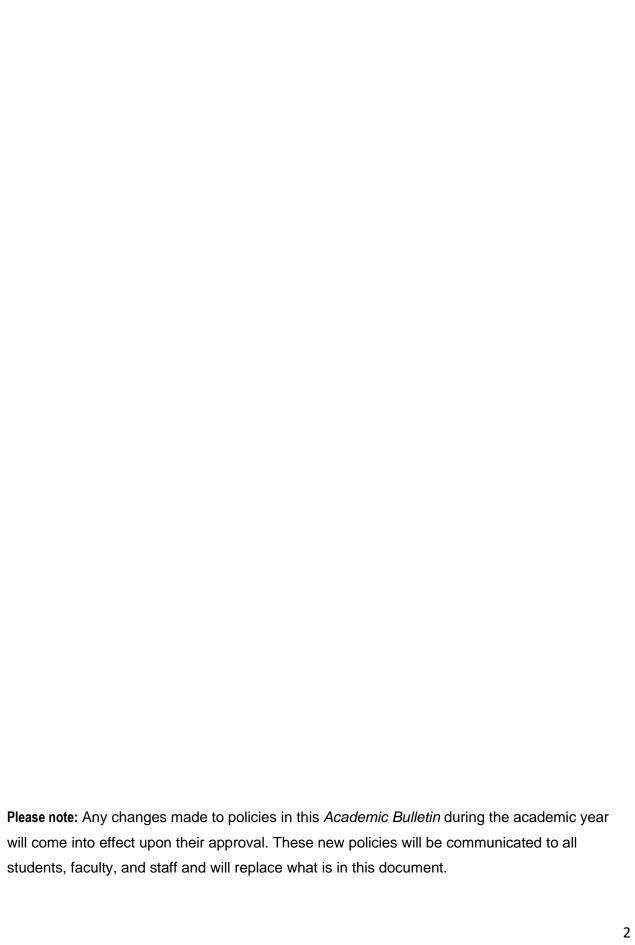# Kettering COLLEGE

Addendum to

Academic Bulletin

for Undergraduate and Graduate Studies

2023-24

(Issued October 2023)

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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.

Contents

Major Changes in this Addendum

1. Financial Information with the addition of Return of Title IV Funds and updated SAP Policy (Page 61 in the 2023-24 Bulletin)
2. Correction to course format in Accelerated BSN (Page 147 in the 2023-24 Bulletin).
3. New Community Health Worker section added to the Division of Nursing (After page 153 in the 2023-24 Bulletin).
4. Chair updated and new instructor listed in Department of Respiratory Care (Page 181 in the 2023-24 Bulletin).
5. Graduate Financial Information with the addition of Return of Title IV Funds and updated SAP Policy (Page 261 in the 2023-24 Bulletin)
6. New Graduate Program added Master of Science in Nursing – Nursing Leadership (After page 277 in the 2023-24 Bulletin).
7. Program of Study updated in Occupational Therapy Doctorate (Page 288 in the 2023-24 Bulletin).
8. Course Descriptions updated (Pages 295-365 in 2023-24 Bulletin).
    - Addition of the new Community Health Worker Course
    - Addition of new MSN courses.
    - Addition of new OTD courses.

Financial Information

RETURN OF TITLE IV FUNDS

INTRODUCTION

If a student finds it necessary to withdraw from a course (or courses), he/she would initiate the withdrawal process by completing the drop/add form. The drop/add form is available in the records office (937-395-6615). The student must secure signatures from the instructor of each course who will indicate the student's last date of attendance (or academic activity) and grade at the time of the withdrawal, the student's academic advisor, and the financial aid office before submitting the form to the records/registrar's office for processing.

HOW A WITHDRAWAL AFFECTS FINANCIAL AID

Federal Student Aid (FSA), also known as Title IV funding, is awarded under the assumption that a student will complete course(s) for the entire semester and/or payment period for which the funds were awarded. When a student ceases attendance, officially and/or unofficially, regardless of the reason, the student may no longer be eligible for the full amount of Title IV funds originally awarded.

The return of funds to the federal government is based on the premise that financial aid is earned in proportion to the length of time during which the student attended. A pro-rated schedule determines the amount of federal aid a student has earned while attending. For example, a student who stops attending in the third week of the semester has earned less of his/her financial aid than a student who stops attending in the fifth week.

Once the 60% point in the semester/payment period is reached, a student is considered to have earned all the financial aid originally awarded and will not be required to return any funds.

Financial aid that is processed for a student who never begins attendance or ceases attendance in classes prior to the end of the end of the 100% refund period will be canceled.

If a recipient of Title IV funds stops attending Kettering College after the 100% refund period, the amount of Title IV assistance earned by the student must be determined. If the amount disbursed to the student is greater than the amount the student earned, the unearned funds must be returned to the federal program(s). If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, he or she is eligible to receive a post-withdrawal disbursement of the earned aid that was not received.

EARNED VERSUS UNEARNED TITLE IV FUNDING

If a student officially withdraws or ceases attendance and is administratively withdrawn from Kettering College, federal regulations require Kettering College to calculate the amount of Federal Title IV funds he/she has earned during the term from which the student withdrew. For the purposes of calculating the amount of Federal Title IV funds earned during the term for a student withdrawing, the last date of attendance (or academic activity) as recorded on the student's drop/add form by the course instructor will be used in the calculation.

The percent earned is equal to the number of calendar days completed up to the last date of attendance divided by the total number of calendar days in the semester/payment period. Breaks of 5 days or longer are not included in the count of total days in the payment period.

Earned Percent = Number of Days Completed ÷ Total Days in Payment Period

Unearned Percent = 100% – Earned Percent

As a result of a withdrawal, students who received federal funds will be required to repay unearned aid. The repayment calculation is performed utilizing the federal government's repayment worksheet see link below for access to the federal worksheet:

https://fsapartners.ed.gov/sites/default/files/2023-07/Volume%205%20R2T4%20Worksheet%20-%20credit%20hour%20worksheets%20effective%20July%201%202023.pdf

DETERMINATION OF WITHDRAWAL DATE VS. LAST DATE OF ATTENDANCE (OFFICIAL WITHDRAWAL)

The return of Title IV funds process begins when the student submits a completed drop/add form to the records/registrar's office to officially withdraw from his/her courses. The student's last date of attendance or academic activity, as documented by the student's instructor(s) on the drop/add form; will be used in the return of unearned federal student aid calculation. The determination of withdrawal date is the date the student submits the completed drop/add form to the records/registrar's office for processing. Any unearned federal aid will be returned to the appropriate federal program within 45 days of the determination of withdrawal date.

ADMINISTRATIVE WITHDRAWAL (UNOFFICIAL WITHDRAWAL)

Kettering College faculty will normally notify the records/registrar's office after a student misses class two weeks in a row without any communication from the student. The records office will reach out to the student's other instructors to see if the student is attending his/her other courses. If it is determined the student is not attending his/her other classes, and the records office has attempted to contact the student without success, an administrative withdrawal will be initiated. The records office will contact the student's instructors to obtain

his/her last dates of attendance (or academic activity), along with the grade the student was earning, and complete a drop/add form. The determination of withdrawal date on the administrative withdrawal will be the date the records office initiates drop/add form.

STUDENTS RECEIVING ALL FS AS FINAL GRADES FOR THE SEMESTER

Students receiving final grades of F for the semester in all courses may be considered an unofficial withdrawal. Upon receiving final course grades from the faculty, the records office will contact each of the student's instructors to secure the student's last date(s) of attendance or academic activity to determine if the F grades received were earned grades or due to the student having stopped attending at some point during the semester (unofficial withdrawal). If it is determined the student did stop attending, the student would be considered an unofficial withdrawal for federal financial aid purposes and be subject to the repayment calculation process to determine if any unearned federal aid needs to be returned to the appropriate federal program.

NON-ATTENDANCE

Instructors are required to report each term the students who do not begin attendance in a course. If a student does not begin attendance in a course or does not attend a course beyond the 100% refund period, that course must be taken out of consideration for Title IV funds. The Title IV funds will be recalculated excluding that course. Depending on the remaining credit hours, students may have their aid partially reduced or fully reduced.

POST-WITHDRAWAL DISBURSEMENTS

When the total amount of the Title IV assistance earned as of the last date of attendance is more than the amount that was disbursed to the student, the difference between the two amounts will be treated as a post-withdrawal disbursement. A student will be considered for a post-withdrawal disbursement (and the parent for a parent PLUS Loan disbursement) if Kettering College receives a processed SAR/ISIR with an official EFC before the student becomes ineligible. For purposes of determining eligibility for a post-withdrawal disbursement, the processing date on the SAR/ISIR will be used.

POST-WITHDRAWAL DISBURSEMENT OF PELL GRANT FUNDS

If a valid SAR/ISIR is received for a student who is no longer enrolled, prior to performing a Return of Title IV Funds (R2T4) calculation, the student's Pell Grant eligibility will be based on the student's enrollment status as of the date the student ceased to be enrolled.

Kettering College will automatically credit the student's account with a post-withdrawal disbursement of Pell Grant funds for current institutional charges (tuition, fees, eCampus

bookstore, and residence hall). Excess funds will be refunded to the student. The post-withdrawal disbursement will be made within 45 days of the date the institution determined the student withdrew.

POST-WITHDRAWAL DISBURSEMENT OF FEDERAL LOAN FUNDS

To receive a post-withdrawal disbursement of federal loan funds, the loan must be originated prior to the date the student becomes ineligible.

If a post-withdrawal disbursement includes federal loan funds, Kettering College must obtain the student's, or parent's if a PLUS loan, permission before it can be disbursed. The borrower will be notified within 30 days of the date of determination of withdrawal of the opportunity to accept all or a part of the post-withdrawal disbursement. The student or parent has 14 days from the date of notification to respond. If eligible, Kettering College will disburse the loan funds within 180 days of the date of determination of the student's withdrawal date. Loan funds will be applied towards the outstanding semester charges on the student's account and may pay up to the amount of the allowable charges. Any remainder will be sent directly to the student or parent.

ORDER OF RETURN TO FEDERAL AID PROGRAMS

In accordance with federal regulations, unearned Title IV aid will be returned to the federal programs within 45 days of the student's withdrawal in the following order:

- Federal Direct Unsubsidized Loan
- Federal Direct Subsidized Loan
- Federal Perkins Loan
- Federal Direct PLUS (graduate borrowers)
- Federal Direct PLUS for Undergraduate Students (parent borrowers)
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant

Unearned Title IV funds being returned will be distributed up to the amount disbursed from each federal aid program during that particular semester or payment period with the balance, if any, going to the next applicable program in the order.

STUDENT NOTIFICATION OF REPAYMENT

The student and the school are both responsible for returning unearned federal financial aid to the federal government. Kettering College will return funds on the student's behalf to the appropriate federal programs and subsequently will bill the student for any balances owed back to Kettering College as a result of the return of Title IV funds. An email explaining the

adjustment(s) to the student's Title IV funds will be sent to the student. The student is responsible for any outstanding balance resulting from a Return of Title IV calculation. Students are encouraged to contact the student accounts office to make arrangements for any outstanding and/or past due balance owed to Kettering College.

ADDITIONAL LOAN INFORMATION TO CONSIDER WHEN WITHDRAWING

If the student is not enrolled at least half-time for more than 6 months, his/her loans will go into repayment. More specifically, the student's six (6) month grace period begins the day their enrollment status drops below half-time. The student must complete Exit Loan Counseling at www.studentaid.gov and contact their servicer to make payment arrangements. Loans must be repaid by the loan borrower (student/parent) as outlined in the terms of the borrower's promissory note. The student should contact the server if they have questions regarding their grace period or repayment status.

CONSEQUENCES OF NON-REPAYMENT

Students who owe the US Department of Education for an overpayment (unearned due to not attending for more than 60% of the payment period) of Title IV funds are not eligible for any additional federal financial aid until the overpayment is paid in full or payment arrangements are made with the US Department of Education.

Students who owe the institution because of the return of Title IV funds calculation will not be eligible to register for subsequent semesters or receive academic transcripts until the balance is paid in full.

HOW A WITHDRAWAL AFFECTS FUTURE FINANCIAL AID ELIGIBILITY

Refer to the Satisfactory Academic Progress for Financial Aid Policy to determine how a withdrawal impacts aid eligibility.

KETTERING COLLEGE'S TUITION REFUND POLICY

Refunds of tuition for full semester courses are made upon the following basis:

On or before the first day of class	100% refund
Week 1 - through the 5th business day (7, 10, and 15-week courses)	100% refund
Week 2 – through the 10th business day (10 and 15-week courses)	100% refund

After the end of the 10th business day of classes, no refunds will be made.

A comparable prorated refund schedule is calculated individually for irregular sessions. Refunds for graduate programs taught in modules will be calculated individually.

UNDERGRADUATE SATISFACTORY ACADEMIC PROGRESS POLICY FOR FINANCIAL AID

Kettering College's Satisfactory Academic Progress (SAP) for financial aid standards applies to all students who want to establish or maintain financial aid eligibility. Satisfactory academic progress for financial aid is evaluated at the end of every semester, including summer semester.

The standards outlined in this section are the minimum standards that must be attained. These standards apply to a student's entire academic transcript, including terms for which financial aid was not received. All attempted courses taken for academic credit, regardless if federal financial aid was received or not, are included in the calculation of the qualitative and quantitative measures of the SAP policy for financial aid. Courses taken for audit (noncredit courses) are not counted toward a student's financial aid load or meeting graduation requirements and are therefore not used in determining a student's satisfactory academic progress status. Kettering College does not offer any noncredit remedial courses. Specific financial aid programs or Kettering College's academic programs standards may be different than those in this section.

The Satisfactory Academic Progress policy for financial aid policy is a different policy than 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 placed on Academic Probation (refer to the Academic Policies section in the Kettering College Academic Bulletin for more information.) Always check with the Financial Aid Office and the Registrar's Office if there are questions about the different policies.

SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID

The Higher Education Act of 1965, as amended, requires students to maintain satisfactory progress toward their degree to receive financial aid. Satisfactory Academic Progress (SAP) for financial aid is a three-part Federal Regulation with minimum qualitative and quantitative measurements. Minimum standards must be attained in all three areas.

STANDARD 1: CUMULATIVE GPA (QUALITATIVE MEASUREMENT)

Undergraduate students must maintain a Kettering College cumulative grade point average (GPA) of 2.0 at all times.

GRADES THAT IMPACT A STUDENT'S KETTERING COLLEGE CUMULATIVE GPA (QUALITATIVE MEASUREMENT)

Grades of A, A-, B+, B, B-, C+, C, C-, D, and F earned at Kettering College are used in the calculation of a student's cumulative grade point average and do impact the qualitative measurement. Transfer credit is not included in the cumulative GPA calculation and does not impact the qualitative measurement.

If a student repeats a course for a better grade, only the most recent grade received in the repeated course will be used to calculate the student's cumulative GPA and in the qualitative measurement. Please refer to Standards 2 and 3 (quantitative measurement) below to determine the impact of multiple course attempts on maintaining satisfactory progress for financial aid.

GRADES THAT DO NOT IMPACT A STUDENT'S KETTERING COLLEGE CUMULATIVE GPA (QUALITATIVE MEASUREMENT)

Grades of I, IP, NG, P, W, Y, and Z received at Kettering College, as well as transfer credit, are not used in the calculation of a student cumulative grade point average and do not impact the qualitative measurement. Please refer to Standards 2 and 3 (quantitative measurement) below to determine the impact of receiving these particular grades on maintaining satisfactory progress for financial aid.

STANDARD 2: PACE (QUANTITATIVE MEASUREMENT)

Undergraduate students must successfully complete at least 2/3 (67%) of the credit hours which the student attempts each semester (based on the credit hours for which a student is registered at the end of the 100% refund period). Courses from which a student withdraws (after the end of the 100% refund period) and are usually considered in "hours attempted" for calculating Standard 2 (Pace) and Standard 3 (Maximum Time Frame) and can impact a student's ability to receive federal financial aid.   Unsuccessful course repetitions may also negatively impact a student's "pace" calculation.

GRADES USED IN A STUDENT'S KETTERING COLLEGE "PACE" CALCULATION EACH SEMESTER (QUANTITATIVE MEASUREMENT)

Grades of A, A-, B+, B, B-, C+, C, C-, D, F, I, IP, NG, P, W, and Y received at Kettering College are factored in the "pace" calculation performed at the end of each semester, including summer semester, to determine if the student has successfully completed at least 67% of the attempted hours in which he/she was registered. This is one of the quantitative measurements of satisfactory academic progress for financial aid.

GRADES USED IN A STUDENT'S KETTERING COLLEGE "PACE" CALCULATION THAT HAVE A NEGATIVE IMPACT ON THE QUANTITATIVE MEASUREMENT

Grades of C-, D, F, I, IP, NG, and W received at Kettering College will have a negative impact on a student's "pace" calculation. These grades are not considered satisfactory and will require a repeat of the course in which the grade was received.

WITHDRAWAL (W)

A W is considered a non-punitive grade in respect to a student's grade point average. A grade of W does, however, negatively affect a student's "pace" calculation and will be used to determine if a student in meeting the quantitative measurements of the satisfactory academic progress policy.

INCOMPLETE (I) AND IN PROGRESS (IP) GRADES

If a student fails to complete 67% of the hours/she attempted during a semester due to receiving a grade(s) of Incomplete (I) or In Progress (IP) and the student is placed on satisfactory academic progress warning/probation/suspension status, he/she may submit the final grade to the Director of Student Finance for review. If meeting the minimum standards after the change of grade(s) is submitted, the student's satisfactory academic progress status for financial aid will be updated accordingly.

STANDARD 3: MAXIMUM TIME FRAME (QUANTITATIVE MEASUREMENT)

Students must complete a degree within 150% of the published length of the program, which is measured in credit hours attempted. All attempted credits, including all official and unofficial withdrawals that occur after the 100% refund period (W grades are included), course repetitions, incompletes, etc. from all periods of enrollment, plus all accepted transfer credits are counted. All terms of enrollment are included whether or not the student received financial aid, changed programs of study, and regardless of the age of the coursework. Students are not

eligible to receive federal financial aid beyond the maximum time frame permitted for their program of study.

EXAMPLE

If the program of study consists of 120 credit hours, a student may receive federal financial aid to attempt 180 credit hours (120 x 150% = 180)

REPEATING COURSES FOR A BETTER GRADE

Federal Regulations permit a student to repeat a class with a passing grade, C and above, one time and receive financial aid for it. Regardless of the grade the student receives in the second attempt, he/she 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 (quantitative measurement) for completing the program. The most recent grade received in a repeated course will be used to calculate the student's cumulative GPA (qualitative measurement) to determine a student's satisfactory academic progress status for the next semester.

FAILURE TO MEET REQUIREMENT

SATISFACTORY ACADEMIC PROGRESS (SAP) NOTIFICATIONS

Satisfactory Academic Progress is reviewed at the end of each semester, including summer semester, after grades have been submitted for all students. Students not meeting one or more of the SAP standards will receive written notification detailing which standard(s) hasn't been met and the implication for future financial aid.

- **SATISFACTORY ACADEMIC PROGRESS (SAP) WARNING**

  Students who do not meet one or more of the SAP standards will be placed on "Financial Aid Warning" at the end of the semester in which they do not meet the standard(s). Students under this status will be eligible to receive financial aid for the next semester he/she is enrolled at Kettering College. Students under this status are not required to appeal for reinstatement of their financial aid eligibility.

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

  Students who fail to meet any of the minimum SAP standards after the Financial Aid Warning semester will be denied eligibility for financial aid for future semesters and be placed on "Financial Aid Suspension" status until the minimum SAP standards are met or a Satisfactory Academic Progress Appeal is approved.

- **SATISFACTORY ACADEMIC PROGRESS (SAP) SUSPENSION**

    Students who do not meet the SAP standards after being placed on Financial Aid Warning will be placed on Satisfactory Academic Progress Suspension status for future financial aid until the minimum SAP standards are met. Financial aid will not be available to the student until the minimum SAP standards are met.

- **SATISFACTORY ACADEMIC PROGRESS (SAP) PROBATION**

    Students who do not meet the SAP standards after being placed on Financial Aid Warning and have been placed on Satisfactory Academic Progress Suspension status may appeal to be placed on Satisfactory Academic Progress Probation. Students desiring to have their financial aid reinstated must have a Satisfactory Academic Progress Appeal submitted and approved by the Kettering College Non-Academic Appeals Committee.

    A Satisfactory Academic Progress Appeal may be submitted for consideration if an extenuating circumstance (i.e. personal illness, accident, serious illness or death within the immediate family, or other circumstance beyond a student's reasonable control) has prevented the student from meeting the minimum standard(s). If a student's appeal is approved, he/she will be placed on Satisfactory Academic Progress Probation status as long as he/she is successfully complying with the prescribed requirements of the Academic Plan (see The Satisfactory Academic Progress Appeal Process for details) that must be submitted as part of the SAP Appeal process.

THE SATISFACTORY ACADEMIC PROGRESS (SAP) APPEAL PROCESS

    In order to receive consideration for financial aid reinstatement, a student must complete the following steps:

- Complete a Financial Aid Satisfactory Academic Progress (SAP) Appeal Form. The appeal forms are available at kc.edu/admissions/financial-aid/financial-aid-forms/. Please complete the appropriate form(s) based the standard(s) not being met according to the Financial Aid Suspension notification you received from the Director of Student Finance
- Attach documentation that supports the extenuating circumstance that prevented the student from meeting the minimum SAP requirements.
- Meet with the Director of Student Support and Disability Services and work together to complete the Academic Plan portion of the SAP appeal. The Academic Plan specifically addresses the standard(s) under which the student is not making minimum satisfactory

progress. A student not making minimum satisfactory progress in more than one area may be required to submit multiple Academic Plans

- Submit the SAP Appeal Form(s), supporting documentation, and Academic Plan(s) to the Director of Student Finance. The appeal will be reviewed by the Kettering College Non-Academic Appeals Committee. The appeal packet must be submitted by the date indicated on the Financial Aid Suspension notification.

- The Non-Academic Appeals Committee will respond within 10 business days of receiving the appeal request.

SECOND DEGREE-SEEKING STUDENTS AND/OR STUDENTS CHANGING MAJORS

A student who changes majors and/or returns for a second degree at Kettering College may not receive financial aid over and above the 150% maximum credit hours attempted limit of the new major (for calculation details please refer to Standard 3: Maximum Time Frame under *Satisfactory Academic Progress for Financial Aid*). All the credit hours a student attempted in his/her prior major at Kettering College, as well as any credits transferred from other institutions, will be taken into account when calculating the maximum credits for which a student may receive financial aid. It is recommended that before officially changing majors or seeking a second degree that a student meet with his/her academic advisor for an evaluation of courses needed to complete the new major.

The 150% credit hour limit for Kettering College associate degree graduates who wish to enroll in a Bachelor of Science completion degree program will be calculated by adding the credits needed to obtain the completion degree to the credits needed for the associate degree program from which he/she graduated.

RE-ESTABLISHING ELIGIBILITY AFTER SATISFACTORY ACADEMIC PROGRESS SUSPENSION STATUS

Any student with extenuating circumstances (i.e. personal illness, accident, serious illness or death of an immediate family member, etc.) who has been placed on financial aid suspension status may appeal to the Kettering College Appeals Committee for re-instatement based on his/her individual situation (see Satisfactory Academic Progress Appeal Process section for details.)

An undergraduate student who had financial aid suspended for not meeting the minimum 2.0 cumulative grade point average requirement may have financial aid re-instated the semester after his/her cumulative grade point average has been brought up to at least a 2.0, provided all other standards to receive financial aid are being met.

A student who had financial aid suspended for failing to complete 67% of his/her attempted hours and since suspension, 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.

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

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, except for NRSB 335 which will be offered over the full semester. 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

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 Healthcare	3
	TOTAL	18

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

SEMESTER 4

NRSB 405	Medical Surgical Nursing 3	9

NRSB 425	Capstone Nursing Experience	5
NRSB 435	NCLEX-RN Success Strategies	3
	TOTAL	17

Community Health Worker Certificate Program

PROGRAM PHILOSOPHY AND ORGANIZING FRAMEWORK

Mission

To further Kettering College's vision of innovation, and a passion for service and health, the Community Health Worker Certificate (CHWC) program targets the gap in access to healthcare by recruiting and training individuals committed to improving access for the under-resourced communities they represent. Through a faith- and evidence-based curriculum, the overall goal of the program is to increase the number of qualified Community Health Workers (CHWs) who meaningfully work with the under-resourced individuals in the Greater Dayton area to improve health and access to health care. The social determinants of health (SDOH) and health disparities that exist in Dayton will be addressed by training, certifying, and placing CHWs who represent, work with and advocate for marginalized, under-resourced and disadvantaged individuals living within these communities.

Philosophy

The Division of Nursing's Philosophy embodies the concepts of whole person care, Christian caring, professionalism, lifelong learning, evidence-based practice and quality improvement, clinical judgement, and continuum of care. The CHWC program includes these same concepts on a limited scale and within the scope of practice of a CHW.

END OF PROGRAM STUDENT LEARNING OUTCOMES

The CHWC program graduate:

1. Operates as an advocate for the clients, family, community, and populations across the lifespan and on behalf of diverse populations to promote health and prevent disease.
2. Incorporates professional communication with the population served while collaborating within an interdisciplinary health care team.
3. Demonstrates competencies related to basic health education knowledge across lifespan for the person experiencing physical, emotional, mental, and/or spiritual disruptions.
4. Analyzes client's wholistic health and wellness needs while applying knowledge to connect individuals, families and groups with the appropriate resources.
5. Demonstrates professionalism within the scope of practice of a CHW.

DESCRIPTION OF THE CERTIFICATE

The CHWC program at Kettering College prepares individuals to become a certified Community Health Worker (C-CHW) in the state of Ohio. The curriculum consists of a minimum of 100 hours of didactic and 130 hours of clinical practicum and laboratory coursework, in accordance with Ohio Administrative Code Rule 4723-26-12. This program is funded by a grant from the Health Resources and Services Administration (HRSA), an agency of the U.S. Department of Health and Human Services.

APPROVAL

The program is approved by the Ohio Board of Nursing (OBN), 17 S. High St., Suite 660, Columbus, OH 43215-3466.

ADMISSION

Admission to the program occurs three times each year – Fall, Spring, and Summer semesters. The application process will remain open year-round, and each applicant will be associated with the next available cohort. Students may be added to a wait list or admitted to the next available cohort with an open seat.

FALL ADMISSION DEADLINES

- Applications are due by May 31.
- Applications received after May are considered for program admission to fill any available spots after initial offers of admission have been made.
- The Kettering College offer of admission is communicated by the end of June. An admitted student has 10 business days from the offer date to either accept or decline the offer of admission.
- Proof of high school diploma or GED is due by mid-July.
- Students added to the wait list may receive notification of the admission decision by mid-July and have 10 business days to accept or decline.
- See College website and/or program handbook for specific deadlines.

WINTER ADMISSION DEADLINES

- Applications are due by October 31.
- Applications received after October are considered for program admission to fill any available spots after initial offers of admission have been made.
- The Kettering College offer of admission is communicated by the end of November. An

admitted student has 10 business days from the offer date to either accept or decline the offer of admission.

- Proof of high school diploma or GED is due by mid-December.

- Students added to the wait list may receive notification of the admission decision by mid-November and have 10 business days to accept or decline.

- See College website and/or program handbook for specific deadlines.

SUMMER ADMISSION DEADLINES

- Applications are due by February 28.

- Applications received after February are considered for program admission to fill any available spots after initial offers of admission have been made.

- The Kettering College offer of admission is communicated by the end of March. An admitted student has 10 business days from the offer date to either accept or decline the offer of admission.

- Proof of high school diploma or GED is due by mid-April.

- Students added to the wait list may receive notification of the admission decision by mid- April and have 10 business days to accept or decline.

- See College website and/or program handbook for specific deadlines.

ADMISSION CRITERIA

Students must complete the CHWC program application on the college website (kc.edu). This application will include the required information from the applicant to stay compliant with HRSA requirements.

Applicants qualified for admission must:

- be 18 years of age or older.

- possess high school diploma or GED.

- demonstrate commitment to improving access for underserved communities.

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

ENROLLMENT

Students accepted into the CHWC program must meet the following requirements:

1. Cardiopulmonary resuscitation (CPR)/ basic life support (BLS): All CHW students must be certified in BLS, also known as CPR, issued by the American Heart Association (AHA) or the American Red Cross (ARC) in the BLS for the Healthcare Provider

course. Students must complete this certification course at the college during the time period designated by the CHWC program. Upon acceptance to the program, students will receive further information regarding BLS certification. If an admitted student already has AHA or ARC 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 their BLS certification current throughout enrollment in the program.

2. Background check and fingerprinting: Students must have a criminal background check (BCI and FBI) and fingerprinting performed by a college-approved service during orientation and prior to the start date of the CHWC program. For criminal offenses that may potentially disqualify an individual from receiving certification from the Ohio Board of Nursing, please refer to 901.01(A)(9) ORC or the website at nursing.ohio.gov.

3. Health requirements: Students must show documentation of compliance with all health requirements at least one week prior to the start of the training program practicum.

4. Computer proficiency: All students accepted into the training 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.

READMISSION

Students unsuccessful in their initial attempt to complete the program may re-apply for admission in a subsequent term using the online program application. If readmitted, a student may repeat the program only once.

- 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

        o   Submission of evidence demonstrating potential for academic success

Students who are readmitted enter under the curriculum, program policies, and Academic Bulletin offered during the semester of reentry into the program. Students must meet all CHWC program enrollment criteria.

COMPLETION OF CERTIFICATE

To obtain a certificate of completion, students must successfully meet all course requirements with a grade of C or higher. This includes a minimum of 100 didactic and 130 clinical hours required by the OBN to be eligible to earn the certificate.

PROGRAM OF STUDY

Students take CHWP 100 to complete the program. The didactic portion of the course may be offered in person or hybrid format approximately 3 days a week for 3 hours at a time. Practicum hours are completed by the student in-person concurrently with the didactic portion.

Department of Respiratory Care

Hope Appelbaum, MEd, RRT-ACCS, Chair; Nick Johnson, MBA, BS-RT, RRT-ACCS,
Director of Clinical Education; Tanya McCray, MSc, RRT

Graduate Financial Information

RETURN OF TITLE IV FUNDS

INTRODUCTION

If a student finds it necessary to withdraw from a course (or courses), he/she would initiate the withdrawal process by completing the drop/add form. The drop/add form is available in the records office (937-395-6615). The student must secure signatures from the instructor of each course who will indicate the student's last date of attendance (or academic activity) and grade at the time of the withdrawal, the student's academic advisor, and the financial aid office before submitting the form to the records/registrar's office for processing.

HOW A WITHDRAWAL AFFECTS FINANCIAL AID

Federal Student Aid (FSA), also known as Title IV funding, is awarded under the assumption that a student will complete course(s) for the entire semester and/or payment period for which the funds were awarded. When a student ceases attendance, officially and/or unofficially, regardless of the reason, the student may no longer be eligible for the full amount of Title IV funds originally awarded.

The return of funds to the federal government is based on the premise that financial aid is earned in proportion to the length of time during which the student attended. A pro-rated schedule determines the amount of federal aid a student has earned while attending. For example, a student who stops attending in the third week of the semester has earned less of his/her financial aid than a student who stops attending in the fifth week.

Once the 60% point in the semester/payment period is reached, a student is considered to have earned all the financial aid originally awarded and will not be required to return any funds.

Financial aid that is processed for a student who never begins attendance or ceases attendance in classes prior to the end of the end of the 100% refund period will be canceled.

If a recipient of Title IV funds stops attending Kettering College after the 100% refund period, the amount of Title IV assistance earned by the student must be determined. If

the amount disbursed to the student is greater than the amount the student earned, the unearned funds must be returned to the federal program(s). If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, he or she is eligible to receive a post-withdrawal disbursement of the earned aid that was not received.

EARNED VERSUS UNEARNED TITLE IV FUNDING

If a student officially withdraws or ceases attendance and is administratively withdrawn from Kettering College, federal regulations require Kettering College to calculate the amount of Federal Title IV funds he/she has earned during the term from which the student withdrew. For the purposes of calculating the amount of Federal Title IV funds earned during the term for a student withdrawing, the last date of attendance (or academic activity) as recorded on the student's drop/add form by the course instructor will be used in the calculation.

The percent earned is equal to the number of calendar days completed up to the last date of attendance divided by the total number of calendar days in the semester/payment period. Breaks of 5 days or longer are not included in the count of total days in the payment period.

Earned Percent = Number of Days Completed ÷ Total Days in Payment Period

Unearned Percent = 100% – Earned Percent

As a result of a withdrawal, students who received federal funds will be required to repay unearned aid. The repayment calculation is performed utilizing the federal government's repayment worksheet see link below for access to the federal worksheet:

https://fsapartners.ed.gov/sites/default/files/2023-07/Volume%205%20R2T4%20Worksheet%20-%20credit%20hour%20worksheets%20effective%20July%201%202023.pdf

DETERMINATION OF WITHDRAWAL DATE VS. LAST DATE OF ATTENDANCE (OFFICIAL WITHDRAWAL)

The return of Title IV funds process begins when the student submits a completed drop/add form to the records/registrar's office to officially withdraw from his/her courses. The student's last date of attendance or academic activity, as documented by the student's instructor(s) on the drop/add form; will be used in the return of unearned federal student aid calculation. The determination of withdrawal date is the date the student submits the completed drop/add form to the records/registrar's office for processing. Any

unearned federal aid will be returned to the appropriate federal program within 45 days of the determination of withdrawal date.

ADMINISTRATIVE WITHDRAWAL (UNOFFICIAL WITHDRAWAL)

Kettering College faculty will normally notify the records/registrar's office after a student misses class two weeks in a row without any communication from the student. The records office will reach out to the student's other instructors to see if the student is attending his/her other courses. If it is determined the student is not attending his/her other classes, and the records office has attempted to contact the student without success, an administrative withdrawal will be initiated. The records office will contact the student's instructors to obtain his/her last dates of attendance (or academic activity), along with the grade the student was earning, and complete a drop/add form. The determination of withdrawal date on the administrative withdrawal will be the date the records office initiates drop/add form.

STUDENTS RECEIVING ALL FS AS FINAL GRADES FOR THE SEMESTER

Students receiving final grades of F for the semester in all courses may be considered an unofficial withdrawal. Upon receiving final course grades from the faculty, the records office will contact each of the student's instructors to secure the student's last date(s) of attendance or academic activity to determine if the F grades received were earned grades or due to the student having stopped attending at some point during the semester (unofficial withdrawal). If it is determined the student did stop attending, the student would be considered an unofficial withdrawal for federal financial aid purposes and be subject to the repayment calculation process to determine if any unearned federal aid needs to be returned to the appropriate federal program.

NON-ATTENDANCE

Instructors are required to report each term the students who do not begin attendance in a course. If a student does not begin attendance in a course or does not attend a course beyond the 100% refund period, that course must be taken out of consideration for Title IV funds. The Title IV funds will be recalculated excluding that course. Depending on the remaining credit hours, students may have their aid partially reduced or fully reduced.

POST-WITHDRAWAL DISBURSEMENTS

When the total amount of the Title IV assistance earned as of the last date of attendance is more than the amount that was disbursed to the student, the difference between the two amounts will be treated as a post-withdrawal disbursement. A student will be considered for a post-withdrawal disbursement (and the parent for a parent PLUS Loan disbursement) if Kettering College receives a processed SAR/ISIR with an official EFC before the student becomes ineligible. For purposes of determining eligibility for a post-withdrawal disbursement, the processing date on the SAR/ISIR will be used.

POST-WITHDRAWAL DISBURSEMENT OF PELL GRANT FUNDS

If a valid SAR/ISIR is received for a student who is no longer enrolled, prior to performing a Return of Title IV Funds (R2T4) calculation, the student's Pell Grant eligibility will be based on the student's enrollment status as of the date the student ceased to be enrolled.

Kettering College will automatically credit the student's account with a post-withdrawal disbursement of Pell Grant funds for current institutional charges (tuition, fees, eCampus bookstore, and residence hall). Excess funds will be refunded to the student. The post-withdrawal disbursement will be made within 45 days of the date the institution determined the student withdrew.

POST-WITHDRAWAL DISBURSEMENT OF FEDERAL LOAN FUNDS

To receive a post-withdrawal disbursement of federal loan funds, the loan must be originated prior to the date the student becomes ineligible.

If a post-withdrawal disbursement includes federal loan funds, Kettering College must obtain the student's, or parent's if a PLUS loan, permission before it can be disbursed. The borrower will be notified within 30 days of the date of determination of withdrawal of the opportunity to accept all or a part of the post-withdrawal disbursement. The student or parent has 14 days from the date of notification to respond. If eligible, Kettering College will disburse the loan funds within 180 days of the date of determination of the student's withdrawal date. Loan funds will be applied towards the outstanding semester charges on the student's account and may pay up to the amount of the allowable charges. Any remainder will be sent directly to the student or parent.

ORDER OF RETURN TO FEDERAL AID PROGRAMS

In accordance with federal regulations, unearned Title IV aid will be returned to the federal programs within 45 days of the student's withdrawal in the following order:

- Federal Direct Unsubsidized Loan
- Federal Direct Subsidized Loan
- Federal Perkins Loan
- Federal Direct PLUS (graduate borrowers)
- Federal Direct PLUS for Undergraduate Students (parent borrowers)
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant

Unearned Title IV funds being returned will be distributed up to the amount disbursed from each federal aid program during that particular semester or payment period with the balance, if any, going to the next applicable program in the order.

STUDENT NOTIFICATION OF REPAYMENT

The student and the school are both responsible for returning unearned federal financial aid to the federal government. Kettering College will return funds on the student's behalf to the appropriate federal programs and subsequently will bill the student for any balances owed back to Kettering College as a result of the return of Title IV funds. An email explaining the adjustment(s) to the student's Title IV funds will be sent to the student. The student is responsible for any outstanding balance resulting from a Return of Title IV calculation. Students are encouraged to contact the student accounts office to make arrangements for any outstanding and/or past due balance owed to Kettering College.

ADDITIONAL LOAN INFORMATION TO CONSIDER WHEN WITHDRAWING

If the student is not enrolled at least half-time for more than 6 months, his/her loans will go into repayment. More specifically, the student's six (6) month grace period begins the day their enrollment status drops below half-time. The student must complete Exit Loan Counseling at www.studentaid.gov and contact their servicer to make payment arrangements. Loans must be repaid by the loan borrower (student/parent) as outlined in the terms of the borrower's promissory note. The student should contact the server if they have questions regarding their grace period or repayment status.

CONSEQUENCES OF NON-REPAYMENT

Students who owe the US Department of Education for an overpayment (unearned due to not attending for more than 60% of the payment period) of Title IV funds are not

eligible for any additional federal financial aid until the overpayment is paid in full or payment arrangements are made with the US Department of Education.

Students who owe the institution because of the return of Title IV funds calculation will not be eligible to register for subsequent semesters or receive academic transcripts until the balance is paid in full.

HOW A WITHDRAWAL AFFECTS FUTURE FINANCIAL AID ELIGIBILITY

Refer to the Satisfactory Academic Progress for Financial Aid Policy to determine how a withdrawal impacts aid eligibility.

KETTERING COLLEGE'S TUITION REFUND POLICY

Refunds of tuition for full semester courses are made upon the following basis:

On or before the first day of class	100% refund
Week 1 - through the 5th business day (7, 10, and 15-week courses)	100% refund
Week 2 – through the 10th business day (10 and 15-week courses)	100% refund

After the end of the 10th business day of classes, no refunds will be made.

A comparable prorated refund schedule is calculated individually for irregular sessions. Refunds for graduate programs taught in modules will be calculated individually.

GRADUATE SATISFACTORY ACADEMIC PROGRESS POLICY FOR FINANCIAL AID

Kettering College's Satisfactory Academic Progress (SAP) for financial aid standards applies to all students who want to establish or maintain financial aid eligibility. Satisfactory academic progress for financial aid is evaluated at the end of every semester, including summer semester.

The standards outlined in this section are the minimum standards that must be attained. These standards apply to a student's entire academic transcript, including terms for which financial aid was not received. All attempted courses taken for academic credit, regardless if federal financial aid was received or not, are included in the calculation of the qualitative and quantitative measures of the SAP policy for financial aid. Courses taken for audit (noncredit courses) are not counted toward a student's financial aid load or meeting graduation requirements and are therefore not used in determining a student's satisfactory academic

progress status. Kettering College does not offer any noncredit remedial courses. Specific financial aid programs or Kettering College's academic programs standards may be different than those in this section.

The Satisfactory Academic Progress policy for financial aid policy is a different policy than 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 placed on Academic Probation (refer to the Graduate Academic Policies section in the Kettering College Academic Bulletin for more information.) Always check with the Financial Aid Office and the Registrar's Office if there are questions about the different policies.

SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID

The Higher Education Act of 1965, as amended, requires students to maintain satisfactory progress toward their degree in order to receive financial aid. Satisfactory Academic Progress (SAP) for financial aid is a three-part Federal Regulation with minimum qualitative and quantitative measurements. Minimum standards must be attained in all three areas.

STANDARD 1: CUMULATIVE GPA (QUALITATIVE MEASUREMENT)

Graduate students must maintain a Kettering College cumulative grade point average (GPA) of 3.0 at all times.

GRADES THAT IMPACT A STUDENT'S KETTERING COLLEGE CUMULATIVE GPA (QUALITATIVE MEASUREMENT)

Grades of A, A-, B+, B, B-, C+, C, C-, D, and F earned at Kettering College are used in the calculation of a student's cumulative grade point average and do impact the qualitative measurement. Transfer credit is not included in the cumulative GPA calculation and does not impact the qualitative measurement.

If a student repeats a course for a better grade, only the most recent grade received in the repeated course will be used to calculate the student's cumulative GPA and in the qualitative measurement. Please refer to Standards 2 and 3 (quantitative measurement) below to determine the impact of multiple course attempts on maintaining satisfactory progress for financial aid.

GRADES THAT DO NOT IMPACT A STUDENT'S KETTERING COLLEGE CUMULATIVE GPA (QUALITATIVE MEASUREMENT)

Grades of I, IP, NG, P, W, Y, and Z received at Kettering College, as well as transfer credit, are not used in the calculation of a student cumulative grade point average and do not impact the qualitative measurement. Please refer to Standards 2 and 3 (quantitative measurement) below to determine the impact of receiving these particular grades on maintaining satisfactory progress for financial aid.

STANDARD 2: PACE (QUANTITATIVE MEASUREMENT)

Graduate students must successfully complete at least 2/3 (67%) of the credit hours which the student attempts each semester (based on the credit hours for which a student is registered at the end of the 100% refund period). Courses from which a student withdraws (after the end of the 100% refund period) and are usually considered in "hours attempted" for calculating Standard 2 (Pace) and Standard 3 (Maximum Time Frame) and can impact a student's ability to receive federal financial aid. Unsuccessful course repetitions may also negatively impact a student's "pace" calculation.

GRADES USED IN A STUDENT'S KETTERING COLLEGE "PACE" CALCULATION EACH SEMESTER (QUANTITATIVE MEASUREMENT)

Grades of A, A-, B+, B, B-, C+, C, C-, D, F, I, IP, NG, P, W, and Y received at Kettering College are factored in the "pace" calculation performed at the end of each semester, including summer semester, to determine if the student has successfully completed at least 67% of the attempted hours in which he/she was registered. This is one of the quantitative measurements of satisfactory academic progress for financial aid.

GRADES USED IN A STUDENT'S KETTERING COLLEGE "PACE" CALCULATION THAT HAVE A NEGATIVE IMPACT ON THE QUANTITATIVE MEASUREMENT

Grades of C+, C, C-, D, F, I, IP, NG, and W received at Kettering College will have a negative impact on a student's "pace" calculation. These grades are not considered satisfactory and will require a repeat of the course in which the grade was received.

WITHDRAWAL (W)

A W is considered a non-punitive grade in respect to a student's grade point average. A grade of W does, however, negatively affect a student's "pace"

calculation and will be used to determine if a student in meeting the quantitative measurements of the satisfactory academic progress policy.

INCOMPLETE (I) AND IN PROGRESS (IP) GRADES

If a student fails to complete 67% of the hours/she attempted during a semester due to receiving a grade(s) of Incomplete (I) or In Progress (IP) and the student is placed on satisfactory academic progress warning/probation/suspension status, he/she may submit the final grade to the Director of Student Finance for review. If meeting the minimum standards after the change of grade(s) is submitted, the student's satisfactory academic progress status for financial aid will be updated accordingly.

STANDARD 3: MAXIMUM TIME FRAME (QUANTITATIVE MEASUREMENT)

Students must complete a degree within 150% of the published length of the program, which is measured in credit hours attempted. All attempted credits, including all official and unofficial withdrawals that occur after the 100% refund period (W grades are included), course repetitions, incompletes, etc. from all periods of enrollment, plus all accepted transfer credits are counted. All terms of enrollment are included whether or not the student received financial aid, changed programs of study, and regardless of the age of the coursework. Students are not eligible to receive federal financial aid beyond the maximum time frame permitted for their program of study.

EXAMPLE

If the program of study consists of 120 credit hours, a student may receive federal financial aid to attempt 180 credit hours (120 x 150% = 180)

REPEATING COURSES FOR A BETTER GRADE

Federal Regulations permit a student to repeat a class with a passing grade, C and above, one time and receive financial aid for it. Regardless of the grade the student receives in the second attempt, he/she 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 (quantitative measurement) for completing the program. The most recent grade received in a repeated course will be used to calculate the student's cumulative GPA (qualitative measurement) to determine a student's satisfactory academic progress status for the next semester.

FAILURE TO MEET REQUIREMENT

SATISFACTORY ACADEMIC PROGRESS (SAP) NOTIFICATION

Satisfactory Academic Progress is reviewed at the end of each semester, including summer semester, after grades have been submitted for all students. Students not meeting one or more of the SAP standards will receive written notification detailing which standard(s) hasn't been met and the implication for future financial aid.

- **SATISFACTORY ACADEMIC PROGRESS (SAP) WARNING**

    Students who do not meet one or more of the SAP standards will be placed on "Financial Aid Warning" at the end of the semester in which they do not meet the standard(s). Students under this status will be eligible to receive financial aid for the next semester he/she is enrolled at Kettering College. Students under this status are not required to appeal for reinstatement of their financial aid eligibility.

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

    Students who fail to meet any of the minimum SAP standards after the Financial Aid Warning semester will be denied eligibility for financial aid for future semesters and be placed on "Financial Aid Suspension" status until the minimum SAP standards are met or a Satisfactory Academic Progress Appeal is approved.

- **Satisfactory Academic Progress (SAP) Suspension**

    Students who do not meet the SAP standards after being placed on Financial Aid Warning will be placed on Satisfactory Academic Progress Suspension status for future financial aid until the minimum SAP standards are met. Financial aid will not be available to the student until the minimum SAP standards are met.

- **Satisfactory Academic Progress (SAP) Probation**

    Students who do not meet the SAP standards after being placed on Financial Aid Warning and have been placed on Satisfactory Academic Progress Suspension status may appeal to be placed on Satisfactory Academic Progress Probation. Students desiring to have their financial aid reinstated must have a Satisfactory Academic Progress Appeal submitted and approved by the Kettering College Non-Academic Appeals Committee.

    A Satisfactory Academic Progress Appeal may be submitted for consideration if an extenuating circumstance (i.e. personal illness, accident, serious illness or death within the immediate family, or other circumstance beyond a student's reasonable control) has prevented the student from meeting the minimum standard(s). If a student's appeal is approved, he/she will be placed on Satisfactory Academic Progress Probation status as long as he/she is successfully complying with the prescribed requirements of the Academic Plan (see The Satisfactory Academic Progress Appeal Process for details) that must be submitted as part of the SAP Appeal process.

THE SATISFACTORY ACADEMIC PROGRESS (SAP) APPEAL PROCESS

In order to receive consideration for financial aid reinstatement, a student must complete the following steps:

- Complete a Financial Aid Satisfactory Academic Progress (SAP) Appeal Form. The appeal forms are available at kc.edu/admissions/financial-aid/financial-aid-forms/. Please complete the appropriate form(s) based the standard(s) not being met according to the Financial Aid Suspension notification you received from the Director of Student Finance
- Attach documentation that supports the extenuating circumstance that prevented the student from meeting the minimum SAP requirements.
- Meet with the Director of Student Support and Disability Services and work together to complete the Academic Plan portion of the SAP appeal. The Academic Plan specifically addresses the standard(s) under which the student is not making minimum satisfactory progress. A student not making minimum satisfactory progress in more than one area may be required to submit multiple Academic Plans

- Submit the SAP Appeal Form(s), supporting documentation, and Academic Plan(s) to the Director of Student Finance. The appeal will be reviewed by the Kettering College Non-Academic Appeals Committee. The appeal packet must be submitted by the date indicated on the Financial Aid Suspension notification.
- The Non-Academic Appeals Committee will respond within 10 business days of receiving the appeal request.

SECOND DEGREE-SEEKING STUDENTS AND/OR STUDENTS CHANGING MAJORS

A student who changes majors and/or returns for a second degree at Kettering College may not receive financial aid over and above the 150% maximum credit hours attempted limit of the new major (for calculation details please refer to Standard 3: Maximum Time Frame under *Satisfactory Academic Progress for Financial Aid*). All of the credit hours a student attempted in his/her prior major at Kettering College, as well as any credits transferred from other institutions, will be taken into account when calculating the maximum credits for which a student may receive financial aid. It is recommended that before officially changing majors or seeking a second degree that a student meet with his/her academic advisor for an evaluation of courses needed to complete the new major.

RE-ESTABLISHING ELIGIBILITY AFTER SATISFACTORY ACADEMIC PROGRESS SUSPENSION STATUS

Any graduate student with extenuating circumstances (i.e. personal illness, accident, serious illness or death of an immediate family member, etc.) who has been placed on financial aid suspension status may appeal to the Kettering College Non-Academic Appeals Committee for re-instatement based on his/her individual situation (see Satisfactory Academic Progress Appeal Process section for details.)

A graduate student who had financial aid suspended for not meeting the minimum 3.0 cumulative grade point average requirement may have financial aid re-instated the semester after his/her cumulative grade point average has been brought up to at least a 3.0, provided all other standards to receive financial aid are being met.

A student who had financial aid suspended for failing to complete 67% of his/her attempted hours and since suspension, 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.

Graduate Program: Master of Science in Nursing – Nursing Leadership

DEPARTMENT PERSONNEL

Dean of Nursing: Paula Reams, PhD, APRN, CNP, CNE, LMT
Program Chair: Nicole Orian, DNP, MSN, RN

DIVISION OF NURSING MISSION

The mission of the faculty of the Kettering College 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.

DIVISION OF NURSING PHILOSOPHY & VERTICAL CURRICULAR ELEMENTS

The Division of Nursing philosophy is consistent with and supportive of the mission, vision, and values of Kettering College. Our philosophy is based upon Biblical principles and our beliefs regarding human beings, the environment, health, nursing, and nursing education, which are all central to the profession of nursing. The Kettering College Division of Nursing affirms that the profession of nursing incorporates a commitment to lifelong learning.

Humans

Humans receive life as a gift from God and therefore are in a dynamic relationship with their Creator. As nurses care for humans, 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 the decisions that affect themselves and others. Recognizing each individual as made in God's image, whole person care takes into consideration one's preferences and values while addressing physical, mental, social, environmental, spiritual, and cultural needs throughout their lifespan and across the continuum of care. Humans may consist of individuals, families, communities, and populations.

Environment

Humans function, connect, and interact within dynamic environments with multiple dimensions, including, but not limited to physical, mental, social, spiritual, and cultural. An optimal environment fosters growth, health, and quality of life while minimizing risks and undesirable outcomes for humans or the environment. Characteristics of a healing environment include connectedness to God and others, appreciation of diversity, promotion of a culture of safety, and provision of adequate resources that support health, wellbeing, and lifelong learning. Actions that facilitate optimal environments include advocacy, collaboration, networking, and adequate access to resources, as well as good stewardship of resources available.

Health

Health is a self-defined, dynamic process impacted by physical, mental, social, environmental, spiritual, and cultural dimensions which vary throughout one's lifespan. Wellness is achieved when the dimensions of a person's life are effectively integrated. Illness reflects an imbalance among the dimensions that results in a diminished capacity to optimally meet one's needs. When restoration of health is not possible, and death is inevitable, nursing interventions include supporting individuals and their families to experience death with dignity and wholeness.

Nursing

Nursing is a service to humanity that includes role modeling Christ, providing wholistic care, and showing love and compassion for the purpose of healing and restoration through caring, connecting, and empowering. As an art and science, nursing involves enabling individuals, families, communities, and populations to attain mutually established health goals relative to their health status across their lifespans. The art of nursing encompasses Christian caring, compassion, flexibility, professionalism, and sound judgment consistent with the ethical principles exemplified by Christ. The science of nursing involves the integration of knowledge from the biological and social sciences, the humanities, and the discipline of nursing while embracing a commitment to lifelong learning. Professional nurses are accountable for practice consistent with professional practice standards and serve as leaders to affect change and improve healthcare outcomes. The professional nurse uses researched evidence, clinical reasoning, independent judgment, and leadership skills, to collaborate with other healthcare

providers to provide safe, quality, care for individuals, families, groups, communities, and populations in diverse settings across their lifespans.

Nursing education draws on the theories of education and principles of adult learning and is facilitated in an environment conducive to growth and change. Learning is reflected through changes in attitudes, thought patterns, and behaviors resulting from active student participation in study, experience, and the integration of service. An effective learning environment is characterized by mutual respect, active student participation, and the use of clinical reasoning skills, curiosity, and creativity that result in continuous growth and lifelong learning. Students are empowered to assume ownership and personal responsibility for their learning. Faculty are committed to nurturing students in their calling while providing a safe, effective learning environment and modeling professionalism.

The faculty shares a common understanding of vertical curricular elements that are addressed in levels of progression in the nursing curriculum.

Whole person care

Whole person care is an approach that values patients (individuals, families, groups, communities and populations) as made in God's image. Nurses and leaders provide and support compassionate care to address a composite of physical, mental, social, spiritual, cultural, and environmental needs. In providing care for the whole person, nurses recognize patients as full partners and provide care based on respect for their preferences, values and needs.

- **Christian Caring**

    Christian professional values are the foundation of the Division of Nursing. Caring is central to the concept of Christian values and is defined as providing nursing care and service in the tradition of Christ's example. Nurses who provide Christian caring give compassionately to the whole person as a response to understanding God's love and grade toward humanity. Essential values that exemplify Christian professional values include, but are not limited to, trustworthiness, innovation, caring, competence, and collaboration.

Professionalism

Professionalism is embodied by the nurse functioning autonomously and interdependently within nursing and interprofessional teams. Professional nurses are

accountable to professional practice standards and regulations and commit themselves to compassionate care with strong ethical values, open communication and collaboration, mutual respect, and shared decision-making to advocate for and achieve quality patient care. Professional nursing includes nurses practicing at all levels engaged in professional partnerships to provide and support evidence-based, safe, quality, patient-centered care. Professionalism is reflected in the development of professional identity over time and commitment to lifelong learning.

- **Lifelong Learning**

  Learning is a lifelong journey of discovery of knowledge, skills, values, and attitudes in intellectual, psychomotor, emotional, and spiritual domains. Rooted in a commitment to personal and professional development, it incorporates education from formal or informal learning experiences. Lifelong learning includes recognizing the need for continual improvement, assuming personal and professional responsibility, engaging in ongoing self-reflection, embracing strategies to enhance learning, and participating in mentoring relationships.

Evidence-Based Practice & Quality Improvement

Evidence-Based Practice integrates best, current evidence with clinical expertise and patient/family preferences and values for delivery of optimal patient-centered health care. Evidence-based practice is a method used by nurses to critically appraise research evidence to inform best practices in patient care. Quality Improvement is the use of data to monitor the outcomes of care processes to continuously improve the quality and safety of healthcare systems. At the graduate level, nurses participate in research and quality improvement to develop or revise guidelines for clinical decision making.

- **Safety** is the foundation upon which all other aspects of quality care are built including the minimization of risk of harm to patients and providers through both system effectiveness and individual performance.
- **Informatics** involves the use of information and communication technologies to gather data, create information, generate knowledge, mitigate errors, and support decision making and best practice.

Leadership

Leadership begins with the willingness and ability to learn new skills and includes the agility to adapt to change from the bedside to the boardroom. Leadership is revealed in

nurses participating in and creating safe, positive, diverse, inclusive, encouraging, and empowering cultures that support the interprofessional healthcare team, patients, and stakeholders. The Division of Nursing encourages the principles of servant leadership, as originally modeled by Christ, which prioritizes the well-being of the individuals in one's care and creates opportunities for others to learn, grow, and function to their full potential. Effective leadership involves listening, empathy, awareness, foresight, influencing, stewardship, shared governance and ethical decision-making with appropriate delegation, and the promotion of a culture of inquiry, innovation, and transformation.

Clinical Judgment

Clinical judgment is a decision-making process using nursing knowledge to observe and assess situations, identify prioritized concerns, and generate evidence-based solutions to facilitate the best outcomes for patients and organizations. Clinical judgment is the outcome of critical thinking and clinical reasoning processes in nursing practice.

- **Critical thinking** is the process of using questioning, analyzing, applying, synthesizing, creating, interpreting, inferring, intuiting, and using inductive and deductive reasoning to make decisions.
- **Clinical reasoning** is demonstrated in nursing practice by applying the nursing process for decision making. The nursing process includes assessment, analysis, planning, implementation, and evaluation. Nurses make judgments using patient and organizational data that takes into consideration values, needs, available resources, and best evidence.

Nurses practicing at all levels can develop and strengthen clinical judgment with practice, experience, and feedback from others.

Continuum of Care

Continuum of Care represents the interaction among complex concepts of health, environment, lifespan development, and socio-cultural factors that influence patient outcomes care in a variety of settings. Nurses effectively coordinate resources to provide equitable care to diverse populations and advocate for patients as they navigate the complex, ever-changing healthcare environment. Nurses practicing at all levels are engaged in professional partnerships to provide and support quality, culturally competent care focused on health promotion, risk reduction, and disease management across the lifespan.

DESCRIPTION OF DEGREE

The Master of Science in Nursing (MSN) program prepares nurses for leadership roles in the rapidly changing healthcare environment. Students choosing this degree are interested in advancing their nursing careers toward leadership and management to improve healthcare outcomes. Core content in the curriculum includes leadership, health promotion, organizational behavior, human resources, financial management, evidence-based practice, quality improvement, and mentoring.

The MSN curriculum is 39 credits which includes 460 clinical hours and 10 service-learning hours. There are 17 total courses scheduled for completion over a 2-year period. Clinical experiences are arranged with healthcare facilities close to the student's geographic area in partnership between the student, a healthcare facility, and the college. The MSN Capstone Project takes place in a clinical setting and results of the project will be presented publicly. A thesis is not required.

PROGRAM GOALS

The goals of the MSN program are to guide students to:

- Lead teams in a collaborative, dynamic healthcare environment
- Apply evidence-based, ethical decision making
- Model professional competency and Christian values
- Utilize interprofessional communication to improve healthcare outcomes
- Implement innovative strategies to reduce healthcare disparities

PROGRAM OUTCOMES

Upon completion of the MSN program, the graduate will be able to:

- Embody the advanced nursing role to foster a positive organizational culture focused on delivering high quality, safe, patient-centered care in diverse settings.
- Model professional competency, ethical decision-making, and Christian caring as foundations of leadership.
- Engage in scholarly inquiry to evaluate current scientific knowledge/research to design evidence-based nursing solutions to address needs in professional practice.
- Design innovative, culturally responsive strategies to reduce health disparities and improve the health of the community.
- Utilize reflective practice to support continuous personal and professional growth of oneself and others.

- Implement effective communication and collaborative leadership strategies to lead interprofessional teams and influence healthcare policy, finance, and delivery.

CREDIT HOUR REQUIREMENTS

The MSN degree requires a minimum of 39 credit hours and 460 clinical hours. All MSN courses must be taken at Kettering College.

ACCREDITIATION/PROFESSIONAL APPROVAL

This program is approved by the Higher Learning Commission. The program is eligible to participate in the candidacy process and seeking nursing accreditation with the Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326; 404-975-5000; www.acenursing.org.

CERTIFICATION

Following completion of the MSN program, students will be academically prepared to sit for the Certified Nurse Manager and Leader (CNML) certification exam offered by the American Organization for Nursing Leadership (AONL) when the graduate meets eligibility requirements for work experience. Certification is not required to practice as a nurse leader or manager.

APPLICATION & ADMISSION

Applicants must complete the application process through Kettering College and meet published deadlines to be considered for admission. During the application process, official transcripts for all collegiate coursework must be sent directly from the institution(s) to Kettering College. Once completed, applications are reviewed and verified by the Office of Admissions in consultation with the Chair of Graduate Nursing Programs. Applicants meeting the minimum requirements and all other requirements for admission to Kettering College will be considered for admission. This program uses a rolling admission process to extend program offers.
RN licensure in the state of residence or employment of the student applicant is required to successfully complete clinical experiences. Clinical placements in some states may not be able to be accommodated due to specific State Board of Nursing regulations.

Minimum Requirements for Admission

- A completed Bachelor of Science in Nursing degree from a regionally accredited higher education institution with a minimum of a 3.0 cumulative GPA on a 4.0 scale. Note: Kettering College policy and procedures dictate the use of one's cumulative GPA when assigning admission points and determining eligibility.

- An active, unencumbered license as a registered nurse in the state where they practice and where clinical practicum hours will be completed.
- A personal statement including how the applicant's nursing career goals align with the MSN program of study.
- An applicant who native language is not English must provide proof of English proficiency regardless of current residence.
- Students recommended for admission must meet health and safety requirements by established deadlines, including satisfactory completion of a background check and any other requirements as a condition of admission.

CastleBranch Background Check

Students must request and pay for a criminal background check via CastleBranch prior to or during the first course in the MSN program before participating in clinical requirements. Participation in the clinical requirements of the program is contingent upon clearance of the background check. Failure to complete the background check in a timely manner before scheduled clinical requirements in the first course will result in dismissal from the program. If the background check indicates criminal behavior, the student may be dismissed from the program. Students may appeal the decision and will have the opportunity to present information to dispute the background check. Determination by the Division of Nursing that a student has passed the criminal background check does not guarantee that clinical facilities will accept this assessment and allow the student to participate in clinical experiences. Should a clinical facility refuse to accept a student based on the outcome of the criminal background check, the MSN Program has no responsibility for arranging alternate clinical placements.

The student must further agree that all health and background results are available to the program and the clinical sites associate with the program as requested. It is also the student's responsibility to self-disclose to the Chair of Graduate Nursing Programs any changes in their background check while a student in the MSN program. Additionally, a student who has a gap in continuous enrollment in the program may be required to undergo another criminal background check prior to readmission into the program.

PROGRAM COSTS

- Please refer to the tuition and fee schedule on the Kettering College website (www.kc.edu) for details.

- Students are required to have a desktop or laptop computer that meets the Kettering College Technology Requirements for Students.
- Incoming students are required to register with CastleBranch (https://discover.castlebranch.com) to complete an initial background check. Upon registration with Castle Branch, instructions and details will be made available for completing the background check and meeting health and safety requirements of the MSN program. Students are responsible for uploading the required documentation and for any costs related to Castle Branch services.
- Students will be required to purchase a lab coat with the Kettering College logo to be worn for clinical learning experiences.

PROGRAM PROGRESSION REQUIREMENTS

The MSN program courses are arranged in a progressive curriculum. Individual student academic plans may vary depending on individualized circumstances upon consultation with the academic advisor.

To progress in the MSN program, a student will:

- Demonstrate consistent professional and ethical behavior.
- Achieve a grade of "B" or above in all courses.
- Meet the standards for progression in each course (including any clinical requirements). Each course syllabus delineates specific requirements as set by the program.
- 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.
  - o Note: Only students meeting the progression requirements will be candidates for academic probation.

Grading Scale

All coursework will be graded according to the following scale:

Percentages	Letter Grade
90-100%	A
80-89.99%	B
70-79.99%	C**
60-69.99%	D**
Less than 60%	F**

**Any grade less than a "B" is considered failing.

Leave of Absence

Students are expected to maintain continuous enrollment and meet all program requirements. On occasion, students choose to take a break from their nursing program. A leave of absence from the MSN program occurs when a student is unable to continue or chooses to interrupt the program for an approved, specified period of time.

If a student is planning on taking a leave of absence, the student must fill out a leave of absence request. Each student's situation is unique and will be individually considered. A student granted a leave of absence will need to communicate in writing to the Chair of Graduate Nursing Programs the intent to return by the agreed upon deadline. If the leave of absence exceeds the agreed upon time, reapplication to the MSN program may be necessary.

Students gone for two semesters or more must reapply to the College and, if reaccepted, meet the requirements of the current *Bulletin* at the time of readmission. Students who do not maintain continuous enrollment may be required to complete an updated background check upon reentry or readmission. The MSN program curriculum must be completed in the Timeframe for Completion (explained below) including the level of absence time. Return to the MSN program is contingent on available space.

Timeframe for Completion

Students who have been accepted into the MSN program will have a maximum of two times the length of the full-time academic program to complete the requirements for a Master of Science in Nursing degree.

CONDITIONS FOR DISMISSAL

A student will be dismissed from the MSN program for:

- Failure to provide background check clearance and/or meet health and safety requirements via CastleBranch as scheduled.
- Failing to meet progression requirements.
- Earning a failing grade in two different courses or in the same course twice.
- Earning a GPA lower than 3.00 during the academic probation term.
- Breaching professional ethics or exhibiting any behavior that may pose a threat to the student or others.

A student may be dismissed from the program for any violation of a program policy. Students dismissed under the first three criteria listed above may reapply. Those dismissed for ethical or unprofessional behavioral issues forfeit the ability to reapply.

READMISSION CRITERIA AND DEADLINES

A student wishing to reapply to the MSN program must submit a readmission form to the KC director of admissions and records.

- A student may not enroll more than twice in any course.
    - A grade of "W" counts as enrollment in a course.
- A course must be repeated the next term in which the course is offered.
- Students will be readmitted under the current academic year's *Bulletin*, curriculum, and policies.
- Decisions for readmission will be evaluated on an individual basis and be based upon:
    - Available space in 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.
    - Submission of evidence demonstrating potential for academic success.
- Students are not eligible for readmission following the failure of two nursing courses.

Students who do not maintain continuous enrollment may be required to complete an updated background check upon reentry or readmission.

GRADUATION REQUIREMENTS FOR MSN DEGREE

Students graduating from the MSN program must:

- Satisfactorily complete all course and clinical requirements as outlined in the program of study with a grade of "B" or above.
- Satisfactorily complete the required Service Learning.
- Complete all other KC requirements for graduation, including residency requirements.

PROGRAM OF STUDY FOR MSN PROGRAM

SEMESTER 1

NRSG 500	Professional Identity & The Leader Within	3
NRSG 520	Graduate Biostatistics	3
	TOTAL	6

SEMESTER 2

NRSG 525	Appraisal & Implementation of Evidence-Based Practice	3
NRSG 530	Organizational and Systems Management for Healthcare Leaders	3
	TOTAL	6

SEMESTER 3

NRSG 540	Financial Management & Healthcare Economics	3
NRSG 550	Human Resources in Health Care	3
RELP 601	Applied Spiritual Care I	1
RELP 507	Clinical Ethics	1
	TOTAL	8

SEMESTER 4

NRSG 675	Health Promotion for Diverse Populations	3
NRSG 625	Quality Improvement & Patient Safety	3
NRSG 630	Education & Mentoring in the Clinical Setting	2
	TOTAL	8

SEMESTER 5

NRSG 680	Nurse Executive Practice	3
NRSG 685	Nurse Executive Practice Immersion	3
	TOTAL	6

SEMESTER 6

NRSG 690	MSN Capstone Project	3
RELP 602	Applied Spiritual Care II	1
RELP 508	Clinical Ethics II	1
	TOTAL	5
	TOTAL CREDITS FOR THE PROGRAM	39

Graduate Program:
Occupational Therapy Doctorate

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 527	Kinesiology with lab	3
OTD 554	Pediatric Occupational Therapy Practice I with lab	4
OTD 559	Clinical Scholarship	3
	TOTAL	16

SEMESTER 2 (SPRING)

OTD 512	Research Statistics for Graduate Studies	2
OTD 517	Neuroscience for the Occupational Therapist with lab	3
OTD 545	Pediatric Occupational Therapy Management	2
OTD 555	Pediatric Occupational Therapy Practice II with lab	4
OTD 560	Level I Fieldwork: Pediatric	1
OTD 601	Graduate Research and Literature	
	Review Development Lab	1
RELP 514	Bioethics from Clinical & Christian Perspectives	2
	TOTAL	15

SEMESTER 3 (SUMMER)

OTD 506	Introduction to the Doctoral Experience and Capstone Project	0.5
OTD 535	Cultural Contexts & Therapeutic Relationships in OT	2
OTD 602	Research Group and IRB Proposal Lab	1
OTD 659	Occupational Therapy Practice with PAMS and Orthoses with lab	3
RELT 505	World Religions for Healthcare Professionals	2
	TOTAL	**8.5**

SEMESTER 4 (FALL)

OTD 606	Mentored Development of the Doctoral Capstone Project Proposal	0.5
OTD 616	Data Analysis in Graduate Research	1
OTD 635	Occupational Therapy Practice with Psychosocial Conditions with lab	4
OTD 652	Assistive Technology	2
OTD 665	Level I Fieldwork: Psychosocial	1
OTD 691	Pediatric Case Application and Exam	1
OTD 754	OT Practice with Adult Neurological Conditions with lab	4
RELP 601	Applied Spiritual Care I	1
RELP 602	Applied Spiritual Care II	1
	TOTAL	**15.5**

SEMESTER 5 (SPRING)

OTD 645	Adult Occupational Therapy Management	2
OTD 654	Occupational Therapy Practice with Musculoskeletal Conditions with lab	4
OTD 670	Level I Fieldwork: Adult	1
OTD 705	Dissemination in Graduate Research Lab	1
OTD 730	Professional Preparation for Clinical Practice	1
OTD 735	Clinical Reasoning Lab	1
OTD 741	Scholarship, Leadership, and the Doctoral Experience	1

OTD 742	Mentored Development of the	
	Doctoral Capstone Project Design	1
OTD 756	Occupational Therapy Practice with Medical Conditions	
	with lab	3
OTD 791	Adult Case Application and Exam	1

| | TOTAL | 16 |

SEMESTER 6 (SUMMER)

| OTD 765 | Level II Fieldwork A | 6 |
| OTD 835 | Occupational Therapy Service Management I (online) | 2 |

| | TOTAL | 8 |

SEMESTER 7 (FALL)

OTD 770	Level II Fieldwork B	7
OTD 806	Preparation for the Doctoral Experience	
	and Finalization of the Capstone Project Plan (hybrid)	1

| | TOTAL | 8 |

SEMESTER 8 (SPRING)

| OTD 810 | Doctoral Experience | 8 |
| OTD 891 | Comprehensive Exam | 1 |

| | TOTAL | 9 |
| | TOTAL CREDITS | 96 |

Course Descriptions

CHWP 100   Community Health Worker Concepts   **0 credits**

Transitions the student to the role of the Community Health Worker and assists with obtaining certification in the State of Ohio. Emphasis is placed on promotion of client health and well-being of diverse populations across the lifespan. Students apply knowledge related to basic health principles, anatomy and physiology, medical terminology, administrative skills, care coordination, professional and therapeutic communication, documentation, community advocacy, client advocacy, community assessment and data collection. Students will participate in required practicum hours within community settings similar to the settings in which community health workers practice.   100 hours didactic, 130 hours practicum

Prerequisites: None

NRSG 500 Professional Identity & The Leader Within   **3 credits**

Empowers students with the knowledge and skills necessary to excel in their nursing careers. The course serves as a catalyst for personal and professional growth by focusing on professional identity, self-awareness, personal and professional accountability, reflective practice, emotional intelligence, and individual effectiveness as a foundation for advanced practice in leadership. Exposes students to leadership styles and attributes while offering students an opportunity to demonstrate a holistic perspective of leadership by gaining an appreciation for the leader within. This course includes 2 credits of theory and 1 credit of clinical (60 clock hours).

NRSG 520 Graduate Biostatistics   **3 credits**

Examines selected concepts needed to develop sound judgment about data analysis and appropriate use of statistics. The course prepares students to interpret and critically analyze the results of healthcare research.

NRSG 525 Appraisal & Implementation of Evidence-Based Practice   **3 credits**

Emphasizes the process of evaluating evidence for best practices within healthcare delivery systems. It equips the nurse manager with the skills needed to identify, critically appraise, and utilize best evidence related to an identified problem in nursing or the health outcomes of a specific population. At the end of the course, students will have completed the proposal for the MSN capstone project.

NRSG 530 Organizational and Systems Management for Healthcare Leaders 3 credits

Explores the theoretical foundation of organizational and systems leadership within complex healthcare settings with emphasis on leadership roles. Organizational, change, and leadership theories are analyzed. Emphasis is on creating motivating environments that support high performing teams in the delivery of quality care and includes topics of improving outcomes, organizational culture, strategic visioning, leading change, and succession planning.

NRSG 540 Financial Management & Healthcare Economics 3 credits

Addresses healthcare economics and finance, financial planning and analysis, and the relationship between finance, economics, and quality all specific to the role of the nurse manager. Concepts include economics and the impact on healthcare, reimbursement models in health, accounting principles, budgeting, value-based care, and business planning. Application of best practices in healthcare finance will be emphasized.

NRSG 550 Human Resources in Healthcare 3 credits

Prepares students to lead and manage the challenges of a global, dynamic, and changing healthcare environment. Examines human resource management in healthcare organizations and considers a variety of topics in human relations, personnel management, and organizational behavior. Content includes motivation and influencing behaviors, communication, conflict engagement and resolution, workforce planning, team building, emotional intelligence, implementing planned change, and effective administration of culturally diverse healthcare organizations.

NRSG 625 Quality Improvement & Patient Safety 3 credits

Examines management of quality and safety from an interprofessional practice perspective. Regulatory and professional quality and safety initiatives are reviewed. Quality improvement techniques are used to develop, evaluate, and improve care delivery models. Patient-centered, culturally responsive outcomes are emphasized.

NRSG 630 Education & Mentoring in the Clinical Setting 2 credits

Focuses on development of the educator component of a leadership role and strategies used to support the learning process. Emphasis is placed on research-based practices in education, different learning environments and styles, the generational and cultural differences of today's learners, and learner evaluation while examining instructional methods appropriate for the clinical setting. This course includes 1.5 credits of theory and 0.5 credits of clinical (30 clock hours).

NRSG 675 Health Promotion for Diverse Populations   **3 credits**

Explores the social determinants of health related to or influenced by health disparity and diversity as a result of economics, class structures, cultural background and social stigmas. Critically analyzes the impact of local, national, and international social issues on healthcare delivery. Examines prominent social issues for the development of appropriate clinical guidelines and policy for patients, groups, and organizations. Analyzes healthcare models for accuracy and appropriateness based on evidence of cultural health seeking behaviors of groups.

NRSG 680 Nurse Executive Practice   **3 credits**

Exposes students to the theory, tools, and techniques for clinical leaders to maximize operational efficiency, quality, and productivity. Approaches to analyzing historical and current data are used to predict future events and trends in healthcare organizations. Students develop knowledge in the area of healthcare regulations and accreditation including the impact of technology in the healthcare environment. Key issues explored include legal and ethical considerations, regulatory issues, risk management, project management, and the integration of leadership, management, human resources, and financial administration skills into the nursing leadership role.

NRSG 685 Nurse Executive Practice Immersion   **3 credits**

Provides students with experience functioning within selected components of the role of nurse manager/leader in a variety of healthcare organizations. Students focus on developing leadership, management, and evaluation skills, enhancing personal effectiveness, and integrating knowledge into the practice role of a nurse manager. Students observe and collaborate with nurse managers and other healthcare leaders for a clinical learning experience. This course includes 3 credits of clinical (180 clock hours).

NRSG 690 MSN Capstone Project   **3 credits**

Facilitates the implementation of the student's proposed capstone project which includes collecting and analyzing data, interpreting results, completing the written project and presentation, and disseminating the results of the project. This course includes 3 credits of clinical (180 clock hours).

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**

This course offers an extensive introduction to the practice of occupational therapy supported by the Occupational Therapy Practice Framework, scope of practice, task analysis, and principles of teaching and learning.

OTD 503 Occupational Theory, Science, and Justice   **3 credits**

This course introduces the history of occupational therapy, its foundational principles, Occupational Science, Occupational Justice, occupation-based theories, and grand theory from other disciplines on which the profession evolved. Occupation-based theories include models of practice and frames of reference.

OTD 506 Introduction to the Doctoral Experience and Capstone Project   **0.5 credit**

In this course students will begin exploring topics related to their interest areas in the field of occupational therapy and initiate the development of their capstone projects.

OTD 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 517 Neuroscience for the Occupational Therapist w/Lab   **3 credits**

This course is a study of the central and peripheral nervous systems of the human body. Major topics included are neuroanatomy, neurophysiology, nervous system development, sensory systems, and motor systems. Instruction is provided using lecture with laboratory experiences included to enhance the identification of structures and understanding of functions associated with a healthy nervous system and its connection to the Occupational Therapy Practice Framework.

OTD 527 Kinesiology w/Lab   **3 credits**

The course involves a detailed exploration of human movement from biomechanical, neuromuscular, and anatomical perspectives. The course contains principles and methodology of posture, movement analysis, muscle strength, and joint range of motion testing. Students will learn anatomical parts of the musculoskeletal system, muscle palpation, manual muscle testing,

range of motion, and motion analysis. Lab experiences allow students the opportunity to apply knowledge and enhance the learning provided in lectures.

OTD 535 Cultural Context & Therapeutic Relationships in Occupational Therapy **2 credits**

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

OTD 545 Pediatric Occupational Therapy Management **2 credits**

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

OTD 554 Pediatric Occupational Therapy Practice I w/Lab **4 credits**

This course introduces students to the occupational therapy process in pediatric practice. Students learn about normal child development, assessment, and intervention for the pediatric population. Students learn to utilize occupational therapy-specific models, frames of reference, and current evidence to guide pediatric practice intervention. In the lab portion of this course, students learn to apply knowledge gained from lectures through various activities that prepare them for providing pediatric intervention.

OTD 555 Pediatric Occupational Therapy Practice II w/Lab **4 credits**

This course is a continuation of Pediatric Occupational Therapy Practice I. In this course students continue to learn about the occupational therapy process in pediatric practice. In addition to further exploration of treatment interventions, during this term special attention is given to learning setting-specific information to enhance student preparation to work in pediatric practice. In the lab portion of this course, students learn to apply knowledge gained from lectures through various activities that prepare them for providing pediatric intervention.

Prerequisite OTD 554

OTD 560 Level I Fieldwork: Pediatric **1 credit**

Students integrate curriculum components by applying concepts to practice addressing the occupational therapy needs of the pediatric population while demonstrating professional skills during a one-week fieldwork experience.

OTD 599 Clinical Scholarship **3 credits**

In this course, students will be introduced to the basic concepts of evidence-based practice and learn the steps of conducting quantitative, qualitative, and mixed methods research; including how to develop PICO questions, the ethics of data collection, and the IRB process.

OTD 601 Graduate Research and Literature Review Development   **1 credit**

In this lab, student research groups work with faculty preceptors to identify a topic and create a literature review to support their research project.

OTD 602 Research Group and IRB Proposal   **1 credit**

In collaboration with their faculty preceptors, student research groups develop and submit their IRB proposal.

Prerequisite OTD 601

OTD 606 Mentored Development of the Doctoral Capstone Project Proposal   **0.5 credit**

In this course, students will 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.

Prerequisite OTD 602

OTD 616 Data Analysis in Graduate Research   **1 credit**

In collaboration with their faculty preceptors, student research groups will initiate their IRB-approved research studies.

Prerequisite OTD 602

OTD 635 Occupational Therapy Practice with Psychosocial Conditions w/Lab   **4 credits**

This course prepares students to apply clinical reasoning of the occupational therapy process with clients experiencing psychosocial conditions.   Students will synthesize knowledge of normal development, abnormal psychology, and human health conditions. The impact of psychosocial factors on persons, groups, and populations will also be analyzed.

The one credit hour lab component (2 hours of face-to-face time for labs is scheduled) explores the use of individual and group interventions and examines current evidence for mental health care within community and healthcare settings. Students will develop group leadership abilities through engagement in the group occupational therapy process.

OTD 645 Adult Occupational Therapy Management   **2 credits**

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

OTD 652 Assistive Technology   **2 credits**

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

OTD 654 Occupational Therapy Practice with Musculoskeletal Conditions w/Lab   **4 credits**

In the lecture portion of this course, students will develop knowledge and skills related to facilitating return to function for individuals experiencing deficits of musculoskeletal origin. Students will learn about the functional sequelae of musculoskeletal conditions as well as evaluation, intervention and clinical problem solving. In the laboratory portion of the course, students will learn and practice assessments and interventions for individuals experiencing functional deficits of musculoskeletal origin.

Prerequisite OTD 527

OTD 659 Occupational Therapy Practice with Physical Agent Modalities & Orthotics w/Lab   **3 credits**

The lecture portion of this course provides students with the theoretical rationale and technical skills to appropriately use common physical agent modalities and upper extremity orthoses. The physical and chemical changes that occur with the application of thermal and electrical agents are covered. In the laboratory portion of the course, students will learn and practice appropriate methods for the application of modalities and they will develop a broad orthosis-fabrication skill set.

OTD 665 Level I Fieldwork: Psychosocial   **1 credit**

   Students integrate curriculum components focusing on the importance of the role of addressing psychosocial needs within the occupational therapy process with adult populations. This clinical experience occurs over an entire 15-week semester and is equivalent to a one-week fieldwork experience.

OTD 670 Level I Fieldwork: Adult   **1 credit**

   Students integrate curriculum components by applying concepts to practice addressing the occupational therapy needs of the adult population while demonstrating professional skills during a one-week fieldwork experience.

OTD 691 Pediatric Case Application and Exam   **1 credit**

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

OTD 705 Dissemination in Graduate Research Lab   **1 credit**

   In this course students will complete their group research projects and prepare them for dissemination as written manuscript and poster. The manuscript will be prepared for submission to a peer-reviewed journal, while the poster will be presented at the college-wide scholarship colloquium.

   Prerequisite OTD 616

OTD 730 Professional Preparation for Clinical Practice   **1 credit**

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

OTD 735 Clinical Reasoning Lab   **1 credit**

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

OTD 741 Scholarship, Leadership, and the Doctoral Experience   **1 credit**

Students will continue to explore potential doctoral experience sites to implement their capstone projects. Students will 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 the Scholarship, Leadership, and the Doctoral Capstone course. 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.

Prerequisite OTD 606

OTD 754 Occupational Therapy Practice with Adult Neurological Conditions w/Lab   **4 credits**

This course prepares students to critically think and clinically reason through the occupational therapy process with clients diagnosed with a variety of neurological conditions. Using the Occupational Therapy Practice Framework as a guide, students will synthesize knowledge in neurobehavioral science, human health conditions, theory, and the use of assessment tools in the occupational therapy process.

The lab component of this course prepares students to apply knowledge and skills necessary for the OT Process for clients with neurological conditions. Using the Occupational Therapy Practice Framework and frames of reference, students develop skills in evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. Students will synthesize knowledge in neurobehavioral science, human health conditions, assessment tools, theories, models of practice, and frames of reference into the OT process.

Prerequisite OTD 515

OTD 756 Occupational Therapy Practice with Medical Conditions w/Lab   **3 credits**

This course combined with lab provides students with information about a variety of medical conditions and the impact these conditions have on occupational engagement. This course prepares students with the knowledge and skills necessary for the OT Process with clients who have general medical conditions. Using the Occupational Therapy Practice Framework, will develop skills in evaluation (occupational profile, analysis of occupational performance),

selecting assessment tools, creating intervention (plan, implementation, and review), and determining outcomes.

OTD 765 Level II Fieldwork A **7 credits**

A 12-week clinical fieldwork experience of the occupational therapy process including demonstrating the ability to perform evaluations; develop intervention plans; integrate clinical reasoning and therapeutic use of self; educate and communicate with clients, caregivers, family members, and health care professionals; and demonstrate appropriate professional and ethical behaviors with differing populations and service delivery models.

OTD 770 Level II Fieldwork B **7 credits**

A 12-week clinical fieldwork experience in the occupational therapy process including demonstrating the ability to perform evaluations; develop intervention plans; demonstrate integration of clinical reasoning and therapeutic use of self; educate and communicate with clients, caregivers, family members, and health care professionals; and demonstrate appropriate professional and ethical behaviors with differing populations and service delivery models.

OTD 791 Adult Case Application and Exam **1 credit**

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

Prerequisite OTD 691

OTD 806 Preparation for the Doctoral Experience and Finalization of the Capstone Project Plan **1 credit**

In this course, in collaboration with their capstone team, students are guided through the process of synthesizing knowledge gained throughout the curriculum to finalize their doctoral capstone objectives, evaluation plan, IRB application, and doctoral experience timeline for successful capstone implementation.

Prerequisite OTD 742

OTD 810 Doctoral Experience **8 credits**

The doctoral capstone experience occurs after students have successfully completed all coursework and Level II fieldwork. The project will focus on clinical practice skills, research,

administration, leadership, program and policy development, advocacy, or education. Students present their project outcomes at a scholarship colloquium.

Prerequisite OTD 806

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

This course covers topics related to professional socialization associated with clinical practice. Students reflect on their experiences while on Level II Fieldwork. Topics include ethics, professional development, Level II Fieldwork, the role of the fieldwork educator and the clinical experience in the academic process.

OTD 891 Comprehensive Exam **1 credit**

This course provides an overview of the national board exam. In addition, students will complete a practice comprehensive exam to inform students as they develop their own strategies to prepare for the national board certification exam.

Prerequisite OTD 791

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 514 Bioethics from Clinical and Christian Perspectives **2 credits**

This course explores the ethical dimensions of providing patient care as they pertain to occupational therapy. Students will explore a range of contemporary ethical dilemmas, responses to these issues, and be challenged to formulate their own positionality on the matter based on their religious beliefs and personally held values as moral agents.

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 505 World Religions for Healthcare Professionals   **2 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, and 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. Included in the study will be an exploration of expressions of spirituality within the major world religions and the student's own personal spiritual narrative.