranial systems will be studied. Test validation, disease epidemiology, and therapeutic intervention in vascular disease will also be presented.

Prerequisite: SONO 311

SONO 316 Cardiac Testing**1 credit**

An introductory course that covers various forms of cardiac testing excluding echocardiography. Basic ECG interpretation and the principles of ECG, Holter monitoring, an introduction to cardiac catheterization, and cardiac stress testing will be covered.

SONO 321 Gynecological Sonography**2 credits**

Applications and scanning methods including transabdominal and transvaginal imaging of the female pelvis. Gynecologic pathology including tumors, pelvic inflammatory diseases, and congenital pelvic pathology will be presented. The menstrual cycle and its relationship to the sonographic appearance of reproductive organs and surrounding anatomy will be studied in depth.

SONO 395 Independent Study in Sonography**1-3 credits**

An individualized course in which the student may investigate a special topic related to diagnostic medical sonography. The student will design a project and present it to the instructor for final approval.

Prerequisite: Approval from department chair

SONO 400, 405 Clinical Sonography IV, V**4 credits each**

Consecutive clinical sonography courses are an internship of supervised clinical practicum hours in which the student acquires the knowledge and skills relevant to obstetrical sonography and echocardiography specialties. Students must achieve specific levels of clinical competence before advancing to the next clinical course and final clinical externship.

Prerequisite: SONO 310

SONO 401 Echocardiography I**4 credits**

The first course in a two-course series covering the study and use of sonographic imaging as it relates specifically to the heart. Two-dimensional imaging as well as M-mode and Doppler testing in the detection of diastolic dysfunction and valvular and ischemic heart disease will be studied. Specialty echocardiographic examinations such as transesophageal, stress, and contrast studies will be introduced.

SONO 402 Echocardiography II**3 credits**

The second course in a two-course series covering the study and use of sonographic imaging as it relates specifically to the heart. Pathophysiology of cardiac and pericardial disease processes, prosthetic heart valves, and cardiac tumors will be covered. An introduction to pediatric echocardiography and congenital heart defects will also be included in this course.

Prerequisite: SONO 401

SONO 405 Clinical Sonography V**4 credits**

See description for SONO 400, 405 Clinical Sonography IV, V

SONO 406 Registry Review**2 credits**

A review class to prepare for the sonography registry examinations offered by the American Registry of Diagnostic Medical Sonography (ARDMS). This course consists of comprehensive review and simulated examinations in abdomen and small parts, vascular, obstetrics and gynecology, and adult echocardiography.

Prerequisite: SONO 405

SONO 408 Seminar/Capstone**1 credit**

A senior capstone course that emphasizes professional ethics, legal issues in sonography, informatics, resume writing, and employment opportunities.

SONO 410 Clinical Externship**4 credits**

A final clinical practice experience offered during the final semester of the sonography curriculum. Students may use this practicum as an opportunity to integrate their experience from the previous two years and select a sonography specialty or specialties in which to do their rotations. Practicum experiences may take place at any site in which the students are under the supervision of a physician or registered sonographer, vascular technologist, or echocardiographer. New outside clinical affiliations may be sought. The student is responsible (under the guidance of the clinical coordinator) for the arrangement of these experiences.

Prerequisite: SONO 405

SONO 411 Special Project in Sonography**2 credits**

Allows students to pursue advanced learning experiences in various aspects of diagnostic medical sonography. Students will develop a project in consultation with a sonography faculty advisor. This course is offered as a senior project course but may be substituted with a sonography specialty course.

SONO 425 Obstetrical Sonography I**3 credits**

Applications and scanning methods of obstetrical sonography will be the focus of this course. Sonographic examination in early pregnancy, estimation of gestational age, first-trimester screening, and fetal anatomy will be presented. Pathology associated with pregnancy will be discussed. Maternal disease and its role in pregnancy will be studied.

Prerequisite: SONO 321

SONO 426 Obstetrical Sonography II**3 credits**

A continuation of Obstetrical Sonography I. The placenta, late pregnancy, abnormal growth and development, and special procedures will be presented. The application of sonography in the diagnosis and treatment of infertility will also be studied.

Prerequisite: SONO 425

SPAN 101 Spanish Culture and Communication I**3 credits**

Designed to develop basic communication skills in speaking, listening, reading, and writing the Spanish language. Strong emphasis will be given to cultural aspects of the language and Spanish-speaking communities. This course is for beginners with no previous exposure to the Spanish language.

SPAN 102 Spanish Culture and Communication II**3 credits**

Designed to continue developing basic communication skills in speaking, listening, reading, and writing the Spanish language. Strong emphasis will be giving to understanding and producing conversations and dialogues in the target language. Culture continues to be an important component of the course. Previous knowledge of Spanish is required.

Prerequisite: SPAN 101

SPAN 301 Spanish for Health Professions**3 credits**

A hands-on study of the Spanish language and culture related to health professions. Students gain familiarity with basic written and oral vocabulary for the assessment of Spanish-speaking patients in a variety of settings. A major component of the course is a service-oriented project in the community. Previous basic experience with the Spanish language is required.

Prerequisites: placement exam; one semester of college-level Spanish.

Administration

BOARD OF DIRECTORS: OFFICERS

WALLY SACKETT, MHA, FACHE

President

Kettering Medical Center

FRED MANCHUR, VICE CHAIR

CEO

Kettering Health Network

NATE BRANDSTATER, PHD, SECRETARY

President

Kettering College

MEMBERS

WINSTON BALDWIN, MDIV

Senior Pastor

Centerville SDA Church

Centerville, Ohio

MADELYN CALLENDER, RN, MSN, CNP

Kettering, Ohio

BOB CUNDIFF, MDIV

President

Ohio Conference, SDA

Dayton, Ohio

JOHN W. JERVIS, CIMA

Vice President, Financial Consultant

Merrill Lynch

Dayton, Ohio

BRENDA KUHN, PHD, RN

CNO and Vice President, Patient Care
Services

Kettering Health Network

GEORGE LEWIS

President

Kettering Physician Network

DEREK MORGAN, MED

Vice President, Human Resources

Kettering Medical Center

PHILLIP PARKER, CAE, CCE

President and CEO

Dayton Area Chamber of Commerce, retired

Dayton, Ohio

DONOVAN ROSS, PHD

Vice President for Education

Columbia Union Conference, SDA

Columbia, Md.

ROBERT SMITH, MD

Director of Medical Education

Kettering Medical Center

DAVE WEIGLEY, MBA

President

Columbia Union Conference, SDA

Columbia, Md.

INVITEES

WENDI BARBER, CPA, MBA

Chief Financial Officer

Kettering Medical Center

SCOTT BENNIE, DSC

Dean for Institutional Effectiveness and

Dean of Academic Affairs

Kettering College

ADAM BROWN, MS

Dean for Student Success

Kettering College

NICHOLAS HENSON, MBA

Director of Finance and Administration

Kettering College

PAULA REAMS, PHD, APRN, CNP, CNE, LMT

Dean of Nursing

Kettering College

RICK THIE, CHFC, CWS

President

Kettering Medical Center Foundation

THE COLLEGE

Kettering College is the educational division of Kettering Medical Center, which in turn is part of the Kettering Health Network.

The College opened in 1967, and like the hospital next door, it was part of the original vision of Eugene and Virginia Kettering, Charles F. Kettering's son and daughter-in-law. Eugene and Virginia Kettering wanted education to be a key feature of the institution they worked so hard to establish, and programs in nursing, respiratory care, and radiologic technology came into being at the start. In 1969, 66 students made up the first graduating class.

The physician assistant program started in 1973; the diagnostic medical sonography program began in 1981. The College's first four-year degree, in health professions, came into being in 1997, and a bachelor's degree in nursing followed in 2001. In 2006, the College began offering a bachelor's in human biology and a master's degree in physician assistant studies. In 2014, the College gained approval to offer a doctoral degree in occupational therapy.

OFFICERS OF THE COLLEGE

Chairman of the Board: Wally Sackett, MHA, FACHE

President: Nate Brandstater, PhD

EXECUTIVE TEAM

Dean for Student Success: Adam Brown, MS

Director of Finance and Administration: Nicholas Henson, MBA

Dean of Academic Affairs: Scott Bennie, DSc

Dean of Nursing: Paula Reams, PhD, APRN, CNP, CNE, LMT

GENERAL STAFF

ADMISSIONS AND RECORDS

Senior Information Officer: Jim Nesbit, MBA

Registrar: Robin Vanderbilt, MEd

LIBRARIES

Senior Information Officer: Jim Nesbit, MBA

Interim Director: Pamela Stevens, MLIS

STUDENT SERVICES

Dean for Student Success: Adam Brown, MS

Director of Student Finance: Kim Rawlins, BS

Director of Student Life: Ben Hotelling, MS

Director of the Residence Hall: Ben Hotelling, MS

BUSINESS

Director of Finance and Administration: Nicholas Henson, MBA

Treasurer*: Ed Mann, BS

Vice President of Human Resources*: Timothy Dutton

(*Kettering Health Network positions)

ACCREDITATIONS

THE COLLEGE

The Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities (AAA) approved the opening of Kettering College in September 1967. The Ohio Board of Regents authorized the degrees in March 1968. The Higher Learning Commission (1230 S. LaSalle St., Suite 7-500, Chicago, IL 60604-1413; 800-621-7440) granted correspondent standing in July 1968, candidate standing in July 1970, and full accreditation in March 1974. The College has been approved by the respective U.S. government agencies for acceptance of foreign students and for student eligibility under the U.S. Department of Veterans Affairs education benefits and the U.S. Department of Education and Health and Human Services loans and grants. Individual professional curricula are approved as follows:

DIAGNOSTIC MEDICAL SONOGRAPHY

The diagnostic medical sonography program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), 9355 113th St. N, #7709, Seminole, FL 33775; phone: 727-210-2350; fax: 727-210-2354; email: mail@caahep.org, upon recommendation by the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS), 6021 University Blvd., Suite 500, Ellicott City, MD 21043; phone: 443-973-3251; fax: 866-738-3444; jrcdms.org.

NURSING

The Bachelor of Science in Nursing (BSN) prelicensure program has been granted full approval from the Ohio Board of Nursing, 17 S. High St., Suite 660, Columbus, OH 43215-3466. The Bachelor of Science in Nursing (BSN) prelicensure and Bachelor of Science in Nursing

(BSN) completion programs are accredited by the Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326; 404-975-5000; www.acenursing.org.

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), 6116 Executive Blvd., Suite 200, North Bethesda, MD 20852-4929; 301-652-AOTA; www.acoteonline.org. Graduates of the program are 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 is an Occupational Therapist, Registered (OTR). All states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT certification examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

PHYSICIAN ASSISTANT STUDIES

The physician assistant studies program at Kettering College is accredited through the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), 3325 Paddocks Parkway, Suite 345, Suwanee, GA 30024.

RADIOLOGIC SCIENCES AND IMAGING

Opened in 1965 as the Kettering Memorial Hospital School of Radiologic Technology, the radiologic technology program has been accredited by the Joint Review Committee on Education in Radiologic Technology, 20 N. Wacker Dr., Suite 2850, Chicago, IL 60606-3182, since that time. The advanced imaging programs are accredited within the scope of the College's regional accreditation process. The nuclear medicine program is accredited by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT), 2000 W. Danforth Road, Suite 130, No. 203, Edmond, OK 73003; 405-285-0546; www.jrcnmt.org/.

RESPIRATORY CARE

The respiratory care program is approved by the State Medical Board of Ohio, 30 E. Broad St., 3rd Floor, Columbus, OH 43215. The respiratory care, Kettering College program is accredited by the Commission on Accreditation for Respiratory Care (CoARC), 264 Precision Blvd, Telford, TN 37690; 817-283-2835.

Faculty

The date following the name indicates the year the faculty member began employment at Kettering College. The date following the faculty member's academic rank indicates the year in which that rank was granted.

DEVON ADAMS, 2018

RN

MSN Jacksonville University

BSN Cedarville University

Assistant Professor, Nursing, 2019

SUSAN AEBKER, 2014

OTR/L

DHSc University of Indianapolis

MHS University of Indianapolis

BS-OT Ohio State university

AS Kettering College Professor,

Occupational Therapy, 2018

PATRICK F. ALLAN, 2019

MD Rush Medical College

BS Northern Illinois University

Board Certification: Internal Medicine,

Pulmonary Medicine, Critical Care, Sleep

Medicine, Neurocritical Care, Interventional

Pulmonology

Medical Director, Respiratory Care, 2019

HOPE APPELBAUM, 2003

RRT

MEd Northcentral University

BS Wright State University

AS Kettering College

Associate Professor, Respiratory Care,
2021

ASHLEY BARNETT, 2018

RN

MS Wright State University

BSN Wright State University

Assistant Professor, Nursing, 2018

LOREN BARNHURST, 2019

PhD University of Denver

BS Andrews University

Professor, Human Biology, 2019

SCOTT BENNIE, 2019

PT, FNAP

DSc Loma Linda University

MBA La Sierra University

MPT Loma Linda University

BS Loma Linda University

Dean, Institutional Effectiveness, 2019

Dean, Academic Affairs, 2021

MARISA BLAHOVICH, 2015

RN

MS Nursing Education Andrews University

BSN Faculdade Adventista de Enfermagem

SP, Brazil

Associate Professor, Nursing, 2015

MEGAN BONK, 2018

MPA-C

MPAS Kettering College

BS Kettering College

Assistant Professor, Physician Assistant
Studies, 2018

ERICKA BRANDAU, 2017

MS Purdue University

BS Cedarville University

Assistant Professor, Sciences and
Mathematics, 2021,

Science Laboratory Coordinator, 2017

SARAH BRANDELL, 2020

PA-C

MPAS Kettering College

BS Ohio State University

Assistant Professor, Physician Assistant
Studies, 2020

NATE BRANDSTATER, 2014

PhD University of California, Los Angeles

MBA La Sierra University

AB Occidental College

President, 2014

LAURIE BROMAGEN, 2004

MS University of Maryland

BS Wright State University

Associate Professor, Sciences and
Mathematics, 2017

ADAM BROWN, 2016

MS Bay Path University

BS Southern Adventist University

Dean, Student Success, 2018

MARIA RANKIN-BROWN, 2021

PhD Indiana University of Pennsylvania

MA University of Northern Colorado

BS Pacific Union College

Professor, Humanities, 2021

ANNE COLLIER-FREED, 2015

PhD Fuller Theological Seminary

MA Andrews University

BA Pacific Union University

Associate Professor, Religion, 2015

MICHAEL DAVIS-CHESHIRE, 2016

OTR/L

OTD Indiana University

MOT Texas Woman's University

BA University of Texas at Arlington

Associate Professor, Occupational Therapy,
2016

RHONDA DAVIS-CHESHIRE, 2015

OTR/LOTD Indiana University
MOT Texas Woman's University
BS Atlantic Union College
Associate Professor, Occupational Therapy,
2021

PAUL A. DELANGE, 1982

PhD University of Dayton
MS Miami University
BA Cedarville College
Professor, Sciences and Mathematics, 1995
Chair, Sciences and Mathematics, 2011

ELIZABETH DIEM, 2018

PA-C
MPAS Kettering College
BS Wright State University
Assistant Professor, Physician Assistant
Studies, 2018

ADELAIDE DURKIN, 2007

RRN, COI, CNE
MS Loma Linda University
BSN Centro Universitario Adventista
Associate Professor, Nursing, 2010

JONATHAN ENGELMAN, 2011

PhD University of Cincinnati
MA Western Michigan University
BS Walla Walla University
Associate Professor, Sciences and
Mathematics, 2017

BEVERLY J. ERVIN, 1998

RRT, RPFT, RCP
PhD University of Dayton
MSA Central Michigan University
BA Antioch University
AS Kettering College
Director, Academic Support, 2011
Title IX Program Coordinator, 2018
Professor, Academic Support, 2013

KATHERINE FERRELL, 2021

RN, OMS, WCC
MSN Chamberlain University
BSN Kettering College
RN Kettering College
Assistant Professor, Nursing, 2021

ALISA FRENCH, 2006

RRT-NPS, COI
MBA Wright State University
BS Wright State University
AS Kettering College
Associate Professor, Respiratory Care,
2010
Chair, Respiratory Care, 2018

MELONNIE FURGASON, 2013

PhD University of Massachusetts Medical
School
BA Spring Arbor University
Associate Professor, Human Biology, 2017
Chair, Human Biology, 2018

SCOTT GARDNER, 2018

MMD, FACS

MD, Loma Linda University, 1985

BS Chemistry, Andrews University, 1981

Board Certification: General Surgery

Professor, Physician Assistant Studies,
2018

Medical Director, Physician Assistant
Studies, 2018

ALISON GIESE, 2021

PA-C

MPAS Kettering College

BA University of Cincinnati

Assistant Professor, Physician Assistant
Studies, 2021

LIZ GOLBA, 2013

RRRT-NPS, RPFT, COI

MEd Northcentral University

BS University of Dayton

AS Sinclair Community College

Associate Professor, Health Sciences, 2020
Chair, Health Sciences, 2021

Associate Director, Online, Professional,
and Continuing Education, 2021

JILL-RENAE GULCZINSKI, 2006

PA-C

MSHS George Washington University

BS State University of New York-
Binghamton

Associate Professor, Physician Assistant
Studies, 2015

SHIRNA GULLO, 2020

RN

DNP Capella University

MSN Southern Adventist University

BSN Grambling State University

Assistant Professor, Nursing, 2020

CYNTHIA HAMMOND, 2019

RN

PhD Capella University

MS Texas Woman's University

MSN University of Phoenix

Assistant Professor, Nursing, 2019

CYNTHIA HASSEMAN, 2021

RN

DNP American Sentinel College of Nursing
at Post University

MSN/Ed Kaplan University

BSN University of Southern Mississippi

AA Mississippi Gulf Coast Community
College

Associate Professor, Nursing, 2021

SHANESE L. HIGGINS, 2014

OTR/L

DHSc University of Indianapolis

MOT University of Indianapolis

BS University of Dayton

Associate Professor, Occupational Therapy,
2014

Acting Department Chair, Occupational
Therapy, 2018

ROBERT HOOVER, 1996

RT(R)

MA University of Central Florida

BS University of Central Florida

AS Kettering College

Associate Professor, Radiologic Sciences
and Imaging, 2007

MELINDA HOPKINS, 2016

RN

MSN Chamberlain College of Nursing

BSN Chamberlain College of Nursing

ASN Kettering College

Assistant Professor, Nursing, 2016

LISA HUBER, 2004

RRN, COI

MSN Walden University

BSN University of Cincinnati

AS Kettering College

Associate Professor, Nursing, 2013

TUTA IONESCU, 2011

RT(R)(CT)

EdD University of Phoenix

MSHSA University of St. Francis

BA University of St. Francis

AS Sinclair Community College

Coordinator, Service Learning Honors
Program, 2020

Professor, Radiologic Sciences and
Imaging, 2017

Chair, Radiologic Sciences and Imaging,
2017

RACHELLE JANNING, 2020

OTR/L

OTD Thomas Jefferson University

MS Ohio State University

BS Ohio State University

Assistant Professor, Occupation Therapy,
2020

IDAMAE JENKINS, 2017

RT(R)

MA Northern Arizona University

BS Andrews University

AS Kettering College

Assistant Professor, Radiologic Sciences
and Imaging, 2017

NICHOLAS JOHNSTON, 2021

RRT

MBA Indiana Wesleyan University

BS Boise State University

AS Kettering College

Assistant Professor, Respiratory Care, 2021

TIFFANY LESTER, 2017

OTR/L

OTD Rocky Mountain University of Health
Professions

BS Eastern Michigan University

Associate Professor, Occupational Therapy,
2017

CHIOMA LINDO, 2018

OTR/L

MS D'Youville College

BS D'Youville College

BA University of Windsor

Assistant Professor, Occupational Therapy,
2018

JEANNETTE LITTLE, 2018

RN

DNP Wright State University

MSN University of New Mexico

MS Michigan State University

BSN Wright State University

Associate Professor, Nursing, 2018

CHRISTINE MARRIOTT, 2020

MPA-C

MPAS Kettering College

BS Cedarville University

Assistant Professor, Physician Assistant
Studies, 2020

BETH MAXWELL, 1999

RVT, RDCS, RDMS(AB/OB)

BS University of Dayton

AS Kettering College

Assistant Professor, Diagnostic Medical
Sonography, 2005

VAIL MCGUIRE, 1988

PhD Miami University

MA Wright State University

BA Wittenberg University

Professor, Humanities, 2008

BEVERLEY MCLEAN, 2006

RN

MS Walden University

BS Rutgers University

BS Gordon College

Associate Professor, Nursing 2015
Nursing Coordinator, IPE Simulation Center,
2019

DANIELLE MCPECK, 2017

OTR/L

OTD University of Toledo

BS Bowling Green State University

Assistant Professor, Occupational Therapy,
2017

LAURA MILLER, 2013

MA University of Dayton

BA Cedarville University

Associate Professor, Humanities, 2017

Director, Writing Center, 2015

RACHEL MOUTOUX, 2008

RDMS(AB/OB)

MEd Wright State University

BS Kettering College

AS Kettering College

Associate Professor, Diagnostic Medical
Sonography, 2017

Clinical Coordinator, Diagnostic Medical
Sonography, 2020

CHISHIMBA NATHAN MOWA, 2021

PhD Hokkaido University

MVM Glasgow University

BVM University of Zambia

Professor, Human Biology, 2021

Associate Dean, Research, 2021

JANE NESBIT, 2004

MA Ohio State University

BS Columbia Union College

Associate Professor, Sciences and
Mathematics, 2008

JOHN NUNES, 2018

PhD Capella University
MBA Old Dominion University
BS University of TN-Chattanooga
Professor, Business Administration, 2018
Director, Online, Professional, and
Continuing Education

NICOLE ORIAN, 2021

RN
DNP University of Pittsburgh
MSN Nebraska Wesleyan University
BSN Union College
AS Union College

CYNTHIA PARKER, 2000

RRN, COI
PhD Walden University
MS Andrews University
MSPH Walden University
BSN Andrews University
AS Sinclair Community College
Professor, Nursing, 2014

DAVID PRICE, 2005

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

L. SUSAN MCLAUGHLIN PRICE, 1991

RRDMS, RVT
PhD University of Dayton
MS University of Dayton
BS Park College
AS Central Ohio Technical College
AS Kettering College
Professor, Diagnostic Medical Sonography,
2009
Chair, Diagnostic Medical Sonography,
1999

RANDA K. QUALE, 1993

MS Wright State University
BS Dana College
Associate Professor, Sciences and
Mathematics, 2006

PAULA K. REAMS, 1987

AAPRN, CNP, CNE
NP Certificate Indiana State University
PhD University of Dayton
MS Wright State University
BSN University of Cincinnati
Professor, Nursing, 2006
Dean of Nursing, 2020

VANESSA ROGERS, 2018

MPA-C
MPAS Kettering College
BSN University of Cincinnati
Assistant Professor, Physician Assistant
Studies, 2018

KATHLEEN SALGADO, 2001

MLS Kent State University
BS University of Dayton
Associate Professor, College Library, 2006

TIM SCANLON, 2013

PA-C

PA-CMS A.T. Still University

BS Kettering College

AS Kettering College

Associate Professor, Physician Assistant
Studies, 2017

Chair, Physician Assistant Studies, 2020

DANIEL L. SCHOUN, 1999

MS Wright State University

MS Andrews University

BS Andrews University

Coordinator, Academic Advising, 2018

Associate Professor, Sciences and
Mathematics, 2013

DENISE SEKERAK, 2001

RN

PhD Northcentral University

MSN Wright State University

BSN Miami University

ASN Kettering College

Chair – Professional Practice, Nursing,
2017

JEAN STIVERS, 2011

RRN, RNC-OB, CNE

MS Regis University

BSN Andrews University

Associate Professor, Nursing, 2011

TARYN TALBOTT, 2008

MMRSO(MRSC), RT(R)(CT)(MR), COI

MS University of Phoenix

BS Kettering College

AS Kettering College

Associate Professor, Radiologic Sciences
and Imaging, 2012

JOAN K. ULLOTH, 1983

RRN, CNE

PhD Andrews University

MSN Loyola University

BSN Southern College

AS Southern College

Professor, Nursing, 1999

DEBORAH WARREN, 2011

RN, CNS

MSN-CNS Wright State University

MSN Wright State University

AS Kettering College

Assistant Professor, Nursing, 2020

CORY WETTERLIN, 2018

PhD Andrews University

MDiv Andrews University

BA in Religion Andrews University

Assistant Professor, Humanities, 2018

Interim Chair, Humanities, 2021

SHAWNIA WILBORNE, 2021

RDMS, RDCS, RVT

BA Virginia Polytechnic Institute & State
University

AS Kettering College

Assistant Professor, 2021

PAMELA WIREMAN, 2020

PA-C

MPAS Kettering College

BSHP Kettering College

Assistant Professor, Physician Assistant
Studies, 2020

**ADJUNCT FACULTY,
LECTURERS, CLINICAL INSTRUCTORS**

Nancy Andrews, MSN, RN

Sungin Ahn, PhD

Raj Attiken, DMin, BA

Stephanie M Balsom, MPH, BSN

Laura Barajas, MSN, RN

Edith Briton, MA

Amber Bryd, OTD, OTR/L

Kathy Cameron, BS

Steve Carlson, MA

Ann Case, MA

Jenna Clark, MSN, RN

Beverly Cobb, PhD

Christina Collins, MSN, RN

Kathy Craft, BSN, RN

Charm Damon, MA

Emily Duff, MSN, RN

Jackelyn Dursch, MBA, BSN, RN

Lauren Dynes, MSN, RN

Katherine Ferrell, MSN, RN

Alyssa Foll, MA

Chad Ford, BSN, RN

William Fry, BSN, RN

Brett Graham, BSRT, RRT-NPS, RCP

Carolyn Gersch, PhD

Gina Gray, BSN, RN

Kimberly Hatcher, MSN, RN

Hannah Hawkins, BSN, RN

Catherine Healey, MSN, RN

Mary Hindbaugh, BSN, RN

Diana Hollen, BSN, RN

Rob Hoover, MA

Christina Howell, OTD, OTR/L

Lydia James, BSN, RN

Trent Jones, BSN, RN

Michelle Kolp, MSN, RN

Angela Kuck, BSN, RN

Pamela Marion, MSN, RN

Shannon Maxwell, MBA

Erin McKibben, MSN, RN

Brittany McReynolds, BSN, RN

Paul Mikov, MA

Lisa Moller, MF

Rachel O'Neal, BSN, RN

Justina Orr, PhD

Amy Ortiz-Moretta, MA

Jackie Palmer, PhD

Dawn Parton, BSN, RN

Ruth Paulus, MS, MDiv, RN

Alexandra Perry, PhD

Marsha Pippenger, MA

Zack Plantak, PhD

Johnny Ramirez-Johnson, PhD

Kelly Razor, MSN, RN

Robert Reeder, MA

Steve Rhude, MBA

Anna J. Rinholen, OTD, OTR/L

Greg Rittenhouse, BS, RRT, RCP

Kelly Roberts, BSN, RN

Claudette Ross, MSN, RN

Susan Smith, MS, RN
Van Spitler, BSN, RN
Debra Stump, DNP, RN
Sandra Swanson, MSN, RN
Amanda Switzer, BSN, RN
Keren Tanguay, MDiv
Sukira Totty, BSN, RN
Jenni Townsend, BSN, RN

Jude Venanzi, MSN, RN
Jane Von Dohre, MSN, RN
Kay Vorholt, MSN, RN
Lynette Williams, DNP, RN
R. Timothy Willsey, MEd, BS
Holly Woods, BSN, RN
Ashley Ziegler, MSN, RN

Staff

ACADEMIC OFFICES

Dean of Academic Affairs, Administrative

Assistant: Renee Fite, 2021

Division of Arts and Sciences/Radiologic

Technology, Office Assistant: Cathy

Roth, 2011

AS Grand Rapids Baptist College (now
Cornerstone University)

Health Sciences, Office Assistant: Tera

Weber, 2019

AS Southwestern College of Business

Nursing, Office Assistant: Jessica Allen, BA
2018

Nursing, Administrative Assistant: Courtney

Sewell, 2019

Nursing Clinical Coordinator: Mary Harden,

2017

Occupational Therapy, Office Assistant:

Mary Kay Cobb, 2016, BS

Occupational Therapy, Site Office

Coordinator/Academic Advisor and

Ponitz Pipeline Coordinator: Pamela
Wilson, 2001

BS Wilberforce University

Physician Assistant, Office Assistant:

Valerie Pequignot, 2019

Physician Assistant, Clinical Coordinator:

Lona Blake, 2003

BS Nyack University

Physician Assistant, Admissions

Coordinator: Mary Guzman, 2009

BA Western Michigan University

Respiratory Care / Sonography, Office

Assistant: Sandy Tuttle, 2012

AS Milligan College

ACADEMIC SUPPORT

Director of Academic Support Services:

Beverly Ervin, PhD (Faculty)

ADMISSIONS

Director of Admissions: Katrina Hill, 2014

BS Pacific Union College

Admissions Counselor: Heather Mays, 2016

ALUMNI

Director of Alumni Relations and Career

Services: Mindi Collins, 2021

BS in Business Administration,

University of Phoenix

BUSINESS

Director of Finance and Administration:

Nicholas Henson, MBA

Treasurer*: Ed Mann, BS

Vice President of Human Resources*:

Timothy Dutton

(*Kettering Health Network positions)

CAREER SERVICES

Ben Hotelling, 2016

MS Wright State University

BS Andrews University

CHAPLAIN

Campus Chaplain: Steve Carlson, 2015

BS Union College

BA Union College

MA Andrews University

ENROLLMENT SERVICES

Dean for Student Success: Adam Brown

MS Bay Path University

BS Southern Adventist University

INFORMATION TECHNOLOGY

Senior Information Officer: Jim Nesbit, 2005

MBA Washington State University

BS Walla Walla University

A+/CompTIA

MCP (Microsoft Certified Professional/
Microsoft)

CCNA (Cisco Certified Network
Association/ Cisco)

Instructional Technologist: George Shterev,
2012

MSE Brandeis University

BS Atlantic Union College

LIBRARIES

Senior Information Officer: Jim Nesbit, 2005

MBA Washington State University

BS Walla Walla University

Reference Librarian: Kathy Salgado

(Faculty), 2001

MLS Kent State University

BS University of Dayton

Interim Director, Circulation Services

Librarian: Pamela Stevens, 2014

MLIS Wayne State University

BA Andrews University

Library Technician II: Stella Freeman, 1982

PRESIDENT'S OFFICE

Executive Assistant: Diane Bartram, 2019

BA Georgetown College

PUBLIC RELATIONS

Director of Public Relations and Marketing

RECORDS

Director of Records (Registrar): Robin
Vanderbilt, 1997
MEd University of Dayton
BS Washington Adventist University
Associate Registrar: Robert Reeder, 2001
MA Wright State University
BS (2) Ohio State University
Associate Registrar: Josie Burns, 2017
BA Andrews University
Administrative Coordinator: Barbara
Satterfield, 1993

RECRUITMENT

Associate Dean for Enrollment
Management: Jessica Beans, 2014
MS Colorado State University
BS Southern Adventist University
Recruiter: Laura Amen, 2020
MPPA Liberty University
Front Desk/Assistant to Recruitment: Doris
Imhoff, 2014

RESIDENCE HALL

Director of Residence Hall: Ben Hotelling,
2016
MS Wright State University
BS Andrews University

Director of Student Life: Ben Hotelling, 2016
MS Wright State University
BS Andrews University

RETAIL SALES

Manager: Jessica Oldfield, 2014

STUDENT FINANCE

Director of Student Finance: Kim Rawlins,
1991
Associate Director of Financial Aid:
Shannon Hammons, 2007
BS Urbana University
Financial Aid Counselor, VA Certifying
Official: Melissa Franklin, 2006
Associate Director of Financial Aid: Robin
Clinefelter, 2003
BS Wright State University
Student Account Representative: Sarah
Shultz, 2007
AS Sinclair Community College

STUDENT HEALTH

Student Health Coordinator: Sarah Bayer
MEd University of Dayton
BS Andrews University

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