Kettering COLLEGE

Academic Bulletin

for Undergraduate and Graduate Studies

2024-2025

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Kettering, OH 45429

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www.kc.edu

Revised Mar. 2024

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

A Message from the President

Welcome to the learning adventure at Kettering College!

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

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

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

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

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

Sincerely,

Nate Brandstater, PhD
President

Academic Calendars

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TRADITIONAL PROGRAMS

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FALL SEMESTER 2024**

Monday, Aug 19–Wednesday. Aug 21	Faculty and staff pre-week
Friday, Aug. 23	Fall welcome
Monday, Aug. 26	Classes begin
Tuesday, Aug. 27	Convocation
Wednesday, Aug. 28	Last day to add a class*
Monday, Sept. 2	Labor Day; no classes***
Monday, Sept. 9	Last day to drop with 100% refund *
Thursday, Oct. 10–Friday, Oct. 11	Fall break***
Monday, Oct. 14	Classes resume
Friday, Oct. 18	Semester midpoint
Monday, Nov. 18	Last day to drop with W
Wednesday, Nov. 27–Friday, Nov. 29	Thanksgiving break; no classes
Monday, Dec. 2	Classes resume
Friday, Dec. 13	Last day of the semester
Saturday, Dec. 14–Sunday Jan. 5	Christmas break

SPRING SEMESTER 2025**

Friday, Jan. 3	Spring welcome
Monday, Jan. 6	Classes begin
Wednesday, Jan. 8	Last day to add a class*
Friday, Jan. 17	Last day to drop with 100% refund *
Monday, Jan. 20	Martin Luther King Jr. Day; no classes***
Friday, Feb. 21	Semester midpoint

Monday, March 3–Friday, March 7 .... Spring break for all undergraduates, first-year PA students, and OTD students in semesters 2, 5 (clinical group 2 only); classes resume Monday, March 10

Monday, March 10–Friday, March 14 .... Spring break for OTD students in semesters 2, 5 (clinical group 1 only)

Monday, March 17-Friday, March 21 .... Spring break for second-year PA students

Friday, April 18 .... Good Friday; no classes***

Friday, April 11 .... Last day to drop with W

Thursday, April 24 .... Last day of the semester

Friday, April 25 .... Spring graduation

Sunday, April 26–Sunday, May 4 .... Break

SUMMER SEMESTER 2025**

Monday, April 26 .... Second-year PA cohort semester start date

Friday, May 2 .... Summer welcome

Monday, May 5 .... Classes begin

Wednesday, May 7 .... Last day to add a class*

Friday, May 16 .... Last day to drop with 100% refund

Monday, May 26 .... Memorial Day; no classes***

Wednesday, June 18 .... Last day to drop with W*

Friday, July 4 .... Independence Day; no classes***

Friday, July 11 .... Last day of classes for standard programs

Friday, July 11 .... Summer graduation

Saturday, July 12–Sunday, Aug. 17 .... Break for students in standard programs

Friday, July 25 .... Last day of classes for OTD students in semester 6

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

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

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

ONLINE PROGRAMS

FALL SEMESTER 2024

Monday, Aug. 26...First seven-week session starts

Wednesday, Aug. 28...Last day to add for first and second seven-week sessions (7A, 7B)

Friday, Aug. 30 ....Last day to drop a 7A course with 100% refund

Friday, Sept. 27..Last day to drop a 7A course with W

Friday, Oct. 11...Last day of first seven-week session

Monday, Oct. 14–Friday, Oct. 18 ....Break

Monday, Oct. 21 ....Second seven-week session starts

Friday, Oct. 25...Last day to drop a 7B course with 100% refund and grade of Z

Monday, Nov. 25–Friday, Nov. 29....................Thanksgiving break; no classes

Friday, Dec. 2..Last day to drop a 7B course with W

Friday, Dec. 13..Last day of second seven-week session

Saturday, Dec. 14 – Sunday, Jan. 5...............Christmas Break

SPRING SEMESTER 2025

Monday, Jan. 6 ....First seven-week session starts

Wednesday, Jan. 8...Last day to add for first and second seven-week sessions (7A, 7B)

Friday, Jan. 10 ....Last day to drop a 7A course with 100% refund

Friday, Feb. 7...Last day to drop a 7A course with W

Friday, Feb. 21...Last day of first seven-week session

Monday, Feb. 24–Friday, March 7 ....Session break (including spring break)

Monday, March 10..Second seven-week session starts

Friday, March 14..Last day to drop a 7B course with 100% refund and grade of Z

Friday, April 4..Last day to drop a 7B course with W

Friday, April 24..Last day of second seven-week session

Friday, April 24..Spring graduation

Saturday, April 26–Sunday May 4 ....Break

SUMMER SEMESTER 2025

Monday, May 5	First seven-week session starts
Wednesday, May 7	Last day to add for first and second seven-week sessions (7A, 7B)
Friday, May 9	Last day to drop a 7A course with 100% refund
Friday, June 6	Last day to drop a 7A course with W
Friday, June 20	Last day of first seven-week session
Monday, June 23	Second seven-week session starts
Friday, June 27	Last day to drop a 7B course with 100% refund with grade of Z
Friday, July 11	Summer graduation
Friday, July 25	Last day to drop a 7B course with W
Friday, Aug. 8	Last day of second seven-week session
Saturday, Aug. 9–Sunday, Aug. 24	Break

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

The College

Situated in the suburbs near Dayton, southwest Ohio, Kettering College is owned by Kettering Health Main Campus (KHMC) and chartered by the Seventh-day Adventist Church. Since its inception in 1967, with an inaugural enrollment exceeding 100 freshmen, the College has grown to become a cornerstone of educational excellence. The state charter, granted in 1968, authorized the College to provide instruction in various disciplines including arts, sciences, and health professions.

The vision of Eugene W. Kettering, who dedicated 35 acres of family estate for the KHMC campus, was to establish a distinguished medical and educational center honoring the legacy of his father, Charles F. Kettering, a revered inventor. Reflecting this vision, the campus was conceived to not only offer medical services but also serve as an educational hub nurturing young minds for impactful service globally.

Traditionally, medical education relied on apprenticeships and service-oriented lectures. However, recognizing the efficacy of academic methods, the founders of Kettering College envisioned a modern approach. Thus, the institution was designed to provide comprehensive curricula in health careers, as well as arts and sciences.

Physical infrastructure for the College was strategically developed adjacent to the Charles F. Kettering Memorial Hospital, now Kettering Health Main Campus, enhancing accessibility and collaboration. Rigorous efforts were made to recruit skilled administrators and faculty, with guidance from esteemed education and professional authorities, ensuring academic integrity and innovation.

In a significant expansion in 2015, Kettering College extended its reach by establishing a second facility in Greene County, Ohio, dedicated to the occupational therapy doctoral program. This expansion reflects the institution's commitment to excellence and meeting evolving educational needs.

COLLEGE MISSION

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

COLLEGE VISION

We transform lives through innovative healthcare education.

KETTERING COLLEGE VALUES

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

TRUSTWORTHINESS

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

INNOVATION

- We value an approach to health sciences education that promotes advances in the effective practice and delivery of healthcare.

- We value creative, future-oriented preparation of healthcare professionals to meet the challenges of providing comprehensive and compassionate healthcare.

CARING

- We value spiritual wholeness and nurture personal spiritual growth.

- We value and respect the dignity of all people as being made in the image of God.

- We value being called to Christian service through the ministry of healthcare as a reflection of Christ's unconditional love.

COMPETENCE

- We value excellence in teaching and clinical competence evidenced in personal and professional growth.

- We value promptness and effectiveness in responding to the needs of others.

- We value lifelong learning as an integral part of our professional calling and personal growth.

COLLABORATION

- We value social responsibility and service to others.

- We value partnerships that foster enhanced service to our community.

KETTERING COLLEGE PILLARS

Each student who successfully completes their program-specific outcomes and curriculum will be able to demonstrate degree-level-appropriate competencies in the identified domains for each outcome. Students will:

FAITH

- Gain self-awareness of their faith journey within the context of a Christian community and learn the skills to holistically care for self and others.

SERVICE

- Engage in service and service-learning opportunities that have a positive impact on communities and that foster self-awareness.

SCHOLARSHIP

- Conduct ethical scholarship that involves gathering and evaluating evidence in order to draw and disseminate a conclusion.

LEADERSHIP

- Work effectively with and through others by recognizing distinctive contributions each individual brings to forge superior solutions and results.

DIVERSITY STATEMENT

As an institution of higher education guided by Christian principles, Kettering College actively seeks, values, and celebrates individuals from diverse backgrounds and beliefs. We believe that the rich diversity among our students, faculty, and staff greatly enhances the educational experience and produces innovative, superior graduates who are passionate for service and for providing high-quality, whole-person care.

DEGREES/CERTIFICATES OFFERED

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

DIVISIONS OF INSTRUCTION

The curricula are classified into the following divisions and departments of instruction:
Division of Arts and Sciences

- Humanities and Social Sciences
- Mathematics and Sciences

Division of Nursing

Division of Health Professions

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

Division of Graduate Studies

- Physician Assistant Studies
- Occupational Therapy

GOOD CITIZENSHIP

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

CAMPUS

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

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

ACCREDITATION

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

EQUAL OPPORTUNITY COMMITMENT

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

CLINICAL FACILITIES/RESOURCES

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

LEARNING SUPPORT SERVICES

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

Library services: The College Library (395-8053) provides library resources, instruction, and services to support all academic programs offered by the College. The collection of books, periodicals, and audiovisual materials in both the health sciences and liberal arts is complemented by a wide array of electronic resources. Internet access is available on all public terminals. Kettering College participates in the OhioLINK system, a computer network of college and university libraries throughout the state of Ohio. OhioLINK enables students to enhance their research through access to many different library collections and databases beyond the walls of Kettering College. Students may also take advantage of a small collection of recreational reading (books and magazines) and videos.

Academic Support Center: Academic support personnel are available to assist students in developing effective strategies for learning. Tutoring, group review, learning assessment,

academic coaching, testing, and disability services are among the variety of services available.

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

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

ALUMNI ASSOCIATION

The Alumni Association of Kettering College was organized by the first graduates of the College in 1969. Active members are those who have completed a course of study and hold degrees or certificates from the College. Associate membership is extended to the College faculty and staff.

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

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

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

OFFICES

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

Academic Affairs (X58817)
Scott Bennie, Dean of Academic Affairs
Academic Support Center (X55646)
See "Student Success Center"
Academic Information Systems (X55685)
Jim Nesbit, Senior Information Officer
Admissions (X55684)
Katrina Hill, Director of Admissions
Heather Mays, Assistant Director
Advancement
Rick Thie, President
Alumni Engagement
Ashley Neu, Director
Business (X58112)
Nicholas Henson, Director of Finance and
    Administration
College Library (X55632)
Jim Nesbit, Director
College Relations (X55611)
Courtney Dove, Director of Public Relations
    and Marketing
Diagnostic Medical Sonography (X55656)
Susan Price, Chair
Enrollment Management and Recruitment (X55663)
Adam Brown, Dean of Student Success
Jessica Beans, Associate Dean of
    Enrollment Management and
    Communication

Financial Aid (X58610)
See "Student Finance"
Graduate Studies (X58817)
Scott Bennie, Dean
Health Sciences (X58837)
Liz Golba, Chair
Humanities and Social Sciences (X55620)
Cory Wetterlin, Chair
Institutional Effectiveness (X58817)
Scott Bennie, Dean
Nursing (X58642)
Paula Reams, Dean of Nursing; Director,
    Division of Nursing
Marisa Blahovich, Chair, Undergraduate
    BSN-P Nursing Program
Adelaide Durkin, Chair, Undergraduate RN- to-
    BSN Nursing Program
Lynette Williams, Chair, Accelerated
    Prelicensure BSN
Nicole Orian, Chair, Graduate Nursing
Beverly McLean, Director, IPE Simulation
    Center
Online Education (X58837)
John Nunes, Director, Online, Professional and
    Continuing Education
Renee Fite, Online and Outreach Coordinator
Occupational Therapy (490.0208, X109)
Shanese Higgins, Chair
Physician Assistant Studies (X55606)
Tim Scanlon, Chair

President (X58618)

Nate Brandstater, President

Radiologic Sciences and Imaging (X55620)

Tuta Ionescu, Chair

Records Office (Registrar's Office; X56615)

Robert Reeder, Director of Records

Sarah Bayer, Associate Registrar

Josie Burns, Associate Registrar

Respiratory Care (X55693)

Hope Appelbaum, Chair

Retail Sales

Jessica Oldfield, Manager

Sciences and Mathematics (X55620)

Paul DeLange, Chair

Spiritual Life

Judith Mendoza, Campus Chaplin

Student Affairs (X55712)

Ben Hotelling, Associate Dean of Students

Courtney Sewell, Interim Director of Housing

Courtney Sewell Director of Student Life and Experiences

Judith Mendoza, Director of Campus Ministries and Campus Chaplin

Ashley Neu, Director of Career Services and Alumni Engagement

Student Finance (X58610)

Kim Rawlins, Director

Robin Clinefelter, Associate Director of Student Finance

Shannon Hammons, Associate Director of Financial Aid

Student Health (X58689)

Sarah Bayer, Coordinator

Student Success Center (X55646)

Emily Cowell, Director

Brittany Seeger, Assistant Director

Title IX Program (X55646)

Emily Cowell, Coordinator

Writing Center (X55646)

Brittany Seeger, Director

Admissions

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

ADMISSION OPTIONS

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

REGULAR ADMISSION

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

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

   Exceptions to the above ACT/SAT requirement include applicants who:
   - Graduated from high school or earned a GED more than five years ago.
   - Have a minimum 3.0 cumulative high school GPA.
   - Have earned at least 24 semester college credits.
   - Applied from outside the United States.
4. Student personal statement form, found online at http://www.kc.edu/personalstatement/ and submitted to the admissions office; essays are graded for content and used to assess writing abilities.

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

PROBATIONARY ADMISSION

Applicants who do not meet the minimum criteria for regular admission may be offered probationary admission status at the discretion of the admissions committee. Probationary

students are considered non-degree-seeking students until they have earned regular admission status. Students are not eligible to use financial aid while under this status.

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

PERMISSION TO TAKE CLASSES (PTC)

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

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

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

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

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

CONDITIONAL ADMISSION

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

NOTE: Financial aid for those enrolled in associate degree programs is only available at the associate degree level. When a student is transitioned to regular admission to the bachelor's

degree upon successful completion of the associate degree, bachelor's-level aid may then be available.

COMPUTER REQUIREMENTS

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

SPECIAL ADMISSION REQUIREMENTS

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

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

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

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

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

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

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

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

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

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

APPLICANT FILE

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

1. **Completed online application.**

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

3. **Official high school transcript or GED certificate:** The high school transcript or GED certificate must be mailed directly to the Kettering College admissions office from the educational institution, testing site, or state agency. The high school transcript may also be submitted through SCRIP-SAFE International Transcript on Demand. Please refer to https://iwantmytranscript.com for a list of participating institutions. Those in the senior year of high school may submit transcripts showing successful completion of a minimum of 7 semesters. Upon graduation, a final, official transcript must be submitted. No hand-delivered transcripts will be accepted. An applicant graduating from a home-based high school program must provide an official transcript from an accredited institution. A transcript issued by an applicant's parents cannot be accepted as an official transcript.

4. **Official college and/or university transcripts:** Official transcripts are required from all colleges attended. These transcripts must be mailed directly to the admissions office from each college or university attended. The college transcript may also be submitted through SCRIP-SAFE International Transcript on Demand. Please refer to https://iwantmytranscript.com for a list of participating institutions.

5. **Student personal statement form:** This form must be completed and submitted with the application; essays are reviewed for content.

6. **Math placement:** Applicants to some programs must take the math placement test or present transfer credit that meets the math core requirement before the file can be reviewed by the department and the College admission committee. To make reservations to take the math placement test, see http://kc.edu/admissions/admission-essentials/math-placement-test/.

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

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

ADMISSIONS PROCEDURE

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

1. **College admission or PTC:** The applicant file is reviewed by a subcommittee of the admissions committee on a regular basis through the year. Applicants will be notified of committee action within approximately two weeks of the file being completed.

2. **Program admission:** Applicants desiring admission to a professional program will have the request evaluated by the program admissions committee. All program admission decisions are communicated through the College admissions office.

3. **Letter mailed to applicant:** The applicant will be notified by mail of any admissions action taken by the College.

APPLICANT RESPONSE TO ACCEPTANCE

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

1. Return the completed **acceptance reply letter** that is included with the acceptance notice.

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

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

REGISTRATION FOR CLASSES

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

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

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

INTERNATIONAL STUDENTS

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

1. The following should be submitted to the admissions office three to six months prior to the semester the applicant chooses to enroll in classes:

   - Completed online application.
   - Student personal statement, written in English, must be submitted online; it will be reviewed for content.
   - If applying from a U.S. high school, ACT and/or SAT scores are required.
   - Official secondary school transcripts and college transcripts from each school the applicant has attended. Transcripts must be evaluated for United States equivalency (course-by-course level). Two agencies that provide this type of evaluation include:

     Josef Silny and Associates Inc. International Education Consultants
     7101 SW 102 Ave., Miami, FL 33173
     Website: www.jsilny.com / email: info@jsilny.com / telephone: 305-273-1616
     World Education Services
     Bowling Green Station, P.O. Box 5087, New York, NY 10274-5087
     Website: www.wes.org / email: info@wes.org / telephone: 212-966-6311
     Note: Other services may be used only with the written preapproval of the admissions office.

   - English Proficiency Tests: Regardless of nationality or citizenship, an applicant whose native language is not English or whose secondary education has been given outside the U.S. is required to pass a test of English proficiency. English proficiency may be demonstrated by meeting required threshold scores on proficiency tests, such as TOEFL, IELTS, or ACT. The minimum scores for selected tests, and generally required for admission, are as follows:

     - TOEFL (paper): 550
     - TOEFL (computer): 213
     - TOEFL (internet): 79
     - ACT (English): 19
     - IELTS: 6.5

     While these scores may allow for admission to the college, students should examine specific program admission requirements in this Bulletin as some programs have a

higher English proficiency requirement. Scores for any English Proficiency Test are valid for two years from the date of the test. Official test scores must be mailed directly from the testing site to the Kettering College Office of Admissions, 3737 Southern Blvd., Kettering, OH 45429. In cases where official testing is not available due to natural or human disasters, alternative means may be used to determine placement.

- International student financial certification form: This must be returned to the admissions office before the I-20 will be issued. Legal documentation of financial support for tuition, fees, books, and living expenses must accompany this deposit in the amount estimated by the foreign student advisor. A student receiving financial assistance through a sponsoring agency or individual must provide legal documentation in support of the sponsorship.

- Any additional items required for admission by the program from which the applicant plans to graduate. See your chosen program's section on admission requirements.

2. Once the applicant has received a letter of acceptance:

- Submit a deposit of $1,500 in U.S. currency to the admissions office. This is required before an I-20 can be issued to the applicant.

- After receiving the $1,500 deposit, acceptance deposit, room deposit, and financial paperwork, the advisor will complete the I-20 and send it to the student.

- The student then brings the I-20 and acceptance letter to enter the country. The student will retain the I-20 for personal records.

- All students on F-1 student visa status must maintain a minimum course load of at least 12 credits for each term of enrollment unless a reduced course load can be certified by the designated school official.

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

READMISSION

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

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

applicants of what is needed, if anything, to complete their files.

Military personnel who have interrupted their programs of study to fulfill their service obligations for less than five years may also seek readmission by contacting the admissions office in writing to request that their files be reactivated. The admissions office will notify the applicants of what is needed, if anything, to complete their files. Returning military personnel will be permitted to reenroll in the next class(es) scheduled in the same academic program, unless the student requests a later date of reenrollment or agrees to a different program. The returning student will function within the Bulletin that is in effect at the time of readmission. Returning military personnel may be asked to audit courses at no cost prior to resuming the program. Students must successfully complete the audited courses to resume their program. Students seeking readmission must contact the admissions office no later than three years after completion of their period of service. A student who was hospitalized for or convalescing from an illness or injury incurred in or aggravated during their performance of service in the uniformed services must contact admissions no later than two years after their recovery. Applicants for readmission must provide documentation to establish eligibility for readmission as described in ED 34 C.F.R. 668.18 (g), readmission requirements for service members.

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

ADMISSIONS/PROGRESSION EXAMINATION

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

- **Advanced placement:** Students may request transfer of credit through advanced placement credit for commensurate college credit for courses completed in secondary schools.
- **College-Level Examination Program (CLEP):** Students may request transfer of credit through this program, which administers proficiency exams in certain subjects.
- **Placement by examination:** The purpose of a placement examination is to determine

whether a student's skills are adequate for success in a given class. Currently Kettering College offers a math placement examination that aids in placing the student in a mathematics class that is most suited to their level of skills or education. Please refer to the individual prerequisites listed under the course descriptions to determine the placement requirements for each mathematics class.

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

For more information, refer to the appropriate section "Academic Information."

COLLEGE RESERVATIONS ON ADMISSION

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

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

Academic Information

THE COLLEGE CURRICULUM

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

The academic year at Kettering College consists of two 15-academic week semesters (Fall and Spring) and a 14- academic week semester in the summer, or the equivalent contact time. The academic year begins with the Fall semester of one calendar year and ends at the termination of the following Summer semester.

A semester is generally 15 weeks of instruction, including final exam week, over 16 calendar weeks. This is to accommodate holidays and scheduled institutional breaks. The Summer semester is often accelerated and generally consists of 10 weeks of instruction, including final exams, over 10 calendar weeks. The equivalent amount of time is spent in face-to-face instruction during an accelerated term as is spent in a 15-week term. Certain divisions (e.g., nursing; online, professional, and continuing education) may offer courses in two 7-week accelerated sessions within each semester. These seven-week sessions are often divided by a one-week break. Graduate programs may have adjusted terms for the summer semester which may also affect break schedules. Program variations in semester length are published in program materials.

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

contact time. For example, a four-credit science course will typically meet for three 50-minute lectures and two to four hours of laboratory time each week throughout the semester. Clinical credits within the professional programs usually exceed this ratio.

COLLEGE SERVICES AND POLICIES DISABILITY SERVICES

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

TITLE IX

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

LIABILITY INSURANCE

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

HONOR CODE

An atmosphere of academic integrity can be successfully preserved only when students and faculty unite in mutually supportive acts of trust and assistance. They share equally the obligation to create and promote ethical standards. It is the faculty's duty to uphold academic

standards in both the classroom and the clinical settings and to ensure that students receive credit only for their own work; instructors will take any reasonable precautions necessary to achieve these goals.

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

CODE OF CONDUCT VIOLATIONS

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

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

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

FERPA

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

ACADEMIC PRIVACY

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

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

A student has the right to refuse the disclosure of directory information except for information about their degree status. To exercise this right, the student must provide written notification to the registrar while they are enrolled.

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

Confidential information includes but is not limited to the following:

- Names of the student's parents or other family members
- Address of the student's family
- A personal identifier, such as a Social Security number or student number
- A list of personal characteristics
- Academic evaluations and grades
- Counseling and advising records
- Disciplinary records
- Financial aid records

- Letters of recommendation
- Medical and psychological records
- Police records
- Transcripts and other academic records
- Scores on tests required for admission
- Billing and fee payment records
- Student's class schedule

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

DISCLOSURE OF STUDENT INFORMATION TO FAMILY MEMBERS

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

SPECIFIC DISCLOSURE TO PARENTS

When a student turns 18 or enters a post-secondary institution at any age, all rights afforded to parents under FERPA transfer to the student. In certain circumstances, FERPA allows schools to share information with parents without student consent. For example:
- Schools may disclose education records to parents if a student is dependent for income tax purposes. Parents must produce a copy of the most recent federal income tax form showing that the student was claimed as a dependent.
- Schools may disclose education records to parents if a health or safety emergency involved their son or daughter.

- Schools may inform parents if the student who is younger than 21 has violated any law or school policy concerning the use or possession of alcohol or a controlled substance.
- A school official may share with parents information or a concern that is based on the official's personal knowledge or observation of a student but not on information contained in an education record.
- For further information regarding FERPA, see https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

ACADEMIC STATUS

CLASS STANDING

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

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

DEAN'S LIST

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

REGULAR ACADEMIC STANDING

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

ACADEMIC PROGRESS

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

These policies pertain to a student's academic standing in the College. Specific programs may have higher standards regarding academic progress. Students dismissed from a program

will be notified in writing by the appropriate program chair. In addition, students receiving federal financial aid are subject to satisfactory academic progress (SAP) requirements. Please refer to the financial information section of this *Bulletin* for additional information.

ACADEMIC PROBATION

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

ACADEMIC DISMISSAL

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

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

REGISTRATION

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

- Prior to designated registration dates, a student must meet with their academic advisor for approval of the term schedule. The student's academic advisor is responsible for updating the online registration status for current students.
- A student and their advisor can access an individual computerized Advising Tree to assist them in tracking the student's progress.
- Students are expected to take their courses in the sequence outlined in the program of study shown in the *Academic Bulletin* for the academic year they were admitted to the program. Students who want to take courses later than the sequence outlined must have

permission from the program director. Taking courses out of sequence may result in program completion delays.

- Student should register online through the student portal; however, paper registration will also be available.
- Students must register for all courses of any duration during the term's open registration period. Please see Kettering College's website (www.kc.edu) for specific dates. *Note: This includes courses that begin in the second half of the semester.*
- Late registration is after the online registration through the portal is shut off and will have to be completed by paper form. With the paper form, the student will need their advisor's signature as well as a financial clearance signature.
- Students may not register for courses that are in direct conflict with other courses or clinical assignments.
- Students may not register for courses that are not listed in the outlined program of study for their major.
- Only students who are admitted to an online program or who are enrolled in a program that requires seven-week classes are eligible to take the online seven-week classes.
- Graduate courses are not available for students in other programs.
- Courses or course sections reserved for students in a specific program are not available to other students.
- Students who register for courses for which they are not eligible will be removed from the course rosters.
- Students may audit courses with the permission of the department chairperson. Students are expected to attend courses regularly and meet the conditions for audit as stipulated by the instructor. Tuition is discounted from the regular rate. See the Kettering College financial information. No academic credit is awarded for audited courses.

BUSINESS OFFICE CLEARANCE

- Current students must have a student account balance below $100 in order to receive financial/business office clearance for registration.
- Payments can be made online. Allow two business days for processing online payments.
- New students, along with those students who have not attended Kettering College within the past two semesters, may register without receiving financial clearance; however, financial clearance must be received by the registration clearance deadline to prevent being removed from courses.

- To receive financial clearance, a student must either make a down payment of $800 and have a signed payment plan agreement on file or have adequate financial assistance in place at the time of registration to cover 100% of the tuition and fees for the semester.
- Students who fail to obtain financial clearance by the registration deadline will be automatically withdrawn from their courses.
- Students who are withdrawn from courses may re-register once they receive financial clearance; however, there is no guarantee of space in the original courses.
- Disbursement of financial aid funds will occur each semester after the 10th business day following the official start of the semester.

COURSE LOAD

Students are classified as full time if they carry at least 12 credits per semester. Anything less than 12 credits per semester is classified as part time. Unless required by a department or program of study, a student may not carry more than 18 credits in a Fall or Spring semester or 13 credits in a Summer semester. The academic load of students on probation or a contract of intent may be limited. A student who wants to exceed the credit limit provided above must submit a written petition to their academic advisor and/or coach prior to registering for the semester in which the overload is proposed to occur. The student's academic advisor and/or coach, in consultation with the department chair(s) or program director, is responsible for determining the appropriateness of the student's request and communicating the outcome of their deliberation, in writing, to the student, with a copy provided to the office of the registrar.

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

INDEPENDENT STUDY

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

TRANSFER CREDIT

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

- To be acceptable, transfer credit must be from an institution within one of the six regional accrediting associations such as the Higher Learning Commission.
- Kettering College reviews all official transcripts for students admitted to the College and notifies the student about all approved transfer credit.
- It is recommended that students transferring to Kettering College but taking general education courses at another institution before transferring get those courses pre-approved for transfer before they register for those courses at the other institution.
- The transfer credit will be evaluated and awarded for basic or general education courses at the undergraduate level as defined in the transfer credit policies.
- Courses designated as program didactic courses may be evaluated by department chairs to determine content and credit equivalency. Department chairs will submit a written recommendation for transfer credit to the records office. To meet residency requirements, limits on transfer credit remain the same.
- Credit by examination, such as CLEP and AP, will be considered for transfer credit. (Official transcripts must be submitted from the appropriate testing agency.)
- Only courses with grades of C (2.0) or higher that are required for a specified program of study will be considered for transfer credit.
- For transfer credit to fulfill a specific Kettering College course requirement, the candidate course must be closely equivalent in content and equivalent in credit hours to the required course. If content equivalency is not met, the student may be required to take additional coursework to achieve close content equivalency.
- Courses for which credit was earned while in the military services must be listed on official military documents, e.g., DD 214, DD 295, or Joint Services Transcripts (JST). Courses eligible for evaluation will be awarded college transfer credit consistent with the American Council on Education's "Guide to the Evaluation of Educational Experiences in the Armed Services."
- To be considered for transfer credit toward Kettering College's religion core requirement, religion courses must be from a regionally accredited faith-based institution.

- Transfer credit approval is valid for admission to a program for a period of one year from the approval date. If entry into a program is delayed for more than a year, transfer credit will be reevaluated for applicability.
- Certain courses have time limits to be suitable for transfer credit.
    - In most cases, math and science courses taken more than 10 years from the admission date are not eligible for transfer credit.
    - The accelerated nursing program has a limit of five years for math and science courses. Please check with the department for specific questions.
    - Students admitted to the Bachelor of Science in Health Sciences completion or Bachelor of Science in Nursing completion programs are exempt from the time limits.
    - Students may elect to take Kettering College's math placement examination to validate MATH 105 when the equivalent course was completed prior to the 10-year time limit.
- Students may also elect to take Kettering College's math placement examination to test into MATH 155 or MATH 165 if no equivalent course is able to transfer for MATH 105.
- Foreign transcripts must be accompanied by official translations and course-by-course evaluations done by a reputable international evaluation service. See the section on international students for information about reputable agencies.
- Individuals may request to have the transcript reevaluated prior to registering for the course. To do this, they must complete a course evaluation request form for transfer credit, available online.
- For each degree, there is a limit on how many credits a student may transfer.
    - Associate degree: 30 transfer credits.
    - Bachelor of Science: 60 transfer credits.
    - Bachelor of Science in Nursing: 60 transfer credits.
    - Completion for BSN: 3 transfer credits
    - Bachelor of Science in Health Sciences: 60 transfer credits
    - Completion for BSHS: 30 transfer credits
- Students may submit written requests to remove courses from their transfer credit if they plan to repeat the courses at Kettering College.
- All students must meet Kettering College's residency requirement, regardless of the number of transferable credits awarded.

- To meet residency requirements, students who have more transferable credits than the maximum allowed will need to work with the records office to determine preference on transfer credit.

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

NON-TRANSFERABLE CREDIT

A course is not transferable if:

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

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

ALTERNATIVE CREDIT

CLEP: Credit for specific arts and sciences courses may be granted to students who complete proficiency examinations administered by the College Level Examination Program (CLEP).

- Students seeking to gain credit by examination should discuss their intent and the procedure with the records office.
- It is the student's responsibility to contact a College Entrance Examination Board (CEEB) Testing Center and request the CLEP subject examination that corresponds to the course being challenged.
- Test scores and a request for credit by examination must be presented to the records office prior to the semester in which the student is scheduled to complete the course.
- The transfer credit review committee will assign the grade to be given by using the letter grade equivalents suggested by CLEP.
- English composition courses are not eligible for CLEP credit.
- Science courses with labs are not eligible for CLEP credit.

Advanced Placement: Students who present Advanced Placement (AP) credit from courses completed in secondary schools may receive commensurate college credit with the following stipulations:

- The course will need a minimum test score of 3 and must have been validated by the CEEB.
- For sequenced courses, in order to receive credit for both courses, the test score must be a 5. Scores of 3 or 4 will only transfer in the first course in the sequence.
- These credits will apply to the Kettering College degree but may not be accepted by professional schools.

COURSE SUBSTITUTION

The respective academic dean may allow substitutions for a course required in a program or curriculum if the department chair verifies that the requested substitution is a comparable academic experience that meets the educational needs of the curriculum. The student's academic advisor must recommend the substitution, and it must be approved and documented in writing by the chairperson of the department in which the student is enrolled or anticipates enrollment before the request goes to the appropriate Dean of Academic Affairs for final approval.

COURSE WAIVER

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

ADDITIONAL BACHELOR'S DEGREES

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

other requirements established by the department for an additional bachelor's degree. Interested students are urged to consult with a department advisor to plan appropriately for meeting admission and degree completion requirements.

SIMULTANEOUS ENROLLMENT

It is expected that students will take courses as outlined in the program of study. If a student has an extenuating circumstance that will prevent the student from following the program of study, the option for simultaneous enrollment at another college does exist.

Three options for simultaneous enrollment are available at Kettering College:

- Cross-registration through SOCHE
- Cross-registration through Acadeum
- Dual enrollment

CROSS-REGISTRATION

The cross-registration program allows students who are degree-seeking or participating in certification programs to access academic opportunities not available at their own institutions.

SOCHE

The Strategic Ohio Council for Higher Education (SOCHE), of which Kettering College is a member, permits students at any member college to register for and take courses at another SOCHE college on a space-available basis.

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

- Approval is needed from the student's advisor, from the Kettering College records office, and from the SOCHE member college at which the student plans to enroll.
- Adding a class or withdrawing from a class must be completed for both home and host institutions, following their respective procedures.
- A student should obtain a written statement of equivalency from the records office before registering if the course is to be used to fulfill specific Kettering College or program requirements.
- Students are not permitted to take more course credits per semester through a SOCHE institution than course credits taken at Kettering College.
- Students are restricted to a maximum number of courses/hours per program of study through SOCHE.
- Kettering College requires students to use the SOCHE program whenever enrolling at SOCHE institutions. See the website www.soche.org for a listing of SOCHE institutions and additional information.
- Course credit is posted on the student's home school (Kettering College) transcript. Tuition is paid by the student to the SOCHE home school (Kettering College) according to the home school policy, rather than to the SOCHE member host school, except for lab fees, which are the responsibility of the student to pay the host school.
- Several schools have special requirements for eligibility to take courses at that host school.
- Specific conditions of enrollment through SOCHE can be obtained through the records office.

ACADEUM

Acadeum provides shared online college courses from accredited colleges and universities that will be equivalent to Kettering College courses. Students can register for and take courses at another Acadeum college on a space-available basis.

- Students must register through Kettering College when taking a course through an approved Acadeum college.
- This option is only available for students in good standing who are enrolled in a degree-seeking major.
- Students who have a GPA less than 2.0 are not considered in good standing for taking classes through Acadeum.

- Students who have failed to progress in their program or need to repeat a class may be able to take a class through Acadeum, provided the course is not being offered at Kettering College in the same semester.
- The courses taken through this program should be courses that are not offered at Kettering College.
    - If Kettering College offers the course, it is expected that the student will take the course at Kettering College as outlined in the program curriculum.
    - Once a course is closed or canceled, cross-registration may be an option.
- Approval is needed from the student's advisor and from the Kettering College records office.
- A student should obtain a written statement of equivalency from the records office before registering if the course is to be used to fulfill specific Kettering College or program requirements.
- To register, a student should add a class by completing the form provided by the records office. The records office will register the student through Acadeum.
- The student will need to look for confirmation from Acadeum with instructions on what to do next.
- To withdraw from a class, the student must follow the deadlines set by Acadeum, the host school, and Kettering College and follow the institutions' respective procedures.
- Students are not permitted to take more course credits per semester through an Acadeum institution than course credits taken at Kettering College.
- Course credit is posted on the student's Kettering College transcript, and tuition is paid by the student to Kettering College.
- Specific conditions of enrollment through Acadeum can be obtained through the records office.

DUAL ENROLLMENT

- If a student is enrolled at Kettering College, simultaneous registration at another college (for the purpose of transferring credit to Kettering College) is not permitted without prior approval of dual enrollment from the registrar.
- If a course is scheduled to be offered at Kettering College, permission normally is not granted to take that course at another college or by correspondence.

- Credits earned at another college while enrolled at Kettering College (without prior approval of dual enrollment from the registrar) may not be recorded or applied toward graduation requirements.

CHANGES IN REGISTRATION

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

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

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

- Students are advised that dropping a program course, prerequisite course, or corequisite course may put them out of sequence with the curriculum outlined in the *Bulletin* and delay their progression in a program or completion of the desired degree.
- Dropping a course also may jeopardize financial aid eligibility.
    - Students should be aware that dropping a course they have not attended may result in a reduction or removal of financial aid for that semester.
    - Students are required to consult with the financial aid office before submitting the drop/add form to determine the impact to financial aid.
- It is the student's responsibility to arrange with the records office to add or drop courses.
- The procedure for adding a course is as follows:
    1. Secure the form "Change in Registration" from the records office or from www.kc.edu.
    2. Work with the assigned academic advisor and obtain signature.
    3. Obtain instructor's signature for the course being added.

4. Work with the financial aid counselor and obtain signature.

5. Submit the form to the records office for final processing.

- The process for dropping a course is as follows:

1. Secure the form "Change in Registration" from the records office or from www.kc.edu.

2. Obtain your academic advisor's signature.

3. Work with the instructor for each course listed on the form and obtain:
   ○ The last day of the student's course attendance or participation.
   ○ The instructor's signature.

4. Meet with the financial aid advisor to review how dropping will impact the student's financial aid and obtain signature.

5. Submit the form to the records office for final processing with the courses receiving a W grade.

- It is the student's responsibility to obtain all required signatures and to submit the completed form to the records office for processing by the withdrawal deadlines.

- The form "Change in Registration" may not be processed if the form is partially completed.

W AND Z GRADE POLICY

- A course grade of W is given:
  ○ To all courses dropped after the 10th business day of the official start of the semester and before the last day to drop.
  ○ If a student is absent for a period of two consecutive weeks and does not contact the instructor or complete the appropriate paperwork, an administrative withdrawal may occur.

- The last day to drop a class with a W is three weeks before the beginning of final exams.
  ○ This is week 13 during fall and spring semester and week 10 during summer semester.
  ○ No drops are permitted after this time, and a letter grade will be assigned.
  ○ Refer to the academic calendar in the *Bulletin* for specific add and drop dates.

- A course grade of Z is given if a student registers for courses but never attends the course.

- The student never withdrew during the first 10 business days of the semester so is academically withdrawn after registration has become official (after the 10th business day of the semester).
  - Student officially withdraws from a course that does not start until later in the semester after the 10th business day following the official start of the semester.
- Any student who has registered but has not attended any course(s) by the eighth business day of the semester will be administratively withdrawn.
- Refunds are based on the last day the student attends or participates in the course. See the section of the Bulletin on financial information for the tuition refund policy.

DISMISSAL FROM A PROGRAM

Program students who are dismissed by the program and are not eligible to reapply to the same program will be administratively withdrawn from all College courses. Students who wish to return must reapply to Kettering College for another program.

- Upon dismissal from a program prior to the 10th business day of the term, a student will be administratively withdrawn from all program courses and general education courses reserved for that program. Subsequent failure to attend non-program courses will result in withdrawal from those as well.
- Students dismissed from a program after the 10th business day of the term will be administratively withdrawn from all program courses. Students taking general education courses will need to sign the form "Change in Registration" if they wish to also withdraw from their general education courses.
- Program students who are dismissed by the program and are not eligible to reapply to the same program will be administratively withdrawn from all College courses. Students who wish to return must reapply to Kettering College for another program.

GRADES AND QUALITY POINTS

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

UNDERGRADUATE GRADING SCALE

Grade	Quality Points	Definition
A	4.00	Superior
A-	3.70	
B+	3.30	
B	3.00	Above average
B-	2.70	
C+	2.30	
C	2.00	Average
C-	1.70	
D	1.00	Below average
F	0.00	Failure
W	0.00	Withdrawal
Z	0.00	Enrolled but did not attend
SA	0.00	Satisfactory audit
UA	0.00	Unsatisfactory audit
P	0.00	Passing (does not affect GPA)
NP	0.00	Not passing (does not affect GPA)
I	0.00	Incomplete work
IP	0.00	Course in progress
X	0.00	Proficiency exam – no credit
Y	0.00	Proficiency exam – credit
K	0.00	Transfer course – no grade
R		Indicates the course was repeated
NG		No grade
NC		No credit
WV*		Waived
*A grade of WV (waived) will be awarded on individual basis for required program courses waived by academic department chairs or by approval from the academic appeals committee. Students will be required to meet all other graduation requirements: College core, residency, upper-division credits, and overall credits required for specific major.		

INCOMPLETE

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

The student must submit to the instructor a petition to receive an incomplete grade, stating the reason for the request. If approved, the instructor reports the incomplete grade as well as the grade the student will receive if the deficiency is not removed within the time limit. The

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

DEADLINE FOR CHANGING GRADES

The course instructor has the responsibility to submit a grade change only when an error has been made in arriving at or recording a grade. Grade change forms are available from the records office. They must include the explanation for the grading error and be signed by the instructor, program chair, and registrar.

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

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

CALCULATING GRADE-POINT AVERAGE

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

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

To calculate quality points for each course, multiply the number of credits in the course by the number of quality points listed for the course grade in the table on the next page. To calculate the term grade-point average, add up the number of credits; also, add up the number of quality points. Then divide the total number of quality points (35.60) by the total number of credits (16). In the above example, the grade-point average is 2.23. Grade-point averages are

rounded to two decimal places. Only credits taken at Kettering College are used in the calculation of the cumulative GPA.

ACADEMIC COURSE PROCEDURES

VERIFICATION OF IDENTITY

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

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

Teacher identification methods may include:

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

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

CLASS ATTENDANCE

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

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

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

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

APPEALS

ACADEMIC APPEALS

A student may appeal how academic decisions are processed and decided.

Academic decisions, including grade assignments made by instructors, are final unless an affected student demonstrates at least one of the following:

1. A mistake was made in making the decision, such as a miscalculation of a point total;
2. The decision was made by misinterpreting or inconsistently applying a College policy, including course policies set forth in a course syllabus;
3. The decision was made in an unfairly discriminatory manner or a manner that clearly reflects bad faith or incompetence on the part of the decision-maker; or
4. The decision-maker did not account for relevant information or extraordinary circumstances that ought to have been considered in making the decision and that warrant an exception to the decision in a case.

A student who wishes to appeal an academic decision must do so within 15 school days after the decision is posted. Nothing in this policy prohibits a student and the instructor and/or chair from resolving a concern or a complaint informally. However, in order for a student to participate in academic appeals process at Kettering College, the student must follow the procedure outlined in the College's Academic Appeals policy. Beyond the initial conferences described below, an appeal must be in writing, using the Academic Appeals Form, and should note which specific reason(s), as outlined above, the student claims in support of the appeal for an alteration of the earlier decision. The student should attach all available supporting documentation and should, if appropriate, identify persons who can provide evidence relevant to the appeal. The procedure provided in the Academic Appeals policy will be used, including adherence to all relevant dates and time frames, unless an academic dean provides written authorization of modifications.

NON-ACADEMIC APPEALS

A student may appeal how non-academic decisions are processed and decided.

Non-academic policy decisions are final unless an affected student demonstrates one of the following:

1. A mistake was made in making the decision, such as a miscalculation of a tuition refund;
2. The decision was made by misinterpreting or inconsistently applying a College policy, including College policies set forth in the *Academic Bulletin, Student Handbook,* or the College website;
3. The decision was made in an unfairly or discriminatory manner or in a manner that clearly reflects bad faith; or
4. The decision-maker did not account for relevant information or extraordinary circumstances that ought to have been considered in making the decision and that warrant an exception to the decision in a particular case.

A list of examples for appeal can be found at www.kc.edu/non-academicappeals. Title IX appeals should follow the process outlined in the sexual misconduct policy. Applicants with admissions appeals will appeal to the Admissions Committee.

Please refer to the *Student Handbook* for further information*.*

GRADUATION

Kettering College has students who graduate at the end of each semester; however, Kettering College has two graduation ceremonies — one at the end of spring semester and the other at the end of summer semester.

GRADUATION REQUIREMENTS

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

RESIDENCY REQUIREMENT

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

GRADUATION WITH HONORS

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

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

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

RELEASE OF DIPLOMAS AND TRANSCRIPTS

Graduates will receive a diploma cover during the graduation ceremony. Diplomas will be sent within four weeks after the graduation ceremony.

For diplomas and transcripts to be released:

- All grades must have been received, and all program requirements must have been completed.
- The graduate must have met all financial obligations to the College.
- All student loan exit counseling must be completed.

TRANSCRIPT REQUESTS

The student may obtain an official transcript by submitting an electronic request or a written request to the records office. Student accounts must have no "holds" for loan exit counseling and be at a zero balance, and graduates must complete all graduation requirements for transcript release clearance.

1. **Electronic request:** Students may complete the process for electronic transfer of Kettering College transcripts by using https://exchange.parchment.com; transcripts will be sent to participating institutions of higher learning. Regular transcript fee is $5 for each transcript.

2. **Written request:** Federal regulations require a written release from the student. This release may be in the form of a letter or a completed transcript request form, which can be downloaded from www.kc.edu under the link "Registrar Forms." All requests must

have a signature. The regular transcript fee is $5 for each transcript processed and $7 for same-day service. Transcript requests received without payment or signature cannot be honored.

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

BANKRUPTCY, DEFAULT, AND TRANSCRIPTS

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

Financial Information

ACCEPTANCE DEPOSIT

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

DEPOSIT FOR INTERNATIONAL STUDENTS

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

ROOM DEPOSITS AND CHARGES

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

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

UNDERGRADUATE TUITION

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

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

TUITION REFUND

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

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

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

INSTRUCTIONAL DELIVERY METHODS

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

PART-TIME STUDENTS

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

PAYMENT OPTIONS

Kettering College offers students two payment options.

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

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

Kettering permits any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31, chapter 33 or chapter 35.

Note to Chapter 31 (Vocational Rehabilitation) and Chapter 33 (Post 9/11) and Chapter 35 recipients: In compliance with the Veterans Benefits and Transition Act (VBTA) of 2018, Kettering College will not impose any penalty or late fee, deny access to any institutional facility, or require that a Chapter 31 or Chapter 33 or Chapter 35 recipient borrow additional funds to cover their financial obligations to the institution due to the delayed disbursement of payment by the U.S. Department of Veterans Affairs. This policy is limited to tuition funds paid to the institution directly by the U.S. Department of Veterans Affairs.

METHODS OF PAYMENT

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

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

BUSINESS OFFICE CLEARANCE

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

- For returning students, having the current semester's balance less than $100 and a signed payment plan agreement for the upcoming semester on file with the student finance office.

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

FINANCIAL AID INFORMATION

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

- Complete the FAFSA or the renewal application at www.fafsa.ed.gov. Remember to include Kettering College's school code (007035) on the FAFSA.

- Submit any additional paperwork as instructed by the Kettering College student finance office.

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

TYPES OF FINANCIAL AID

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

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

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

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

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

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

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

2. **Direct Unsubsidized Loans** have the same guidelines as the Direct Subsidized Loan program with the exception that the federal government does not pay the interest on the loan while the student is in school. The student can either pay the interest each month or allow the interest to accrue until repayment begins.

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

Dependent undergraduates		
Student year	Annual limit	Aggregate limit
First year	$5,500	
Second year	$6,500	
Third, fourth, and fifth years	$7,500	$31,000 [1]
Independent undergraduates		
Student year	Annual limit	Aggregate limit
First year	$9500 [2]	
Second year	$10,500 [3]	
Third, fourth, and fifth years	$12,500 [4]	$57,500 [5]

[1] No more than $23,000 of this may be in subsidized loans.
[2] No more than $3,500 of this may be in subsidized loans.
[3] No more than $4,500 of this may be in subsidized loans.
[4] No more than $5,500 of this may be in subsidized loans.
[5] No more than $23,000 of this may be in subsidized loans.

4. **Direct PLUS Loans** do not have annual or aggregate limits. Direct PLUS Loans are for the parents of dependent students. A parent may borrow up to the institution's cost

of attendance minus any other estimated financial assistance for that student. Repayment begins 60 days after the final loan disbursement.

5. **Ohio College Opportunity Grant (OCOG):** Undergraduate Ohio residents with an expected family contribution (EFC) of $2,190 or less with a maximum household income of $96,000 may be eligible. Grant is available to full- and part-time students and is adjusted based on credits and is restricted to tuition. The FAFSA must be completed by the Oct. 1 deadline. (EFC and household income limits are based on the 2022-23 OCOG table.)

6. **Ohio War Orphans & Severely Disabled Veterans' Children Scholarship:** Scholarship awarded to children of disabled or deceased war veterans. Eligible students may receive $6,170 annually (based on 2022-23 annual award amount). For additional information, contact the Ohio Department of Higher Education.

7. **Choose Ohio First (COF):** part of Ohio's strategic effort to bolster the state in the global marketplace of Science, Technology, Engineering, Mathematics, and Medicine (STEMM). COF awards scholarship funding to selected Ohio colleges and universities to support undergraduate and qualifying graduate students in innovative academic programs. This need-based aid will grant qualifying nursing students with $3,000.00 in tuition per year ($1000 per semester).

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

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

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

Student employment: Employment opportunities exist throughout Kettering Health Network. Students with financial resources that are insufficient to meet total expenses may apply for open positions at www.ketteringhealth.org/human_resources/. Enrollment in the

College does not imply assurance of employment, nor is the College responsible for procuring employment for the student. Full-time students are strongly advised to limit work to three (3) shifts or 20 hours per week.

DISBURSEMENT OF FINANCIAL AID FUNDS

Disbursement of financial aid funds will occur each semester after the 10th business day from the official start of the semester. Students should be aware that dropping a course they have not attended may result in a reduction or removal of financial aid for that semester. For this reason, students are required to consult with the financial aid office before submitting the drop/add form to determine the impact to financial aid.

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 Status 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.

Student Affairs

ORIENTATION

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

STUDENT CONDUCT

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

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

ADVISING AND COACHING

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

CAMPUS MINISTRIES

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

TITLE IX

Title IX protects those at Kettering College from being discriminated against based on sex. Sexual discrimination is a serious offense and includes discrimination based on pregnancy, gender identity, and stereotypical notions of femininity and masculinity. Sexual harassment, as defined below, is a form of sex discrimination. The board of directors and the administration of the College are determined to provide an educational experience free from discrimination, including sexual harassment and misconduct. Sexual harassment and misconduct are reprehensible and unacceptable and will not be tolerated by the college community. Such conduct would undermine the ideals and principles of the College. Please refer to the Sexual Misconduct Policy for further information.

COUNSELING SERVICES

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

STUDENT GOVERNANCE

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

dialogue; and to develop and sustain a caring community for students at the departmental and College level.

RESIDENCE LIFE

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

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

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

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

Please refer to the *Residence Life Handbook* for further information.

FOOD SERVICE

The hospital cafeteria offers a selection of meal items, including vegetarian and vegan options. Fresco also provides goods to students. The hospital and the College also have snack machines. Registered students receive a discount in all hospital eateries when using a valid student ID card.

STUDENT HEALTH

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

Kettering College requires immunizations, vaccines, and a tuberculosis skin test as preventive strategies and to meet the requirements of the clinical agencies where the students' clinical experiences occur. (Refer to the College website and the *Student Handbook* for required vaccines and immunizations for the College and individual academic programs.)

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

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

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

Tobacco, alcohol, and drugs on campus: Kettering College is committed to the health and well-being of its students. All College and Kettering Medical Center facilities and premises and the adjacent neighborhood areas are designated a smoke-free environment. The use or possession of alcoholic beverages and illicit drugs or the abuse of harmful substances is prohibited everywhere on the College or Kettering Medical Center campus. Violators will be prosecuted in accordance with applicable laws and ordinances and will be subject to disciplinary action by the College. Because drugs or alcohol can adversely affect a student's health and clinical performance, Kettering College reserves the right to test students suspected of using or being under the influence of alcohol or drugs. Please refer to the *Student Handbook* for further information.

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

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

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

depression, chemical dependency, anorexia nervosa, bulimia nervosa, and psychotic behavior. If a staff or faculty member becomes aware of a life-threatening situation involving a student, the confidentiality privileges are suspended in order to obtain necessary assistance for the student. Life-threatening situations involving students under the age of 18 are cause for immediate notification of the students' parents/guardians by the College.

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

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

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

TUTORING SERVICES

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

Online tutoring is also available 24 hours a day, seven days a week. Information is available in Canvas or in the Student Success Center. Student success personnel also provide individual academic coaching, testing services, and advising.

SECURITY

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

AUTOMOBILE REGULATIONS

All students driving vehicles must register them with the College and secure a Kettering College parking sticker. On-campus parking is a privilege, not a right, and students are expected to abide by Kettering Medical Center regulations. Please refer to the *Student*

Handbook for parking policies and procedures. Students are encouraged to allow sufficient time to park their vehicles before class.

BOOKS

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

PUBLICATIONS

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

CULTURAL/RECREATIONAL OPPORTUNITIES

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

The College offers a variety of structured and unstructured activities to promote student health and meet the mission of the institution. Campus Ministries, Student Life, and Residence Life provide opportunities for students to participate and grow outside of the classroom. Please refer to the *Student Handbook* for further information.

Core Requirements

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

KETTERING COLLEGE INSTITUTIONAL OUTCOMES

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

KETTERING COLLEGE INSTITUTIONAL OUTCOMES

Each student who successfully completes their program-specific outcomes and curriculum will be able to demonstrate degree-level-appropriate competencies in the identified domains for each outcome. Students will:

FAITH (F)

- Gain self-awareness of their faith journey within the context of a Christian community and learn the skills to holistically care for self and others.

SERVICE (V)

- Engage in service and service-learning opportunities that have a positive impact on communities and that foster self-awareness.

SCHOLARSHIP (S)

- Conduct ethical scholarship that involves gathering and evaluating evidence in order to draw and disseminate a conclusion.

LEADERSHIP (L)

- Work effectively with and through others by recognizing distinctive contributions each individual brings to forge superior solutions and results.

CORE CURRICULAR OUTCOMES

Upon the successful completion of the core curriculum, students will demonstrate mastery in the following areas:

I. Physical and biological world
   a. Demonstrate knowledge of concepts and theories of the physical and biological world
   b. Demonstrate knowledge of mathematical skills and reasoning (S)

II. Human behavior and culture
   a. Apply theories of individual behavior, social interactions, and history (L)
   b. Interact effectively in a diverse and multicultural world (V)
   c. Analyze creative and literary works and their roles in cultural development

III. Communication skills
   a. Construct sustained, coherent arguments and explications in a variety of genres (S)
   b. Deliver purposeful presentations that inform and persuade

IV. Information literacy skills
   a. Evaluate appropriate sources of information (S)
   b. Ethically use sources of information (S)

V. Spiritual development
   a. Demonstrate the ability to think reflectively, informed by theological, scriptural, and philosophical resources (F)
   b. Demonstrate compassion and integrity in personal and professional contexts (F)

DEGREE REQUIREMENTS

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

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

ASSOCIATE OF SCIENCE DEGREE CORE

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

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

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

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

I.   **Composition and Communication** ....6 credits required
     Required courses
     A. Writing and Rhetoric I
     B. One of the following; refer to the individual major for specific requirements:
         1. Writing and Rhetoric II
         2. Medical and Scientific Discourse and Research
         3. Communication

II. **Mathematics** ....3 credits required
     Requirement may be met by one of the following:
     A. Fundamentals of Mathematics (MATH 105), College Algebra (MATH 155), or College Algebra and Trigonometry (MATH 165) with a grade of C or above.
     B. Transfer credit equivalent to MATH 105 or higher

III. **Natural sciences**...8 credits required
     All students must take two science courses that include a laboratory component.

IV. **Religion**..6 credits required
    A. RELB 101, Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ (3 credits)
    B. Additional religion elective to bring group total to 6

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

V. **Social sciences** ....3 credits required
Coursework in psychology or sociology

BACHELOR OF SCIENCE DEGREE CORE

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

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

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

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

I. **Composition and Communication** (9 credits required)
    Must include:
    ENGL 101 Writing and Rhetoric I...3 credits
    ENGL 102 Writing and Rhetoric II..3 credits
    COMM 215 Introduction to Human Communication.........................3 credits

II. **Humanities** (21 credits required)
    A. Group I: Religion Courses ....12 credits

Must include:

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

RELP 254 Morality and Medicine

RELP 316 Spirituality in Healing and Healthcare

Additional religion elective to bring group total to 12 credits

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

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

Must include:

A history course (3 credits)

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

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

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

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

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

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

IV. **Natural Sciences** (11 - 12 credits required) Including:

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

Remaining 3 - 4 credits determined by the major

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

Required courses:

PSYC 112 General Psychology .... 3 credits

SOCI 115 Principles of Sociology .... 3 credits

Social sciences elective to bring total to 9 credits

BACHELOR OF SCIENCE IN NURSING DEGREE CORE (PRELICENSURE DEGREE)

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

Credits and residency requirements: The Bachelor of Science in Nursing degree requires 124 credits, including general education. Required major courses must total at least 60 credits at the upper division; at least 68 credits must be taken at Kettering College.

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

I. **Composition and Communication** (9 credits required); must include:
   ENGL 101 Writing and Rhetoric I...3 credits
   ENGL 102 Writing and Rhetoric II..3 credits
   COMM 215 Introduction to Human Communication..........................3 credits

II. **Humanities** (18 credits required)
   Group I: Religion Courses (12 credits)
   Must include:
   RELB 101 Seventh-day Adventist Fundamental Beliefs and
       the Healing Ministry of Christ ....3 credits
   RELP 316 Spirituality in Healing and Healthcare..............................3 credits
   RELP 306 Spiritual Dimensions of Death and Dying ....3 credits
   One additional religion elective to bring group total to 12 credits
       (Note: Only religion courses from faith-based institutions may be considered for
       transfer credit to meet the religion core requirement.)
   Group II: May include literature, history, philosophy, fine arts, foreign language (6
       credits)

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

IV. **Natural Sciences** (12 credits required)
   BIOL 119 & 129 Anatomy and Physiology I & II ....8 credits
   BIOL 151 Microbiology..4 credits

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

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

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

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

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

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

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

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

  RELP 316 Spirituality in Healing and Healthcare............................. 3 credits

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

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

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

  BIOL 151 Microbiology... 4 credits

  CHEM 101 Chemistry for the Health Sciences .... 3 credits

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

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

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

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

Credits and residency requirements: The Bachelor of Science in Nursing RN-to-BSN track requires 31 credits beyond the Associate of Science nursing degree (or its equivalent) for graduation and at least 30 upper-division credits; 30 credits must be taken from Kettering College. Completion of pathophysiology and/or humanities/elective courses at another institution of higher learning may necessitate completion of addition coursework to achieve the graduation requirement. The degree requires at least 120 semester credits with 65 credits awarded for the previously earned associate degree in nursing. To achieve the 120 total credit hours required for graduation, students will need to transfer or take 21 credit hours of elective courses.

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

I.   **Humanities**...3 credits

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

II. **Religion**..3 credits

RELP 306 Spiritual Dimensions of Death and Dying

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

III. **Mathematics** ....3 credits

Requirements may be met by one of the following:

MATH 201 Probability and Statistics

Transfer credit equivalent to MATH 201

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

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

Degree description: Kettering College offers a Bachelor of Science in Health Sciences designed for those who want a bachelor's degree in a health science major.

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

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

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

Required:

ENGL 101 Writing and Rhetoric I.. 3 credits

ENGL 102 Writing and Rhetoric II... 3 credits

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

II. **Humanities:** 21 credits required

Group I: Religion courses...12 credits

Required:

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

RELP 254 Morality and Medicine

RELP 316 Spirituality in Healing and Healthcare

RELP 306 Spiritual Dimensions of Death and Dying

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

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

Must include:

One history course (3 credits)

Non-history humanities course such as art, literature, or music; one applied course may be included (6 credits)

III. **Mathematics:** 3 credits required

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

Transfer credit equivalent to MATH 155 or higher

(See major for details)

IV. **Natural Sciences:** 8 credits required
Two semesters of laboratory course sequence with BIOL, CHEM, or PHYS prefix...8 credits

(See major/concentration for details)

V. **Social Sciences:** 9 credits required

Required:

PSYC 112 General Psychology ....3 credits

SOCI 115 Principles of Sociology ....3 credits

SOCI 375 Cultural Diversity in Healthcare..3 credits

TOTAL	50 credits

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

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

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

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

Credits and residency requirements: The Bachelor of Science in Health Sciences degree requires a minimum of 120 credits with 65 credits awarded for the previously earned associate degree. Those working toward bachelor's completion must take a minimum of 30 credits at Kettering College, and at least 36 credits must be from the upper division. Students must achieve a grade of C or better in all core courses listed below for graduation.

CORE CURRICULUM

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

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

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

IV. **Mathematics** ....3 credits
     Requirements may be met by one of the following:
     MATH 201 Probability and Statistics
     Transfer credit equivalent to MATH 201
     Recommended prior coursework: a college-level mathematics course in the past five
         years.

Vaughan-Beaven Service Learning Honors Program

DESCRIPTION OF THE PROGRAM

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

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

MISSION STATEMENT

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

OUTCOMES

- Integrate leadership skills and professionalism in the application of service in the local, national, and/or global community.
- Promote and communicate an understanding of cultural diversity/sensitivity and social/civic responsibility though commitment to education, mission, scholarship, and lifelong service.

- Integrate the values of compassion, competence, citizenship, and character through personal and professional growth.
- Incorporate effective communication multi-professionally within the global village.

PROGRAM REQUIREMENTS

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

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

Available program courses may include:

SLHP 330 Global Health

SLHP 331 Healthcare Needs of Underserved Populations

SLHP 332 Leadership in Service

SLHP 333 Scholarship and Service

ADMISSION REQUIREMENTS

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

PROGRESSION AND COMPLETION

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

READMISSION

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

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

Division of Arts and Sciences

MISSION STATEMENT

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

GOALS AND OBJECTIVES

The courses in the Division of Arts and Sciences meet two distinct needs. One is to provide a liberal arts background on which to build technical information leading toward a degree in a healthcare field. The other is to provide a Bachelor of Science degree that prepares students for admission and success in professional schools such as medicine or dentistry.

The faculty strives to help students achieve the institutional outcomes (faith, service, scholarship, and leadership) through a variety of courses and learning activities.

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

HUMANITIES AND SOCIAL SCIENCES

Cory Wetterlin, PhD, Chair; Duane Covrig, PhD; Vail McGuire, PhD; Laura Miller, MA; David Price, MS; Maria Rankin-Brown, PhD; Eric Scott, DMin; Keren Tanguay, PhD

SCIENCES AND MATHEMATICS

Paul DeLange, PhD, Chair; Loren Barnhurst, PhD; Laurie Bromagen, MS; Jonathan Engelman, PhD; Kristin Dorsey, MS; Jane Nesbit, MA; Randi Quale, MS; Daniel Schoun, MS

Spiritual Care Minor

DESCRIPTION

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

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

OUTCOMES

Personal Spiritual Awareness and Self-Care

I.   Students will develop awareness of their own spiritual narrative, which includes religious, psychological, social, emotional, and cultural contexts.

II. Students will develop awareness and practice of self-care techniques unique to their own spiritual narrative.

Spiritual Care Competencies

III. Students will develop awareness and practice of spiritual care for persons based on the persons' spiritual narratives.

IV. Students will make effective and ethical use of their own spiritual narrative to offer spiritual care to others using intentional spiritual care skills.

V.   Students will develop and apply awareness of the role of a chaplain and how to work effectively as a member of a multidisciplinary team for the purpose of spiritual care.

Spiritual Care Collaborative Reflection

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

CREDIT REQUIREMENTS

I.   Religion courses (12 credits)

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

A.   Take both of these required courses:

i.   RELB 101   Adventist Beliefs and Ministry of Jesus.................... 3 Credits

ii. RELP 316   Spirituality in Healing and Healthcare....................... 3 Credits

B. Take two of the following courses:

    i.   RELP 306   Spiritual Dimensions of Death and Dying .... 3 Credits

    ii.   RELP 254   Morality and Medicine: Christian

                                Perspective on Bioethical Issues .... 3 Credits

    iii. RELT 305   World Religions for HCP.. 3 Credits

II. Non-religion courses (3 credits)

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

A. Choose one of the three following options:

    i.   SOCI 375   Cultural Diversity in Healthcare .... 3 Credits

    ii.   HUMN 301   Healthcare Humanities: Narrative Medicine .... 3 Credits

    iii. Complete the following courses as part of the

       Service Learning Honors Program:

       SLHP 330   Global Health .... 2 Credits

       SLHP 331   Healthcare Needs of Underserved Populations ...... 2 Credits

Division of Nursing

DEPARTMENT PERSONNEL

Leadership of Programs:

- Paula Reams, PhD, MS, APRN, CNP, CNE, LMT, Dean of Nursing
- Marisa Blahovich MS, RN, CHSE, Chair of Undergraduate Prelicensure BSN, LPN to BSN
- Lynette Williams DNP, MS, RN-BC, CCRN-K, Chair of Accelerated Prelicensure BSN
- Adelaide Durkin DNP, MS, RN, COI, CNE, DipACLM, Chair, RN-to-BSN
- Jeanette Little, DNP, RN, FACHE, NEA-BC, FABC, Professional Clinical Practice Coordinator
- Nicole Orian DNP, MSN, RN, Chair, Graduate Nursing
- Johnjé Jasper BSN, RN, C-CHW Program and Data Collection Coordinator for the Community Health Worker certification program.
- Beverley McLean, MSN, RN, CHSE, Interprofessional Education Center Simulation Co-Coordinator
- Phillip Smith, BA, CHSOS, EMT-P, Interprofessional Education Center Simulation Co-Coordinator

Faculty: Ashley Barnett, MS, RNC-OB, C-EFM; Marisa Blahovich, RN, MS, CHSE; Jerry Cervantes MSN, RN Adelaide Durkin, DNP, RN, COI, CNE, DipACLM; Katherine Ferrell, MSN, RN, OMS, WCC; Kim Hatcher MSN, RN, CCRN- CMC; Melinda Hopkins, DNP, RN; Lisa Huber MSN, RN, COI; Angelia Kuck MS, RNC-MNN; Jeanette Little, DNP, RN, FACHE, NEA-BC, FABC; Nicole Orian, DNP, MSN, RN; Devon Skinner, MSN, RN; Jean Stivers, MS, RNC, CNE; Sukira Totty MA, RN; Joan Ulloth, PhD, RN, CNE; Deborah Warren, MS, RN; Lynette William, DNP, PRN-BC, CCRN-K

Staff: Jessica Allen, BA; Mary Harden; Gerson Hortua; Courtney Sewell, BS; Phil Smith, BA, CHSOS, EMT-P; Christopher Williams, BA

PROGRAM TRACKS OFFERED

UNDERGRADUATE

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

GRADUATE

- MSN

PHILOSOPHY AND ORGANIZING FRAMEWORK

The Division of Nursing philosophy is consistent with and supportive of the mission, vision, and values of Kettering College. The philosophy is based upon Biblical principles and 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, well-being, 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 that 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 holistic 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 effect 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.

FACULTY: A COMMON UNDERSTANDING

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 healthcare. 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:** 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:** 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.

Prelicensure Bachelor of Science in Nursing (BSN)

DESCRIPTION OF DEGREE

The prelicensure BSN degree at Kettering College prepares individuals for professional registered nurse practice and leadership. The curriculum has full-time and part-time tracks and can be completed in three years or five years of continuous study. The degree consists of 124 semester credits, including 62 credits from arts and sciences courses and 63 nursing credits.

APPROVAL AND ACCREDITATION

The program is approved by the Ohio Board of Nursing, 17 S. High St., Suite 660, Columbus, OH 43215-3466, and accredited by the Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326; 404-975-5000; www.acenursing.org.

ADMISSION

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

FALL ADMISSION DEADLINES *

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

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

 *See College website for specific deadline dates.

SPRING ADMISSION DEADLINES

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

- Applications will be evaluated on a first-come, first-served basis when an applicant has achieved the minimum requirements for admission.
- Applications are due by September 1.
- Offers of admission will be granted on a first-come, first-served basis whereby a student is ranked according to when the application was submitted, and transcripts received.
- All other things being equal, Kettering College students will be given preference over transfer students.
- See College website for specific deadline dates.

ADMISSION CRITERIA

Applicants are considered for admission based on the following criteria:

1. Applicants must meet all Kettering College admission requirements.
2. Applicants must present college transcripts reflecting:

   - A cumulative GPA of 2.8 or above (on a 4.0 scale) AND a minimum grade of C in all prerequisite courses.
   - Science prerequisite courses (minimum grade of C with a cumulative GPA of 2.8)

     BIOL 119   Human Anatomy and Physiology I......................4 credits
     BIOL 129   Human Anatomy and Physiology II....................4 credits
     CHEM 101   Chemistry for the Health Sciences......................3 credits
     BIOL 151   Microbiology...4 credits

   - Other required general education prerequisite courses (minimum grade of C)

     ENGL 101   Writing and Rhetoric I ....3 credits
     ENGL 102   Writing and Rhetoric II...3 credits
     MATH 105   Fundamentals of Mathematics...........................3 credits
     MATH 201   Probability and Statistics.....................................3 credits
     PSYC 112   General Psychology ....3 credits
     PSYC 138   Human Growth and Development.......................3 credits
     SOCI 115   Sociology...3 credits

| HUMN | Humanities elective* | 3 credits |
| KETC 101 | Medical Terminology | 1 credit |

*Literature, history, philosophy, music, art, theater, or foreign language

3. Cognate courses may be repeated only once. Past failures and withdrawals in prerequisite courses or other nursing program courses **will** impact consideration for admission into the KC BSN program. Please contact the admissions office with questions.

4. Additional qualifiers such as taking prerequisite courses at KC and previous academic degrees.

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

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

DIRECT ADMISSION OPPORTUNITY

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

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

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

- Completion of all prerequisite nursing courses at Kettering College with a grade of C or better in each course.
- Have no more than one repeated (C- or below).
- Maintenance of a 2.8 GPA in prerequisite nursing courses through time of direct admission
- Maintenance of a 2.8 GPA in prerequisite science courses through time of direct admission

Students who do not meet/maintain qualifications for direct enrollment will lose placement in the nursing degree track and may apply through normal application procedures associated with the BSN prelicensure program degree tracks.

Note: Previous nursing course failures disqualify students from the direct enrollment option.

The same prerequisite nursing courses apply as for the BSN-P Prelicensure program as previously stated.

NURSING PROGRAM TRANSFER APPLICANTS

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

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

ENROLLMENT

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

1. **Cardiopulmonary resuscitation (CPR)/ basic life support (BLS):** All nursing students must be certified in basic life support, also known as cardiopulmonary resuscitation, issued by the American Heart Association or the American Red Cross in the BLS for the Healthcare Provider course. Students must complete this certification course at Kettering College during the time period designated by the nursing program. Upon acceptance to the nursing program, students will receive further information regarding BLS certification. If an admitted student already has American Heart Association or American Red Cross BLS for the Healthcare Provider certification and does not wish to recertify at the time of admission, the student must sign an informational waiver taking responsibility for keeping BLS certification current throughout enrollment in the program.

2. **Background check and fingerprinting:** Students must request and pay to have a criminal background check and fingerprinting performed by a Kettering College-approved

service no more than six months prior to the first nursing course or the semester of entry for transfer students. The Ohio Board of Nursing or any state's board of nursing may deny testing or licensure to individuals based on results of their background check and fingerprinting report. Background check results must be received at least one week prior to the start of the first semester of nursing courses.

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

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

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

PROGRESSION

Students who earn a grade less than a C in any nursing course will be removed from the program track. Students will need to reapply according to the criteria in the readmission policy. To progress in the program, students will:

- Continue to demonstrate professional and ethical behavior.
- Achieve a minimum grade of C in all nursing courses required for the BSN program track. A grade lower than a C in any nursing course is considered a course failure and will result in dismissal from the program track.
- Not enroll more than twice in any nursing course.
  - A grade of W counts as enrollment in a course.
- Maintain compliance with technical standards.
- Maintain health requirements and current immunization status.
- Maintain clearance of background check.

A grade of W (withdrawal) is considered the same as a nursing course failure if the student withdraws after the last day to drop with 100% refund according to the college academic calendar aligning with their track.

- Students withdrawing with a passing grade or under extenuating circumstances will be considered for progression on an individual basis.

IN PROGRESS GRADE OR LEAVE OF ABSENCE STATUS

Students receiving a grade of IP (in progress) or taking a leave of absence must communicate their intent for resuming coursework in the nursing program to their academic advisor or program chair according to the readmission deadlines outlined below. Remediation will be required for students who have been out of the nursing program for two semesters or longer. A plan of success will be developed on an individual basis. This plan may include but not be limited to skills remediation, testing remediation, and auditing of previous nursing courses as deemed necessary by the Division of Nursing. General College policies on tuition and fees for remediation of courses will apply.

READMISSION

- Students wishing to apply for readmission must submit a readmission form to the director of admissions.
- If readmitted, a student may repeat a course only once.
- A course must be repeated the next term in which the course is offered. Absences longer than one semester require an application for a leave of absence.
- Requests for readmission will be evaluated on an individual basis.
- The decision to readmit a student will be based on the following criteria:
  - Available space within the program track.
  - Review and evaluation of the student's professional and ethical behavior as well as academic and clinical performance at the time of withdrawal or dismissal.
  - Kettering College cumulative GPA of at least 2.6 (a higher GPA may be needed to be competitive). Note: Calculation of readmission GPA will not include the failing letter grade of the last nursing course where the student was not successful.
  - Submission of evidence demonstrating potential for academic success.
- Students are not eligible for readmission following failure of two nursing courses. A student may not enroll more than twice in any course. Please see the withdrawal policy in the KC Student Handbook.
  - A grade of W counts as enrollment in a course.
- Remediation will be required for students who have been out of the nursing program track for two semesters or longer.
  - A plan of success will be developed on an individual basis. This plan may include but not be limited to skills remediation, testing remediation, and auditing of previous nursing courses as determined by the Division of Nursing.

- ○ General College policies on tuition and fees for remediation of courses will apply.
- Readmitted students enter under the curriculum, program policies, and *Academic Bulletin* in place during the semester of reentry into the program track.

READMISSION DEADLINES

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

READMISSION CRITERIA

1. Students who are readmitted enter under the curriculum, program policies, and *Academic Bulletin* offered the semester of reentry into the program. Students must meet all nursing enrollment criteria.
2. Requests for readmission will be evaluated individually. The decision to readmit a student is based on the following criteria:
   - Review and evaluation of student's academic and clinical performance at the time of withdrawal or dismissal.
   - Minimum Kettering College cumulative GPA of 2.6 (a higher GPA may be needed to be competitive).
   - Calculation of readmission GPA will not include the failing letter grade of the last nursing course where the student was not successful.
   - Available space in the nursing program.
   - Evaluation of the student's standing, relative to any revisions that may have occurred in the curriculum, courses, or requirements.
   - Student's professional and ethical behavior as well as academic and clinical performance at the time of withdrawal or dismissal.
   - Efforts demonstrated by student to be successful (e.g., communication with course faculty, utilization of nursing tutor or academic support, etc.).
   - Failure to demonstrate improvement or compliance with the readmission criteria will result in removal from the nursing program.

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

GRADUATION

Students graduating from the BSN-P program must:

- Satisfactorily complete all course and clinical requirements as outlined in the program of study.
- Have a minimum cumulative GPA of 2.00 on a 4.00 scale, as well as a minimum GPA of 2.00 on a 4.00 scale in nursing courses.
- Complete all other KC requirements for graduation.

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

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

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

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

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

BIOL 129	Human Anatomy and Physiology II	4
BIOL 151	Microbiology	4
ENGL 102	Writing and Rhetoric II	3
MATH 201	Probability and Statistics	3
	TOTAL	14

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

CHEM 101	Chemistry for Health Sciences	3
HUMN	Humanities elective (literature, history, philosophy, music, art, theater, or foreign language)	3
PSYC 138	Human Growth and Development	3
SOCI 115	Principles of Sociology	3
	TOTAL	12

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

BIOL 151	Microbiology	4
MATH 105	Fundamentals of Mathematics	3
ENGL 101	Writing and Rhetoric I	3
PSYC 112	General Psychology	3
	TOTAL	13

TRACK B: YEAR 1, SEMESTER 2 SPRING (FULL-TIME FALL COHORT)

BIOL 119	Human Anatomy and Physiology I	4
CHEM 101	Chemistry for Health Sciences	3
MATH 201	Probability and Statistics	3
ENGL 102	Writing and Rhetoric II	3
KETC 101	Medical Terminology	1
	TOTAL	14

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

BIOL 129	Human Anatomy and Physiology II	4
HUMN	Humanities elective (literature, history, philosophy, music, art, theater, or foreign language)	3
PSYC 138	Human Growth and Development	3
SOCI 115	Principles of Sociology	3
	TOTAL	13

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

BIOL 350	Pathophysiology	3
NRSB 305	Pharmacology in Nursing	3
NRSB 315	Foundations of Nursing	6
RELB 101	Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ	3
	TOTAL	15

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

COMM 215	Introduction to Human Communication	3
NRSB 301	Wellness and Health Promotion	3
NRSB 325	Medical Surgical Nursing 1	6
RELX	Religion elective	3
	TOTAL	15

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

NRSB 335	Medical Surgical Nursing 2	8
NRSB 355	Population Health Concepts	4
	TOTAL	12

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

NRSB 331	Psychiatric/Mental Health Nursing Concepts	4
NRSB 341	Family Nursing Concepts	6
NRSB 371	Nursing Research	3
RELP 316	Spirituality in Healing and Healthcare	3
	TOTAL	16

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

HUMN	Humanities elective (literature, history, philosophy, music, art, theater, or foreign language)	3
NRSB 405	Medical Surgical Nursing 3	9
NRSB 411	Essentials of Nursing Leadership, Management, and Informatics	3
	TOTAL	15

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

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

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

YEAR 1, SEMESTER 1 SPRING (FULL-TIME SPRING COHORT)

BIOL 119	Human Anatomy and Physiology I	4
CHEM 101	Chemistry for Health Sciences	3
ENGL 101	Writing and Rhetoric I	3
MATH 105	Fundamentals of Mathematics	3
	TOTAL	14

YEAR 1, SEMESTER 2 SUMMER (FULL-TIME SPRING COHORT)

BIOL 129	Human Anatomy and Physiology II	4
ENGL 102	Writing and Rhetoric II	3
HUMN	Humanities elective (literature, history, philosophy, music, art, theater, or foreign language)	3
PSYC 112	General Psychology	3
	TOTAL	13

YEAR 1, SEMESTER 3 FALL (FULL-TIME SPRING COHORT)

BIOL 151	Microbiology	4
KETC 101	Medical Terminology	1
MATH 201	Probability and Statistics	3
PSYC 138	Human Growth and Development	3
SOCI 115	Principles of Sociology	3
	TOTAL	14

YEAR 2, SEMESTER 4 (FULL-TIME SPRING COHORT)

BIOL 350	Pathophysiology	3
NRSB 305	Pharmacology in Nursing	3
NRSB 315	Foundations of Nursing	6
RELB 101	Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ	3
	TOTAL	15

YEAR 2, SEMESTER 5 (FULL-TIME SPRING COHORT)

COMM 215	Introduction to Human Communication	3
NRSB 301	Wellness and Health Promotion	3
NRSB 325	Medical Surgical Nursing 1	6
RELX	Religion elective	3
	TOTAL	15

YEAR 2, SEMESTER 6 (FULL-TIME SPRING COHORT)

HUMN	Humanities elective (literature, history, philosophy, music, art, theater, or foreign language)	3
NRSB 335	Medical Surgical Nursing 2	8
NRSB 355	Population Health Concepts	4
	TOTAL	15

YEAR 3, SEMESTER 7 (FULL-TIME SPRING COHORT)

NRSB 331	Psychiatric/Mental Health Nursing Concepts	4
NRSB 341	Family Nursing Concepts	6
NRSB 371	Nursing Research	3
RELP 316	Spirituality in Healing and Healthcare	3
	TOTAL	16

YEAR 3, SEMESTER 8 (FULL-TIME SPRING COHORT)

NRSB 405	Medical Surgical Nursing 3	9
NRSB 411	Essentials of Nursing Leadership, Management, and Informatics	3
	TOTAL	12

YEAR 3, SEMESTER 9 (FULL-TIME SPRING COHORT)

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

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

YEAR 1, SEMESTER 1 (PART-TIME FALL COHORT)

ENGL 101	Writing and Rhetoric I	3
MATH 105	Fundamentals of Mathematics	3
	TOTAL	6

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

CHEM 101	Chemistry for Health Sciences	3
COMM 215	Introduction to Human Communication	3
ENGL 102	Writing and Rhetoric I	3
	TOTAL	9

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

HUMN	Humanities elective (literature, history, philosophy, music, art, theater, or foreign language)	3
KETC 101	Medical Terminology	1
SOCI 115	Principles of Sociology	3
	TOTAL	7

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

BIOL 151	Microbiology	4
PSYC 112	General Psychology	3
	TOTAL	7

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

BIOL 119	Human Anatomy and Physiology I	4
HUMN	Humanities elective (literature, history, philosophy, music, art, theater, or foreign language)	3
MATH 201	Probability and Statistics	3
	TOTAL	10

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

BIOL 129	Human Anatomy and Physiology II	4
PSYC 138	Human Growth and Development	3
	TOTAL	7

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

BIOL 350	Pathophysiology	3
NRSB 315	Foundations of Nursing	6
	TOTAL	9

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

NRSB 301	Wellness and Health Promotion	3
NRSB 305	Pharmacology in Nursing	3
RELB 101	Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ	3
	TOTAL	9

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

NRSB 325	Medical Surgical Nursing 1	6
RELX	Religion elective	3
	TOTAL	9

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

NRSB 335	Medical Surgical Nursing 2	8
NRSB 355	Population Health Concepts	4
	TOTAL	12

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

NRSB 331	Psychiatric/Mental Health Nursing Concepts	4
NRSB 371	Nursing Research	3
	TOTAL	7

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

NRSB 411	Essentials of Nursing Leadership, Management, and Informatics	3
RELP 306	Spiritual Dimensions of Death and Dying	3
	TOTAL	6

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

NRSB 341	Family Nursing Concepts	6
RELP 316	Spirituality in Healing and Healthcare	3
	TOTAL	9

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

NRSB 405	Medical Surgical Nursing 3	9
	TOTAL	9

YEAR 5, SEMESTER 15 (PART-TIME FALL COHORT)

NRSB 425	Capstone Nursing Experience	5
NRSB 435	NCLEX-RN Success Strategies	3
	TOTAL	8

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

DESCRIPTION OF DEGREE

The LPN-to-BSN degree track at Kettering College is an innovative three-year program designed to prepare individuals for professional registered nurse practice and leadership. The curriculum is designed for completion in nine semesters of year-round, full-time study. The degree consists of 124 semester credits, including 62 credits from arts and sciences courses and 63 nursing credits. The LPN student receives credit for BIOL 119, PSYC 138, KETC 101, NRSB 301, NRSB 305, and NRSB 315 after successful completion of NRSB 310, the LPN-to-BSN Transition course.

APPROVAL AND ACCREDITATION

The program is approved by the Ohio Board of Nursing, 17 S. High St., Suite 660, Columbus, OH 43215-3466, and accredited by the Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326; 404-975-5000; www.acenursing.org.

ADMISSION

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

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

ADMISSION DEADLINES *

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

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

*See College website for specific deadline dates.

ADMISSION CRITERIA

Applicants are considered for admission based on the following criteria:

1. Applicants must meet all Kettering College admission requirements.
2. Applicants must present college transcripts reflecting:
   - A cumulative GPA of 2.8 or above (on a 4.0 scale) AND a minimum grade of C in all required courses.
   - Science prerequisite courses (minimum grade of C with a cumulative GPA of 2.8 or higher):

BIOL 129	Human Anatomy and Physiology II	4 credits
CHEM 101	Chemistry for the Health Sciences	3 credits
BIOL 151	Microbiology	4 credits

   - Other required general education prerequisite courses (minimum grade of C)

ENGL 101	Writing and Rhetoric I	3 credits
ENGL 102	Writing and Rhetoric II	3 credits
MATH 105	Fundamentals of Mathematics	3 credits
MATH 201	Probability and Statistics	3 credits
PSYC 112	General Psychology	3 credits
SOCI 115	Sociology	3 credits
HUMN	Humanities elective*	3 credits

     *Literature, history, philosophy, music, art, theater, or foreign language
3. Past failures and withdrawals in prerequisite courses or other nursing program courses will impact consideration for admission into the KC BSN program. Please contact the admissions office with questions.
4. Additional qualifiers such as taking prerequisite courses at KC, previous academic degrees, and degrees in allied health may influence acceptance.
5. Students accepted into the program must maintain all admission requirements from the time of acceptance until their program start date.
6. Students admitted into the program must complete all required prerequisite courses with a C or better before year 2, semester 4.

ADDITIONAL REQUIREMENTS

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

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

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

Upon completion of NRSB 310 and all prerequisite courses as stated in the admission criteria, the student will be awarded credit for:

BIOL 119

PSYC 138

KETC 101

NRSB 301

NRSB 305

NRSB 315

NURSING PROGRAM TRANSFER APPLICANTS

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

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

ENROLLMENT

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

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

BLS certification. If an admitted student already has American Heart Association or American Red Cross BLS for Healthcare Provider certification and does not wish to recertify at the time of admission, the student must sign an informational waiver taking responsibility for keeping BLS certification current throughout their enrollment in the program.

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

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

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

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

PROGRESSION

Students who earn a grade less than a C in any nursing course will be removed from the program track. Students will need to reapply according to the criteria in the readmission policy. To progress in the program, students will:

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

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

A grade of W (withdrawal) is considered the same as a nursing course failure if the student withdraws after the last day to drop with 100% refund according to the college academic calendar aligning with their track.

- Students withdrawing with a passing grade or under extenuating circumstances will be considered for progression on an individual basis.

IN PROGRESS GRADE OR LEAVE OF ABSENCE STATUS

Students receiving a grade of IP (in progress) or taking a leave of absence must communicate their intent for resuming coursework in the nursing program to their academic advisor or program chair according to the readmission deadlines outlined below. Remediation will be required for students who have been out of the nursing program for two semesters or longer. A plan of success will be developed on an individual basis. This plan may include but not be limited to skills remediation, testing remediation, and auditing of previous nursing courses as deemed necessary by the Division of Nursing. General College policies on tuition and fees for remediation of courses will apply.

READMISSION

- Students wishing to apply for readmission must submit a readmission form to the director of admissions.
- If readmitted, a student may repeat a course only once.
- A course must be repeated the next term in which the course is offered. Absences longer than one semester require an application for a leave of absence.
- Requests for readmission will be evaluated on an individual basis.
- The decision to readmit a student will be based on the following criteria:
  ○ Available space within the program track.
  ○ Review and evaluation of the student's professional and ethical behavior as well as academic and clinical performance at the time of withdrawal or dismissal.
  ○ Kettering College cumulative GPA of at least 2.6 (a higher GPA may be needed to be competitive). Note: Calculation of readmission GPA will not include the failing letter grade of the last nursing course where the student was not successful.
  ○ Submission of evidence demonstrating potential for academic success.

- Students are not eligible for readmission following failure of two nursing courses. A student may not enroll more than twice in any course.
  - A grade of W counts as enrollment in a course.
- Remediation will be required for students who have been out of the nursing program track for two semesters or longer.
  - A plan of success will be developed on an individual basis. This plan may include but not be limited to skills remediation, testing remediation, and auditing of previous nursing courses as determined by the Division of Nursing.
  - General College policies on tuition and fees for remediation of courses will apply.
- Readmitted students enter under the curriculum, program policies, and *Academic Bulletin* in place during the semester of reentry into the program track.

READMISSION DEADLINES

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

READMISSION CRITERIA

1. Students who are readmitted enter under the curriculum, program policies, and *Academic Bulletin* offered the semester of reentry into the program. Students must meet all nursing enrollment criteria.
2. Requests for readmission will be evaluated individually. The decision to readmit a student will be based on the following criteria:
   - Review and evaluation of student's academic and clinical performance at the time of withdrawal or dismissal.
   - Kettering College cumulative GPA of at least 2.6 (a higher GPA may be needed to be competitive).
   - Calculation of readmission GPA will not include the failing letter grade of the last nursing course where the student was not successful.
   - Available space in the nursing program.
   - Evaluation of the student's standing relative to any revisions that may have occurred in the curriculum, courses, or requirements.
   - Student's professional and ethical behavior as well as academic and clinical performance at the time of withdrawal or dismissal.

- Efforts demonstrated by student to be successful (e.g., communication with course faculty, utilization of nursing tutor or academic support, etc.)
- Failure to demonstrate improvement or compliance with the readmission criteria will result in removal from the nursing program.

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

GRADUATION

Students graduating from the BSN-P program must:

- Satisfactorily complete all course and clinical requirements as outlined in the program of study.
- Have a minimum cumulative GPA of 2.00 on a 4.00 scale, as well as a minimum GPA of 2.00 on a 4.00 scale in nursing courses.
- Complete all other KC requirements for graduation.

PROGRAM OF STUDY FOR LPN-TO-BSN TRACK

YEAR 1, SEMESTER 1 (LPN COHORT)

BIOL 151	Microbiology	4
ENGL 101	Writing and Rhetoric I	3
MATH 105	Fundamentals of Mathematics	3
PSYC 112	General Psychology	3
	TOTAL	13

YEAR 1, SEMESTER 2 (LPN COHORT)

BIOL 129	Human Anatomy and Physiology II	4
ENGL 102	Writing and Rhetoric II	3
MATH 201	Probability and Statistics	3
	TOTAL	10

YEAR 1, SEMESTER 3 (LPN COHORT)

CHEM 101	Chemistry for Health Sciences	3
HUMN	Humanities elective (literature, history, philosophy, music, art, theater, or foreign language)	3
SOCI 115	Principles of Sociology	3
	TOTAL	9

YEAR 2, SEMESTER 4 (LPN COHORT)

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

YEAR 2, SEMESTER 5 (LPN COHORT)

COMM 215	Introduction to Human Communication	3
NRSB 325	Medical Surgical Nursing 1	6
RELX	Religion elective	3
	TOTAL	15

YEAR 2, SEMESTER 6 (FULL-TIME SPRING COHORT)

NRSB 335	Medical Surgical Nursing 2	8
NRSB 355	Population Health Concepts	4
	TOTAL	12

YEAR 3, SEMESTER 7 (FULL-TIME SPRING COHORT)

NRSB 331	Psychiatric/Mental Health Nursing Concepts	4
NRSB 341	Family Nursing Concepts	6
NRSB 371	Nursing Research	3
RELP 316	Spirituality in Healing and Healthcare	3
	TOTAL	16

YEAR 3, SEMESTER 8 (FULL-TIME SPRING COHORT)

HUMN	Humanities elective (literature, history, philosophy, music, art, theater, or foreign language)	3
NRSB 405	Medical Surgical Nursing 3	9
NRSB 411	Essentials of Nursing Leadership, Management, and Informatics	3
	TOTAL	15

YEAR 3, SEMESTER 9 (FULL-TIME SPRING COHORT)

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

PROGRAM OF STUDY FOR PART-TIME LPN-TO-BSN TRACK

YEAR 1, SEMESTER 1 (PART-TIME FALL COHORT)

ENGL 101	Writing and Rhetoric I	3
MATH 105	Fundamentals of Mathematics	3
	TOTAL	6

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

CHEM 101	Chemistry for Health Sciences	3
ENGL 102	Writing and Rhetoric I	3
	TOTAL	6

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

HUMN	Humanities elective (literature, history, philosophy, music, art, theater, or foreign language)	3
SOCI 115	Principles of Sociology	3
	TOTAL	7

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

BIOL 151	Microbiology	4
HUMN	Humanities elective (literature, history, philosophy, music, art, theater, or foreign language)	3
PSYC 112	General Psychology	3
	TOTAL	10

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

BIOL 129	Human Anatomy and Physiology II	4
MATH 201	Probability and Statistics	3
	TOTAL	10

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

BIOL 350	Pathophysiology	3
NRSB 310	LPN-to-BSN Transition	3
	TOTAL	6

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

COMM 215	Introduction to Human Communication	3
RELB 101	Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ	3
	TOTAL	6

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

NRSB 325	Medical Surgical Nursing 1	6
RELX	Religion elective	3
	TOTAL	9

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

NRSB 335	Medical Surgical Nursing 2	8
NRSB 355	Population Health Concepts	4
	TOTAL	12

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

NRSB 331	Psychiatric/Mental Health Nursing Concepts	4
NRSB 371	Nursing Research	3
	TOTAL	7

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

NRSB 411	Essentials of Nursing Leadership, Management, and Informatics	3
RELP 306	Spiritual Dimensions of Death and Dying	3
	TOTAL	6

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

NRSB 341	Family Nursing Concepts	6
RELP 316	Spirituality in Healing and Healthcare	3
	TOTAL	9

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

NRSB 405	Medical Surgical Nursing 3	9
	TOTAL	9

YEAR 5, SEMESTER 15 (PART-TIME FALL COHORT)

NRSB 425	Capstone Nursing Experience	5
NRSB 435	NCLEX-RN Success Strategies	3
	TOTAL	8

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

DESCRIPTION OF DEGREE

The post-bachelor's degree-to-prelicensure Bachelor of Science in Nursing track (accelerated BSN) is designed to prepare individuals who currently hold a bachelor's degree in another field for professional registered nurse practice and leadership. The curriculum can be completed in four semesters after prerequisites. This nursing track is fast-paced and rigorous. Therefore, employment while enrolled in this track is highly discouraged. The track requires 124 semester credits — 69 credits beyond the initial degree with 56 credits awarded for the previously earned bachelor's degree and completion of prerequisite courses.

COLLEGE CORE

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

APPROVAL AND ACCREDITATION

The program is approved by the Ohio Board of Nursing, 17 S. High St., Suite 660, Columbus, OH 43215-3466, and accredited by the Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326; 404-975-5000; www.acenursing.org.

ADMISSION

- Applicants must meet all admission requirements for Kettering College.
- Admission occurs one time a year in the fall semester.
- All applicants must submit official transcripts showing completion of a minimum of a bachelor's degree from a regionally accredited college or university.
- To be considered for admission prior to completion of all prerequisite courses, college transcripts must reflect completion of at least one prerequisite science course that meets admission criteria.
- Deadlines: Application materials, including transcripts and student personal statement, are due by the deadlines outlined below.

DEADLINES

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

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

ADMISSION CRITERIA

Applicants are considered for admission based on the following criteria:

1. Applicants must meet all Kettering College admission requirements.
2. Applicants must present college transcripts reflecting:
   - A cumulative GPA of 3.0 (*GPA 2.95 or greater will be rounded up) or above (on a 4.0 scale) in the previous degree, a minimum grade of C in all required prerequisite courses, and a minimum prerequisite GPA of 2.8.
   - Science prerequisite courses (taken within five years, a minimum grade of C, and a cumulative GPA of 2.8). Science courses taken more than five years ago will be considered for acceptance on an individual basis with documentation of recent experiences in a healthcare field.
BIOL 119	Human Anatomy and Physiology I	4 credits
BIOL 129	Human Anatomy and Physiology II	4 credits
CHEM 101	Chemistry for the Health Sciences	3 credits
BIOL 151	Microbiology	4 credits
   - Other required general education prerequisite courses (minimum grade of C)
BIOL 350	Pathophysiology	3 credits
MATH 201	Probability and Statistics	3 credits
PSYC 138	Human Growth and Development	3 credits
3. Past failures and withdrawals in prerequisite courses or other nursing program courses will impact consideration for admission into the accelerated BSN track.
4. Students accepted into the program must maintain all admission requirements from the time of acceptance until their program start date.

5. The applicant must present official transcript(s) showing completion of a bachelor's degree.

NURSING PROGRAM TRANSFER APPLICANTS

Transfer students who have completed nursing courses in other programs will be evaluated individually for admission and placement and may be accepted on a space-available basis. Students with nursing failures and/or program-required course failures from other programs may be ineligible for transfer credit and/or program admission.

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

ENROLLMENT

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

- **Cardiopulmonary resuscitation (CPR)/ basic life support (BLS):** All nursing students must be certified in basic life support, also known as cardiopulmonary resuscitation, issued by the American Heart Association or the American Red Cross in the BLS for the Healthcare Provider course. Students must complete this certification course at Kettering College during the time period designated by the nursing program. Upon acceptance to the nursing program, students will receive further information regarding BLS certification. If an admitted student already has American Heart Association or American Red Cross BLS for the Healthcare Provider certification and does not wish to recertify at the time of admission, the student must sign an informational waiver taking responsibility for keeping BLS certification current throughout enrollment in the program.
- **Background check and fingerprinting:** Students must request and pay to have a criminal background check and fingerprinting performed by a Kettering College-approved service no more than six months prior to the first nursing course or the semester of entry for transfer students. The Ohio Board of Nursing or any state's board of nursing may deny testing or licensure to individuals based on results of their background check and fingerprinting report. Background check results must be received at least one week prior to the start of the first semester of nursing courses.
- **Health requirements:** Students must show documentation of compliance with all health requirements at least one week prior to the start of the first semester of nursing courses.

- **Computer proficiency:** All students accepted into the nursing program are expected to be proficient in computer skills required for document preparation, internet usage, and emailing.
- **Technical standards:** Applicants must meet certain physical and health requirements defined as technical standards. The standards are described on the College website and in the *Student Handbook.* If a student has known disabilities in any area, they will be required to inform the College of these limitations prior to the start of the program, and a determination will be made regarding their eligibility.

PROGRESSION

Students who earn a grade less than a C in any nursing course will be removed from the program track. Students will need to reapply according to the criteria in the readmission policy. To progress in the program, students will:
- Continue to demonstrate professional and ethical behavior.
- Achieve a minimum grade of C in all nursing courses required for the BSN program track. A grade lower than a C in any nursing course is considered a course failure and will result in dismissal from the program track.
- Not enroll more than twice in any nursing course.
  - A grade of W counts as enrollment in a course.
- Maintain compliance with technical standards.
- Maintain health requirements and current immunization status.
- Maintain clearance of background check.

A grade of W (withdrawal) is considered the same as a nursing course failure if the student withdraws after the last day to drop with 100% refund according to the college academic calendar aligning with their track.

- Students withdrawing with a passing grade or under extenuating circumstances will be considered for progression on an individual basis.

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

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

IN PROGRESS GRADE OR LEAVE OF ABSENCE STATUS

Students receiving a grade of IP (in progress) or taking a leave of absence must communicate their intent for resuming coursework in the nursing program to their academic advisor or program chair according to the readmission deadlines outlined below. Remediation will be required for students who have been out of the nursing program for two semesters or longer. A plan of success will be developed on an individual basis. This plan may include but not be limited to skills remediation, testing remediation, and auditing of previous nursing courses as deemed necessary by the Division of Nursing. General College policies on tuition and fees for remediation of courses will apply.

READMISSION

- Students wishing to apply for readmission must submit a readmission form to the director of admissions.
- If readmitted, a student may repeat a course only once.
- A course must be repeated the next term in which the course is offered. Absences longer than one semester require an application for a leave of absence.
- Students who have passed the courses in the first Fall Term A have the option to be readmitted into the accelerated track the next term the course is offered or to change tracks and be readmitted into the BSN-P full-time or parttime and complete the accelerated track curriculum based on space availability.
- If a student receives a W or a grade lower than a C in the first Fall Term A and the student is readmitted into the BSN-P track the student will need to complete the BSN-P track curriculum.
- Requests for readmission will be evaluated on an individual basis.

- The decision to readmit a student will be based on the following criteria:
  - Available space within the program.
  - Review and evaluation of the student's professional and ethical behavior as well as academic and clinical performance at the time of withdrawal or dismissal.
  - Kettering College cumulative GPA of at least 2.6 (a higher GPA may be needed to be competitive). Note: Calculation of readmission GPA will not include the failing letter grade of the last nursing course where the student was not successful.
  - Submission of evidence demonstrating potential for academic success.
- Students are not eligible for readmission following failure of two nursing courses. A student may not enroll more than twice in any course. Please see the withdrawal policy in the Student Handbook.
  - A grade of W counts as enrollment in a course.
  - Remediation may be required for students who have been out of the nursing program track for two semesters or longer.
  - A plan of success will be developed on an individual basis. This plan may include but not be limited to skills remediation, testing remediation, and auditing of previous nursing courses as determined by the Division of Nursing.
  - General College policies on tuition and fees for remediation of courses will apply.
- Readmitted students enter under the curriculum, program policies, and *Academic Bulletin* in place during the semester of reentry into the program track.

READMISSION DEADLINES

- A student failing any nursing course is expected to submit an application for readmission within five days after the semester in which progression is interrupted.

A student with a grade of IP (in progress) or leave of absence status is expected to submit an application for readmission at least one semester prior to desired reentry to the program.

READMISSION CRITERIA

1. Students who are readmitted enter under the curriculum, program policies, and Academic Bulletin offered the semester of reentry into the program. Students must meet all nursing enrollment criteria.
2. Requests for readmission will be evaluated individually. The decision to readmit a student is based on the following criteria:
   - Review and evaluation of student's academic and clinical performance at the time of withdrawal or dismissal.

- Minimum Kettering College cumulative GPA of 2.6 (a higher GPA may be needed to be competitive).
- Calculation of readmission GPA will not include the failing letter grade of the last nursing course where the student was not successful.
- Available space in the nursing program.
- Evaluation of the student's standing, relative to any revisions that may have occurred in the curriculum, courses, or requirements.
- Student's professional and ethical behavior as well as academic and clinical performance at the time of withdrawal or dismissal.
- Efforts demonstrated by student to be successful (e.g., communication with course faculty, utilization of nursing tutor or academic support, etc.).
- Failure to demonstrate improvement or compliance with the readmission criteria will result in removal from the nursing program.

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

GRADUATION

Students graduating from the BSN-P program must:
- Satisfactorily complete all course and clinical requirements as outlined in the program of study.
- Have a minimum cumulative GPA of 2.00 on a 4.00 scale, as well as a minimum GPA of 2.00 on a 4.00 scale in nursing courses.

    Complete all other KC requirements for graduation.

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

Courses in this track are offered in seven-week sessions, 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

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

PURPOSE STATEMENT

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

DESCRIPTION OF THE RN-TO-BSN TRACK

Student entry to the RN-to-BSN track can occur in the fall, spring, or summer semester. Students may choose a full-time or part-time pace of study. All required courses for the RN-to-BSN track are offered online. Students are required to have a desktop or laptop computer that meets the Kettering College Technology Requirements for Students. Required arts and sciences courses may also be available in face- to-face delivery on campus.

All coursework must be completed within five (5) years of first enrollment. NRSA 311, BSN Success Strategies, must be the first nursing course taken after the student is admitted to this track. NRSA 450, Leadership Seminar & Capstone, must be taken in the last semester of the RN-to-BSN track as it focuses on the achievement of end-of-program student learning outcomes.

The only course that can be taken early and transferred is the STATS course as that is a pre-requisite to enter the program. All other courses must be taken at Kettering College to maintain residency and upper division requirements for graduation.

Students will participate in two practicum experiences when taking the courses NRSA 420, Population Health, and NRSA 440, Leadership in Healthcare. A student may be able to complete the practicum experience near their location of residence depending on state and institution regulations. If the state or institution does not allow for practicum experiences to be performed from an out-of-state education program, the student will be required to perform the practicum experience on or near the Kettering College campus.

ACCREDITATION

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

ADMISSION REQUIREMENTS

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

- Meet all Kettering College admission requirements.
- A cumulative GPA of 2.5 or above
- Submit transcripts reflecting completion of an associate degree or diploma in nursing.
- Possess and maintain a current and unrestricted registered nurse license in a U.S. state.
- Provide a current copy of a government-issued photo ID.
- Complete a statistics course with a grade of C or higher.

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

APPLICATION DEADLINES

Admission occurs three times per year. Application deadlines are:

- Dec. 1 for admission to the spring semester
- April 1 for admission to the summer semester
- Aug. 1 for admission to the fall semester

TRANSFER CREDITS

- Students will receive 65 credits for their Associate Degree in Nursing (ADN) and credit for any other additional college credits towards the 120 credits required for a baccalaureate degree.
- Students whose ADN is less than 65 credits will receive transfer credit for courses taken where the ADN was earned; but will also have the opportunity to have higher education transfer credit from elsewhere accepted.
- Students may also receive college credits completed through College-Level Examination Program (CLEP) exams (CLEP, n.d.)
- Students will have the opportunity to receive college credits through a Continued Education Unit (CEU) validation process completed internally through the collaboration of RN-to-BSN track nursing faculty and Records office.
- If a student believes they have equivalent courses, (i.e. Patho) that could transfer, they will still have to take a minimum of 30 hours total at Kettering College to meet residency and/or upper division requirements for graduation.

PRACTICUM REQUIREMENTS

1. Students are expected to meet the Practicum experience Guidelines to successfully prepare and complete practicum hours. The requirements include a background check, completion of required forms, CPR certification, Immunizations, and Health Insurance validation.

2. These requirements **may** be met through employment as an RN in an acute care facility and on a case-by-case basis.

REQUIREMENTS FOR PROGRESSION

Students who earn a grade of C- or less or a W from any course will be allowed to progress. Students who earn a grade or C- or less or a W in two courses, whether the courses be nursing, or general education, will be removed from the RN-to-BSN track. A grade of Z does not apply to this situation. Students will need to reapply according to the criteria in the readmission policy.

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

- Continue to demonstrate professional and ethical behavior.
- Achieve a minimum grade of C in all courses required for the RN-to-BSN program track (includes nursing and arts and sciences courses). A grade lower than a C in any required course is considered a course failure and will result in dismissal from the program track.
- Not enroll more than twice in any course.
  - A grade of Z does not apply.
  - If a student withdraws after the college deadline for 100% reimbursement (within add/drop period), and at the time of withdrawal has less than a C grade equivalency (after add/drop period), the W will be considered the same as a course failure.
  - A grade of W counts as enrollment in a course.
- Maintain compliance with technical standards.
- Maintain health requirements and current immunization status.
- Maintain clearance of background check.

IN PROGRESS GRADE OR LEAVE OF ABSENCE STATUS

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

- March 1 for reentry into fall semester
- June 1 for reentry into spring semester
- Nov. 1 for reentry into summer semester

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

READMISSION

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

REQUIREMENTS FOR GRADUATION

Students graduating from the RN-to-BSN program must:

- Complete minimum 36 credit hours of general education courses.
- Achieve minimum 120 credits hours for baccalaureate degree.
  - Extra hours can be earned through Transfer Credits or CEUs or CLEP Tests
- Take a minimum of 30 credit hours at Kettering College.
- Complete a minimum of 30 credit hours of upper-division level courses at Kettering College.
- Have a minimum cumulative GPA of 2.00 on a 4.00 scale, as well as a minimum GPA of 2.00 on a 4.00 scale in nursing courses.
- Meet all other graduation requirements as specified in this *Academic Bulletin.*

PROGRAM OF STUDY FOR RN-TO-BSN TRACK

Prerequisites

Statistics	One course	3

	TOTAL	3

Required nursing courses

NRSA 311	BSN Success Strategies	2
NRSA 326	Trends and Issues in Healthcare	3
NRSA 340	Evidence-Based Nursing Practice	4
NRSA 350	Health Assessment & Health Promotion	3
NRSA 420	Population Health	4
NRSA 440	Leadership in Healthcare	4
NRSA 450	Leadership Seminar & Capstone	2
	TOTAL	22

Required general education courses

BIOL 350	Pathophysiology	3
RELP 306	Spiritual Dimensions of Death & Dying	3
Humanities	One course from literature, history, philosophy, music, art, theater, or foreign language	3
	TOTAL	9

Total semester credits for the RN-to-BSN track	34

COURSE AVAILABILITY FOR DIVISION OF NURSING RN-TO-BSN TRACK

7-WEEK ONLINE DELIVERY FORMAT: FALL & SPRING Entries

Pre-req Courses

Fall Semester (15 weeks)	Spring Semester (15 weeks)	Summer Semester (10 weeks)
MATH 201 Probability & Statistics (3 credits) Offered at Kettering College	MATH 201 Probability & Statistics (3 credits) Offered at Kettering College	May need to be taken from another institution. MATH 201 Probability & Statistics (3 credits)

Fall Entry					
Fall		Spring		Summer	
Session 7A	Session 7B	Session 7A	Session 7B	Session 7A	Session 7B
NRSA 311 BSN Success Strategies (3 credits)	NRSA 326 Trends & Issues in Healthcare (3 credits)	NRSA 420 Population Health (4 Credits)	NRSA 340 Evidence-Based Nursing Practice (4 credits)	NRSA 350 Health Assessment & Promotion (3 credits)	
BIOL 350 Pathophysiology (3 credits)				Humanities Elective (3 credits)	RELP 306 Spiritual Dimensions of Death & Dying (3 credits)
Fall Entry					
Fall		Spring		Summer	
Session 7B	Session 7A	Session 7B	Session 7B	Session 7A	Session 7B
NRSA 440 Leadership in Healthcare (4 credits)	NRSA 450 Leadership Seminar & Capstone (2 credits)				

Spring Entry					
Spring		Summer		Fall	
Session 7A	Session 7B	Session 7A	Session 7B	Session 7A	Session 7B
NRSA 311 BSN Success Strategies (3 credits	NRSA 340 Evidence-Based Nursing Practice (4 credits)	NRSA 350 Health Assessment & Promotion (3 credits)		NRSA 440 Leadership in Healthcare (4 credits)	NRSA 326 Trends & Issues in Healthcare (3 credits)
Humanities Elective (3 credits)		BIOL 350 Pathophysiology (3 credits)	RELP 306 Spiritual Dimensions of Death & Dying (3 credits)		
Spring		Summer		Fall	
Session 7A	Session 7B	Session 7A	Session 7A	Session 7B	Session 7A
NRSA 420 Population Health (4 Credits)	NRSA 450 Leadership Seminar & Capstone (2 credits)				

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 Healthcare. 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 Healthcare 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
  - 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.

Division of Health Professions

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

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

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

Hope Appelbaum, MEd, RRT-ACCS, Chair, Respiratory Care

DEGREES OFFERED

- Associate of Science with a major in radiologic sciences and imaging
- Bachelor of Science with a major in respiratory care
- Bachelor of Science with a major in diagnostic medical sonography
- Bachelor of Science in Health Sciences with a major in healthcare management and optional concentration in:
  - Pre-occupational therapy
- Bachelor of Science in Health Sciences with a major in healthcare studies with a concentration in one of the following:
  - Pre-physician assistant
  - Pre-physical therapy
  - Pre-medicine/Pre-dentistry
  - Pre-pharmacy
- Bachelor of Science in Health Sciences completion degree with a concentration in one of the following:
  - Management
  - Education
  - Advanced imaging
  - Respiratory care
  - Pre-MBA/Pre-MHA

Department of Radiologic Sciences and Imaging

Tuta Ionescu, EdD, RT(R)(CT), Chair; Rob Hoover, MA, RT(R); Samantha Fullen B.S., RT(R)(CT)(MRI); Idamae Jenkins, MA, RT(R)

MISSION STATEMENT

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

RADIOLOGIC SCIENCES AND IMAGING PROGRAMS

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

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

Kettering College offers the following:

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

Advanced imaging technology: Prepares graduates of accredited radiologic technology, nuclear medicine, or radiation therapy programs to perform imaging procedures in one or more of the following modalities: CT, MRI, vascular interventional, and cardiovascular interventional technologies.

END-OF-DEGREE STUDENT LEARNING GOALS AND OUTCOMES

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

Clinical Competency: Graduates of the program will demonstrate technical and clinical competence.

Outcome: Students will apply appropriate positioning skills and CR alignment.

Outcome: Students will create an exposure technique chart that can be used in the clinical setting.

Outcome: Students will properly evaluate radiographic images for diagnostic value.

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

Outcome: Students will manipulate exposure factors in non-routine/trauma situations.

Outcome: Students will adjust positioning techniques in non-routine/trauma procedures.

Outcome: Students will answer questions about radiation exposure and dose from the general public.

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

Outcome: Students will demonstrate effective writing skills.

Outcome: Students will demonstrate effective verbal communication skills.

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

Outcome: Students will articulate the value of professional growth and development.

Outcome: Students will understand and demonstrate professional attitude and behavior in the clinical setting.

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

Outcome: Students will demonstrate knowledge of and will apply compassionate care to their patients.

Outcome: Students will understand the significance of patient information privacy.

ACCREDITATION

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

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

PROFESSIONAL REGISTRATION

Radiologic technology: The radiologic technology graduate is eligible to sit for the American Registry of Radiologic Technologists ARRT RT (R) Entry Level Examination. While in the program, the student is eligible for limited licensure by the Ohio Department of Health Bureau of Environmental Health and Radiation Protection. Applicants may wish to contact other states for licensure requirements.

Advanced imaging technology: Students who hold ARRT, NMTCB, or ARDMS certification may be eligible to sit for the Advanced-Level examination upon completion of ARRT-required clinical hours and procedural competencies. See the program director for details.

Note: A felony or misdemeanor conviction may result in a delay or rejection by the professional certification agencies and state licensing process. Please contact program officials for more details.

CLINICAL EDUCATION SITES

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

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

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

CLINICAL HOURS FOR RADIOLOGIC TECHNOLOGY

Fall	16 hours/week x 7 weeks	112 hours
Spring	16 hours/week x 15 weeks	240 hours
Summer	24 hours/week x 9 weeks	216 hours
Fall	24 hours/week x 15 weeks	360 hours
Spring	24 hours/week x 15 weeks	360 hours
	TOTAL	1,288 hours

Note: The hours listed above are an approximation and may vary from semester to semester due to scheduled College recesses and holidays. If circumstances warrant, the student may be granted a period of time longer than five semesters to complete the clinical competencies. The student shall not exceed 40 hours of combined clinical experience and didactic contact hours per week.

CLINICAL HOURS FOR ADVANCED IMAGING TECHNOLOGIES

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

Radiologic Technology

RADIOLOGIC TECHNOLOGY PROGRAM ADMISSION REQUIREMENTS

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

- Meet all admission requirements for Kettering College.
- Maintain a cumulative GPA of at least 2.50 during the application/pre-enrollment period and throughout the program.
- All applicants with less than 24 college credit hours must demonstrate on their transcript a minimum composite ACT score of 19 or SAT score of 1010.
- **Note**: proficiency exams, Straighterline Online courses, CLEP tests, etc., are not included in the accumulation of the 24 college credits.

PROGRAM ADMISSION NOTES

- Early admission based on superior academic performance will occur between late January and March prior to matriculation into the program in the fall term. Superior academic performance includes strength in math and science courses as demonstrated by course rigor and grades; an overall GPA of 3.0 or higher and a minimum ACT composite score of 25 or SAT equivalent. Additional considerations such as attendance records, personal statements, and status as a current Kettering College student will impact acceptance decisions.
- Patterns of withdrawal and/or repeated courses, especially those involving math and science, will negatively impact acceptance decisions, as success in these courses is a strong indicator of future success in the radiology program.
- Application materials, including transcripts and student personal statement forms, must be received by the admissions office by January 31. Early admission decisions will be communicated by the end of April.
- Applicants must maintain minimal acceptance requirements in all academic work prior to matriculation into the program.
- Following graduation, high school students must submit final transcripts to the admissions office; they cannot matriculate into the program without submitting final transcripts.

- **Regular acceptance:** Applications received by May 25 will be considered for program admission for any openings remaining after early acceptance decisions have been made. Students accepted under regular admission will receive their letters by mid-June and will have 10 days to accept or decline.

- Due to Ohio regulations that govern radiation exposure to minors (those younger than 18 years), the student admitted to radiologic technology must be 18 years old by October 1 during the first semester in the program.

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

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

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

PROGRAM PRE-ENROLLMENT REQUIREMENTS

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

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

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

Personal health insurance: All students must be covered by health insurance. This may be done by a shared family policy or other private insurance that will cover the student in the clinical setting. Hospitals and other medical facilities can be hazardous. Students must be prepared to be accountable for the cost of treatment made necessary by injuries or illness sustained while on clinical assignment. The student accepts responsibility for any unreimbursed healthcare costs incurred while on clinical assignment.

PROGRESSION

- Students must complete the core curriculum.
- To remain in the radiologic technology program, students must earn a grade of C or higher in all coursework and maintain a minimum GPA of 2.00 in each term. Students with a minimum cumulative GPA of 2.50 or higher who do not successfully complete a required course may be allowed to remain in the program. The course must be repeated in the following term in which it is offered, as long as it is not a prerequisite to another course and the course schedule does not conflict with clinical rotation schedules. Students may not enroll in a course more than twice. Withdrawing from a course counts as enrolled in the course. Note: Courses taken out of sequence may require additional time to complete all coursework and delay eligibility to take the ARRT national certification examination.
- Cardiopulmonary resuscitation and basic life support (CPR/BLS): Students must document current CPR/BLS certification before starting the clinical portion of the program. This certification must be maintained while students are enrolled in the RSI programs. Certification from the Red Cross must be BLS for Healthcare Providers. Certification from the American Heart Association must be BLS for Healthcare Provider.
- Attendance
    a. Didactic (classroom): A student whose absences equal or exceed one-fourth the number of class meetings is not permitted to take the final examination or receive credit for the course without approval of the department chair.
    b. Clinical (practicum): See the *Clinical Education Handbook* for the clinical attendance policy.
- Clinical contact hours: Radiologic technology students will accumulate approximately 1,300 hours in clinical activities during the program. Please note that clinical hours for the entire program are outlined in the section of the *Academic Bulletin* entitled "Clinical hours for radiologic technology," which follows the programs of study. Each semester includes evening clinical experience. All clinical hours are part of the education program

for which there is no financial remuneration. At no time will students be allowed to replace paid hospital staff. Students will not receive clinical credit for hours acquired while employed at an imaging facility.

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

LEAVE OF ABSENCE POLICY

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

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

READMISSION

- To be considered for readmission, the student must notify the admissions office in writing.
- Students who have been out of the radiologic technology program for a period of one year or less may be required to repeat some courses.
- Students who have been out of the radiologic technology program for a period longer than one year must go through the regular admissions process. Prior radiologic technology courses (RTCA) will not be transferable.
- Requests for readmission will be evaluated individually. The decision to readmit the student will be made on the basis of the following criteria:
  a. Cumulative GPA of at least 2.50 in all coursework required for the associate degree in radiologic technology.
  b. Available space in the program.

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c. Evaluation of the student's standing, relative to any revisions that may have occurred in the curriculum, courses, or requirements.

d. Review and evaluation of the student's academic and clinical performance at the time of withdrawal or dismissal.

f. Patterns of withdrawals, repeats, and/or failures in the student's academic record.

g. Submission of evidence demonstrating a plan for academic success.

- Students reentering the radiologic technology program will be required to successfully complete any remediation as defined by the Department of Radiologic Sciences and Imaging. Students will be readmitted under the current *Academic Bulletin.* Students are not eligible for readmission after two failures (grades of C- or lower) in RTCA courses.

PROGRAM OF STUDY (ASSOCIATE DEGREE)

FIRST YEAR, FALL

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

FIRST YEAR, SPRING

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

FIRST YEAR, SUMMER

RTCA 131	Practicum III	2
RTCA 133	Radiologic Technology III	2
RTCA 135	Fundamentals of Radiation and Generation I	2
RTCA 137	Formulating Radiographic Technique	2
	TOTAL	8

SECOND YEAR, FALL

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

SECOND YEAR, SPRING

BIOL 263	Sectional Anatomy	3
RTCA 292	Radiology Simulated Registry	1
RTCA 217	Pathology for Radiographers	2
RTCA 239	Practicum V	3
RELP 254	Morality and Medicine	3
SOCI 115	Principles of Sociology	3
	TOTAL	15

(Associate of Science degree completed.)

TOTAL CREDITS for program	70

Advanced Imaging Technologies

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

The RSI department offers the following programs in advanced imaging:

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

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

- BS in Health Sciences (BSHS)

  1. Emphasis in advanced imaging: The ARRT-registered technologist will begin by selecting any two modalities in the advanced imaging technologies:
     - Computed tomography (CT)
     - Magnetic resonance imaging (MRI)
     - Vascular interventional technology (VIT)
     - Cardiovascular interventional technology (CIT)
  2. The student must complete all core requirements in the arts and sciences and health sciences courses to meet the requirements for the BSHS degree. (See the advanced imaging track description at the end of this *Bulletin* section).
  3. Emphasis in education or management: A course of study in arts and sciences and health sciences that will complete the BSHS degree requirements but without the advanced imaging courses. See the degree requirements section of this *Bulletin* for more information.

- Modality programs: Modality programs in CT (10 weeks), vascular interventional technology (16 weeks), and cardiovascular interventional technology (16 weeks) are offered as one-semester courses of study. The MRI program is offered in a semester and a half. (See the advanced imaging track at the end of this *Bulletin* section).

ARRT-registered professionals who do not possess an associate degree (e.g., hospital-based or military training) but are interested in CT or MRI modalities may apply and will be reviewed for admission on a case-by-case basis.

All advanced imaging programs require practicum experience in the semester in which the clinical aspects courses are taught. Each student will be evaluated on classroom and practicum experiences. Completion of the clinical portions of these modalities is competency-based. To pass each clinical course, the student must complete 50 of the competencies required by the ARRT and receive a 75% or higher on clinical paperwork and evaluations. See course syllabus for details.

ADMISSION REQUIREMENTS

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

Bachelor of Science in Health Sciences or Advanced Imaging Modality

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

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

CLINICAL EDUCATION

- All advanced imaging programs require clinical experience. Clinical contact hours vary based on modality and length of semester.
- The student must pass each clinical course with a grade of C or higher.
- Failure or withdrawal from an advanced imaging course requires that all courses in the modality be repeated.
- A student may not enroll in a course more than twice. A grade of W will be counted as being enrolled in the course.

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

accept more students than our accreditation agencies approve and the clinical sites allow.

PROGRESSION REQUIREMENTS

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

LEAVE OF ABSENCE POLICY

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

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

READMISSION

A student with one ADIM failure may apply for readmission into advanced imaging through the admissions office.

BACHELOR OF SCIENCE IN HEALTH SCIENCES, ADVANCED IMAGING TRACK

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

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

Degree core credits	18-19
HESC credits	19
ADIM credits (vascular track vs. sectional track)	15-23

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

COURSE REQUIREMENTS

Degree core

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

Health sciences core

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

Advanced imaging emphasis courses

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

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

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

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

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

COMPLETION REQUIREMENTS

1. Bachelor of Science in Health Sciences degree:

   a. Complete all required and elective courses with a cumulative GPA of 2.00 or greater.

   b. Complete core and major requirements.

   c. Complete all program requirements.

   d. Complete all graduation requirements including residency.

2. Modality: Complete all required courses per modality (CT, MRI, VIT, or CIT).

MODALITY PROGRAMS OF STUDY

MODALITY IN COMPUTED TOMOGRAPHY (CT)

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

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

MODALITY IN MAGNETIC RESONANCE IMAGING (MRI)

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

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

MODALITY IN VASCULAR INTERVENTIONAL TECHNOLOGY (VIT)

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

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

MODALITY IN CARDIOVASCULAR INTERVENTIONAL TECHNOLOGY (CIT)

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

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

PROFESSIONAL REGISTRATION

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

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

BACCALAUREATE COMPLETION ADVANCED IMAGING TRACK

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

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

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

Department of Respiratory Care

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

DEGREES OFFERED

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

ACCREDITATION

The Kettering College entry into respiratory care base program #200073 is accredited by the Commission on Accreditation for Respiratory Care (CoARC) (www.coarc.com). CoARC accredits respiratory therapy education programs in the United States. To achieve this end, it utilizes an outcomes-based process. Programmatic outcomes are performance indicators that reflect the extent to which the educational goals of the program are achieved and by which program effectiveness is documented. The CoARC website (https://coarc.com/students/programmatic-outcomes-data/) provides outcomes data for all its accredited programs.

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

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

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

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

3-YEAR BACHELOR OF SCIENCE WITH MAJOR IN RESPIRATORY CARE

MISSION STATEMENT

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

DESCRIPTION OF THE PROGRAM

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

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

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

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

END-OF-DEGREE STUDENT LEARNING OUTCOMES

The goals of the respiratory care program are to:

1. Prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs).

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

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

All graduates will demonstrate:

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

ADMISSION REQUIREMENTS

Applicants are considered for admission based on the following criteria:

- Applicants are evaluated holistically based on GPA (high school or college) and test scores through the ACT or SAT (CR+M)
- Provide evidence of a quality academic background in basic science and mathematics. This will include a grade of at least C+ in high school algebra II and two science courses with laboratories, selected from biology, chemistry, or physics.
- A minimum of grade of C is required for all college-level courses whether completed at Kettering College or elsewhere.
- The ACT is optional for any student applying with a minimum 3.0 high school GPA when seeking admission to complete general education-type prerequisite classes.
- Score of at least 70% on Kettering College math placement exam.
- Completed student personal statement.
- Additional acceptance qualifiers such as completion of job shadow experience, status as a current Kettering College student, and ACT composite and/or SAT scores may influence acceptance.

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

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

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

PRE-ENROLLMENT REQUIREMENTS

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

CLINICAL EDUCATION

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

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

PROGRESSION

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

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

READMISSION

To be considered for readmission into the respiratory care program:

- The student must submit a written request to the admissions office. Students who have been readmitted may be required to repeat courses.
- A student may not enroll more than twice in a respiratory care course. A grade of W counts as enrolled in a course.

Courses must be repeated the following term in which the course is offered. Current *Academic Bulletin* policies will be in effect upon readmission.

COMPLETION

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

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

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

GRADUATION

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

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

BACHELOR OF SCIENCE WITH MAJOR IN RESPIRATORY CARE PROGRAM OF STUDY

FIRST YEAR, FALL

BIOL 119	Human Anatomy and Physiology I	4
ENGL 101	Writing and Rhetoric I	3
HIST	History elective	3
MATH 105	Fundamentals of Math (if needed)	(3)
COMM 215	Introduction to Human Communication	3
	TOTAL	13-16

FIRST YEAR, SPRING

BIOL 129	Human Anatomy and Physiology II	4
PSYC 112	General Psychology	3
HUMN	Humanities Group II elective (literature, history, philosophy, music, art, theater, or foreign language)	3
MATH 155	College Algebra	3
SOCI 115	Sociology	3
	TOTAL	16

FIRST YEAR, SUMMER

CHEM 101	Chemistry for Health Sciences	3
HUMN	Humanities elective (literature, history, philosophy, music, art, theater, or foreign language)	3
KETC 101	Medical Terminology	1
	TOTAL	7

SECOND YEAR, FALL

RELB 101	Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ	3
RESB 100	Survey of Respiratory Care	1
RESB 110	Integrated Respiratory Care Sciences	2
RESB 205	Cardiopulmonary Anatomy and Physiology	3
RESB 307	Respiratory Protocols I (with lab)	3
RESB 309	Clinical 1 Respiratory Protocols	1
RESB 310	Cardiopulmonary Assessment	3
	TOTAL	16

SECOND YEAR, SPRING

ENGL 102	Writing and Rhetoric II	3
RELP 316	Spirituality in Healing and Healthcare	3
RESB 312	Cardiopulmonary Pathology	3
RESB 317	Respiratory Care Protocols II (with lab)	3
RESB 318	Clinical 2 Respiratory Protocols	2
RESB 330	Respiratory Care Pharmacology	3
	TOTAL	17

SECOND YEAR, SUMMER

RELP 254	Morality and Medicine: Christian Perspective on Bioethical Issues	3
RESB 324	Introduction to Critical Care (with lab)	3
RESB 326	Clinical 3 Diagnostics and Critical Care	2
RESB 335	Pulmonary Diagnostics	3
	TOTAL	11

THIRD YEAR, FALL

RESB 320	Cardiopulmonary Monitoring	3
RESB 344	Introduction to Neonatal Pediatric Respiratory Care	3
RESB 407	Critical Care Case Management (with lab)	3
RESB 408	Clinical 4 Respiratory Critical Care	2
SOCI 375	Cultural Diversity in Healthcare	3
	TOTAL	14

THIRD YEAR, SPRING

HESC 348	Concepts of Management and Leadership in Healthcare	3
MATH 201	Probability and Statistics	3
RESB 410	Outpatient Respiratory Care Services	2
RESB 417	Advanced Practice in Neonatal Pediatric Respiratory Care (with lab)	3
RESB 418	Clinical 5 Advanced Critical Care	2
RESB 420	Respiratory Care Capstone	2
	TOTAL	15

HESC 318	Introduction to Healthcare Research	3
RELP 306	Spiritual Dimensions of Death and Dying	3
RESB 425	Respiratory Care Summative Practicum	5
	TOTAL	11
	TOTAL CREDITS for program	121-124

EXTENDED CURRICULUM

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

PROFESSIONAL REGISTRATION

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

MORE INFORMATION ABOUT RESPIRATORY CARE

- Commission on Accreditation for Respiratory Care (accrediting organization):
- National Board for Respiratory Care (credentialing organization):
- State Medical Board of Ohio (for licensing information):
- Links for job opportunities and information about the profession:

BS IN HEALTH SCIENCES: RESPIRATORY CARE EMPHASIS

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

PROGRAM GOAL FOR BS IN HEALTH SCIENCES: RESPIRATORY CARE EMPHASIS

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

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

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

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

BACHELOR OF SCIENCE IN HEALTH SCIENCES: RESPIRATORY CARE EMPHASIS

SAMPLE FULL-TIME PROGRAM OF STUDY

(See advisor for part-time program of study)

FALL

RESA 3XX	Required emphasis course	3
HESC 381	Introduction to the Health Sciences Program	3
HESC 340	Legal and Ethical Considerations in Healthcare	3
RELP 316	Spirituality in Healing and Healthcare	3
MATH 201	Probability and Statistics	3
	TOTAL	15

SPRING

SOCI 375	Cultural Diversity in Healthcare	3
RESA 3XX	Required emphasis course	3
HESC 435	Community Health Perspectives	3
RELP 306	Spiritual Dimensions of Death and Dying	3
	TOTAL	12

FALL

RESA 3XX	Required emphasis course	3
HESC 310	Healthcare Economics and Finance	3
HESC 348	Concepts of Management and Leadership in Healthcare	3
HESC	Elective	3
HUMN	Humanities Group II elective (literature, history, philosophy, music, art, theater, or foreign language)	3
	TOTAL	15

SPRING

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

Department of Diagnostic Medical Sonography

Susan Price, PhD, RDMS, RVT, Chair; Beth Maxwell, BS, RVT, RDCS, RDMS (AB/OB); Rachel Moutoux, BS, MEd, RDMS (AB/OB); Shawnya Wilbourne, BA, RDMS, RDCS, RVT

DESCRIPTION OF THE PROGRAM

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

Areas of specialization including abdominal, vascular, obstetrics/gynecology, and echocardiography are all available in a single bachelor's degree curriculum at Kettering College. The Kettering College graduate is well-suited to work in any sonography specialty and, with the BS degree, has the comprehensive education required to become a leader in the sonography profession.

Students must complete prerequisite coursework (year 1) prior to submitting an application and being accepted from a competitive pool of applicants to the sonography program. Once the student is accepted, the sophomore year (year 2) provides additional coursework in the arts and sciences with an introduction to sonography in the spring semester. The junior year (year 3), the student begins sonography clinical experiences and classroom experience in abdominal and vascular technology. The last year (year 4) provides experiences in obstetrics/gynecology and adult echocardiography and a clinical externship. Upon successful completion of the program, a student receives the Bachelor of Science degree with a major in diagnostic medical sonography.

MISSION STATEMENT

The diagnostic medical sonography department is committed to excellence in providing quality learning experiences for students as they strive to become caring, competent, professional sonographers who serve human needs in the Christian spirit.

END-OF-DEGREE STUDENT LEARNING OUTCOMES

Kettering College sonography graduates will demonstrate:

1. Professional, compassionate care for patients and others.
2. Reasoning ability and critical thinking skills.
3. Technical competence as sonographers.

4. Adherence to the Code of Ethics and Scope of Practice ascribed to by the Society of Diagnostic Medical Sonography.
5. Respect for cultural, ethnic, and individual diversity.
6. Effective written and verbal communication skills.
7. Characteristics of lifelong learners.

ACCREDITATION

This program meets the essentials of and is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon recommendation from the Joint Review Committee for Diagnostic Medical Sonography (JRCDMS).

PROFESSIONAL REGISTRATION

Upon successful completion of the junior year, students are eligible to write the physics and instrumentation examination for the American Registry of Diagnostic Medical Sonography (ARDMS). Upon successful completion of the entire curriculum, graduates are eligible to write the sonography specialty examinations of Abdomen and Small Parts, Vascular Technology, Obstetrics and Gynecology, and Adult Echocardiography examinations for the ARDMS.

The ARDMS may deny eligibility to those who have been convicted of, entered a plea of guilty to, or entered a plea of no contest to a crime directly related to public health or safety or the provision of diagnostic medical sonography or vascular technology services. Prior to beginning the program, contact the ARDMS at 800-541-9754 or www.ardms.org for further information.

ADMISSION REQUIREMENTS

Admission to the diagnostic medical sonography program is competitive, and one class is accepted for fall entry. Preference is given to individuals who demonstrate academic strength in the prerequisite coursework. Prerequisite courses are available at Kettering College. Students who complete prerequisite classes at Kettering College are given points toward admission. Transfer students are encouraged to contact the admissions office for advising on prerequisite course equivalency.

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

GPA: Applicants must present transcripts reflecting a GPA of 2.8 or above (on a 4.0 scale) for all prerequisite courses and an overall GPA for BIOL 119, BIOL 129, and PHYS 131 of 2.8 or above.

Prerequisite courses:

BIOL 119   Human Anatomy and Physiology I (4 credits)

BIOL 129   Human Anatomy and Physiology II (4 credits)

ENGL 101   Writing and Rhetoric I (3 credits)

COMM 215   Introduction to Human Communication (3 credits)

MATH 155   College Algebra (3 credits)

PEAC 178   Wellness (1 credit) (not required of students applying for admission to Sonography in Fall 2022)

PHYS 131   Survey of Physics (4 credits)

RTCA 121   Medical Terminology (1 credit)

SOCI 115   Principles of Sociology (3 credits)

Notes on prerequisites: A minimum grade of C is required for prerequisites, whether completed at Kettering College or elsewhere. Students must have completed all prerequisites before an application is reviewed for admission to the program.

1. **Computer proficiency:** All students accepted into the sonography program are expected to be proficient in computer skills required for document preparation, internet search, and emailing. All students are required to have a laptop computer for testing purposes using Lock Down Browser.

2. **CPR:** All sonography students must be certified in cardiopulmonary resuscitation (CPR) by completing the class offered by Kettering College during the first sonography clinical course in the program. Students are not required to complete CPR prior to enrollment.

3. **Background check:** Students must request and pay to have a criminal background check performed by a College-approved service no more than six months prior to beginning the clinical experience. Commencement of the clinical portion of the program is contingent upon successful clearance of the background check. Students are responsible for contacting the American Registry for Diagnostic Medical Sonography at http://www.ardms.org for information concerning past legal issues, as they may restrict the possibility of becoming a registered sonographer.

4. **Technical standards:** Applicants must meet certain physical and health requirements defined as technical standards. The standards are described on the sonography website (https://kc.edu/academics/sonography-ultrasound/) and in the *Student Handbook.*

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

- **Early action:** Applications from Kettering prerequisite students received by Jan. 31 are considered for early program admission. The admissions decision is communicated by the end of February. An admitted student has until May 1 to either accept or decline the offer of admission. All early-admitted students must complete the remainder of their prerequisites at KC by May 25. Early admission is conditional upon completion of the remainder of prerequisite classes in good standing at KC during spring semester of the freshman year.
- **Regular decision:** Applications received by May 25 are considered for program admission to fill any spots available after early action decisions have been made. Students admitted under regular decision receive their admissions decisions by mid-June and have 10 days to accept or decline.

SELECTION PROCESS

The sonography enrollment committee reviews and evaluates each applicant's complete academic history. Only students completing the application process are considered. Selection is based on:

- Completion and academic strength in the prerequisite coursework. Past failures and withdrawals in prerequisite courses **may** impact consideration for admission into sonography. Each file is considered individually. Special attention is paid to prerequisite grades and multiple attempts in physics and anatomy and physiology.
- Evaluation of all academic experience. Past failures and withdrawals in other sonography programs impact consideration for admission into sonography.
- Evaluation of personal essay statement. Statements are scored by content, grammar, and writing ability. Applicants may include any previous (certified) healthcare experience. A statement regarding past failures, low grades, or withdrawals may also be submitted with the personal statement.
- Additional qualifiers such as previous academic degrees and degrees in health professions or nursing may influence acceptance.
- Preference is given to applicants completing six or more prerequisite course credits at Kettering College.

While a point system ranks applicants' academic performance, each file is looked at subjectively to determine whether the applicant is a good candidate for the sonography program. The diagnostic medical sonography selection committee reviews all applicants

following the early-action application deadline (Jan. 31) and the regular-decision deadline (May25). Early-action selections are made no later than the end of February. Regular-decision selections are made no later than mid-June. All applicants are notified by mail.

PROGRAM OF STUDY

Below is a recommended sequencing of prerequisites (year 1) and the required curriculum for years 2, 3, and 4 in the diagnostic medical sonography program. The prerequisites may be completed on a full- or part-time basis. All prerequisite courses are available at Kettering College prior to applying for the sonography program. Preference is given to individuals who demonstrate academic strength in the prerequisite coursework, especially those applicants who complete prerequisites at Kettering. For students taking prerequisite courses elsewhere: All prerequisite courses must be completed by the end of spring term at Kettering College for consideration of fall enrollment. Once admitted, students must complete all courses at Kettering College. Students are not permitted to dual enroll.

FIRST YEAR, FALL

BIOL 119	Anatomy and Physiology I	4
ENGL 101	Writing and Rhetoric I	3
MATH 105	Fundamentals of Mathematics (if needed)	0-3
RTCA 121	Medical Terminology	1
SOCI 115	Principles of Sociology	3
	TOTAL	11-14

FIRST YEAR, SPRING

BIOL 129	Human Anatomy and Physiology II	4
COMM 215	Introduction to Human Communication	3
MATH 155	College Algebra	3
PHYS 131	Survey of Physics	4
	TOTAL	14

Note: Acceptance to the sonography program is required for further progression. All SONO courses must be taken in sequence. Non-SONO courses may be taken ahead of schedule (with the exception of SOCI 375 and RELP 316), but they may not be delayed.

SECOND YEAR, FALL

BIOL 263	Sectional Anatomy	3
ENGL 102	Writing and Rhetoric II	3
HIST	History Sequence I	3
HUMN	Humanities elective (literature, history, philosophy, music, art, theater, or foreign language)	3
PSYC 112	General Psychology	3
RELB 101	Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ	3
	TOTAL	18

SECOND YEAR, SPRING

BIOL 350	Pathophysiology	3
HIST	History Sequence II	3
SOCI 375	Cultural Diversity in Healthcare*	3
	*May only be taken during this semester	
RELP 254	Morality and Medicine	3
RTCA 120	Basic Patient Care	2
SONO 205	Introduction to Sonography	2
	TOTAL	16

THIRD YEAR, FALL

SONO 300	Clinical Sonography I	4
SONO 301	Sonographic Physics and Instrumentation I	2
SONO 306	Abdominal Sonography I	4
SONO 311	Vascular Sonography I	4
	TOTAL	14

THIRD YEAR, SPRING

RELT 305	World Religions for Healthcare Professionals	3
SONO 302	Sonographic Physics and Instrumentation II	2
SONO 305	Clinical Sonography II	4
SONO 307	Abdominal Sonography II	3
SONO 312	Vascular Sonography II	3
	TOTAL	15

THIRD YEAR, SUMMER

SONO 310	Clinical Sonography III	4
SONO 316	Cardiac Testing	1
SONO 321	Gynecological Sonography	2
	TOTAL	7

FOURTH YEAR, FALL

RELP 316	Spirituality in Healing and Healthcare *May only be taken during this semester	3
SONO 400	Clinical Sonography IV	4
SONO 401	Echocardiography I	4
SONO 425	Obstetrical Sonography I	3
	TOTAL	14

FOURTH YEAR, SPRING

HUMN	Humanities elective (literature, history, philosophy, music, art, theater, or foreign language)	3
SONO 402	Echocardiography II	3
SONO 405	Clinical Sonography V	4
SONO 408	Seminar/Capstone	1
SONO 426	Obstetrical Sonography II	3
	TOTAL	14

FOURTH YEAR, SUMMER

SONO 410	Clinical Externship	4
SONO 406	Registry Review	2
	TOTAL	6
	TOTAL CREDITS FOR THE DEGREE	131-134

CLINICAL INFORMATION

1. **Clinical education:** To be of maximum benefit to the sonography student and to enhance versatility and skills, Kettering College provides a wide variety of clinical experiences. These rotations include hospitals, outpatient imaging centers, and physician offices. The student may be assigned to Kettering College's sonography clinical affiliates anywhere in Ohio, Northern Kentucky, or Indiana. The final summer externship provides full-time

experience in various specialties and unique opportunities in sonography. In cooperation with the clinical coordinator, students may choose a clinical site anywhere in the United States and/or experiences in sonography education, research, management, and mission trips.

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

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

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

PROGRESSION

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

1. Earn a grade of C or higher for all diagnostic medical sonography (SONO) courses and all other arts and sciences courses.

2. The student who receives a grade below C or W in a sonography (SONO) course will be dismissed from the program and must apply for readmission. Students are readmitted under the *Academic Bulletin* in use at the time they reapply.

READMISSION

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

The decision to readmit a student is based on the following criteria:

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

GRADUATION REQUIREMENTS

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

Department of Health Sciences

Chair: Liz Golba, EdD, RRT-RCP, NPS, RPFT

Faculty: John Nunes, PhD, MBA; Justina Or, PhD, MS, MSA

MISSION STATEMENT

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

PROGRAMS

Available completion tracks and majors include:

- Bachelor's completion – associate degree
- Healthcare management major
- Healthcare management major, pre-occupational therapy concentration
- Healthcare studies major, concentration in pre-physician assistant
- Healthcare studies major, concentration in pre-physical therapy

BACHELOR OF SCIENCE IN HEALTH SCIENCES (BACHELOR'S COMPLETION – ASSOCIATE DEGREE TRACK)

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

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

- Management
- Education
- Advanced imaging (see advanced imaging in the radiology section of the *Bulletin)*
- Respiratory care (see respiratory care section of the *Bulletin*); any student taking this emphasis must be a Registered Respiratory Therapist (RRT).
- Pre-MBA/Pre-MHA

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

ACCREDITATION

The degree advancement (DA) respiratory care program #510004 holds Provisional Accreditation from the Commission on Accreditation for Respiratory Care (www.coarc.com), 1248 Harwood Road, Bedford, TX 76021-4244; 817-283-2835.

This status signifies that a program with an Approval of Intent has demonstrated sufficient compliance with the Standards through submission of an acceptable Provisional Accreditation Self Study Report (PSSR) and any other documentation required by the CoARC, as well as satisfactory completion of an initial onsite visit. The program will remain on provisional accreditation until it receives continuing accreditation.

BACHELOR OF SCIENCE IN HEALTH SCIENCES, HEALTHCARE MANAGEMENT MAJOR

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

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

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

BACHELOR OF SCIENCE IN HEALTH SCIENCES, HEALTHCARE STUDIES MAJOR WITH A CONCENTRATION IN PRE-MEDICINE/PRE-DENTISTRY TRACK

The healthcare studies major with a concentration in pre-medicine/pre-dentistry provides courses to prepare students for applying to a medical/dental graduate program.

BACHELOR OF SCIENCE IN HEALTH SCIENCES, HEALTHCARE STUDIES MAJOR WITH A CONCENTRATION IN PRE-PHYSICIAN ASSISTANT

The healthcare studies major with a concentration in pre-physician assistant prepares students for applying to a physician assistant graduate program.

BACHELOR OF SCIENCE IN HEALTH SCIENCES, HEALTHCARE STUDIES MAJOR WITH A CONCENTRATION IN PRE-PHYSICAL THERAPY TRACK

The healthcare studies major with a concentration in pre-physical therapy prepares students for applying to a physical therapy doctoral program.

BACHELOR OF SCIENCE IN HEALTH SCIENCES, HEALTHCARE STUDIES MAJOR WITH A CONCENTRATION IN PRE-PHARMACY TRACK

The healthcare studies major with a concentration in pre-pharmacy provides courses to prepare students for applying to a pharmacy doctoral program.

END-OF-DEGREE STUDENT LEARNING OUTCOMES

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

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

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

PRE-ENROLLMENT REQUIREMENTS

To enroll in health sciences (HESC) courses, the following requirements must be met:

1. All students enrolled in BSHS program are expected to be proficient in the computer skills required for document preparation, internet searching, and the use of email.
2. All students must have access to the internet.
3. A current associate-degree radiology student may submit a conditional-admit form to the admissions office to start the BSHS completion program during the associate degree program. Student must be in the second year of the radiology program to apply.

ADMISSION REQUIREMENTS: BACHELOR'S DEGREE COMPLETION

A. Complete the student personal statement form online at www.kc.edu/personalstatement.
B. A current copy of a government-issued photo ID can be required to verify identity of students throughout the program.
C. Meet College admission requirements.
D. Complete two semesters of college English composition with a grade of C or better. If only one semester was taken, the student must take ENGL 102 within the first year in the program.
E. Fulfill one of the following:
    1. Have associate degree or its equivalent. The equivalency degree is reviewed on a case-by-case basis, and the applicant knows the exact equivalency before admission to the BSHS degree completion program.
    2. Complete a certificate/diploma program (student may need to take additional hours to achieve graduation requirements)
    3. Apply to the program in the following manner:
        a. Students new to Kettering College must complete the new-student admission process.
        b. Students continuing from the radiology associate degree program may request conditional admission through the admissions office.

ADMISSION REQUIREMENTS: HEALTHCARE MANAGEMENT AND HEALTHCARE STUDIES MAJOR

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

*Note: In order to follow the suggested course of study, students must score at least 70% on the math placement test or provide transfer credit equivalent to MATH 105. If this is not met, MATH 105 must be taken before taking MATH 155.

LEAVE OF ABSENCE

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

PROGRESSION: BACHELOR'S COMPLETION – ASSOCIATE DEGREE PROGRAM

- Students must complete all requirements for the program in 6 years of the initial start date of the program. If students drop out of the program more than 3 consecutive semesters or more, the student will need to reapply and follow the curriculum for the bulletin they are readmitted under.

- A student must earn a grade of C or above in HESC 381, Introduction to the Health Sciences Program, or have permission from the program chair before continuing in any other HESC course in the program of study. To graduate from the health sciences completion program (Bachelor of Science in Health Sciences degree), a student must earn a grade of C or higher in all coursework.

- Progression requires a minimum cumulative GPA of 2.00. If a student receives a C- or below in a course, the course must be repeated; however, as long as a 2.00 or above is achieved in a semester, the student may progress. A student may not enroll in a course more than twice (a grade of W does count as reenrolled in a course). Failing a didactic course twice is a failure to progress, and the student may be dismissed from the completion program.

- Kettering College associate degree radiology students who are conditionally admitted (see section on admissions) are required to take HESC 381 the first term of enrollment or they will be dropped from the program. The student may reapply upon completion of the associate degree.

PROGRESSION: HEALTHCARE MANAGEMENT AND HEALTHCARE STUDIES MAJOR

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

grade of W does count as reenrolled in a course). Failing a didactic course twice is a failure to progress, and the student will be dismissed from the healthcare management major.

READMISSION

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

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

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

GRADUATION REQUIREMENTS

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

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

A student may change or add emphases once admitted to the program with approval of their advisor. If a student is dismissed from the clinical portion of an concentration (ADIM), the student will also be dismissed from the Health Sciences program.

COURSE OF STUDY: BACHELOR'S DEGREE COMPLETION

The Bachelor of Science in Health Sciences degree completion requires a minimum of 58 credits; however, different emphases may require more credits. Bachelor's degree completion-seeking students are required to take a minimum of 30 credits at Kettering College to complete the degree, and at least 36 credits must be from the upper division.

All students must take:

1. ENGL 102 if they have not taken two semesters of college English composition with a grade of C or better. Note: This should be completed within the first three semesters of

the program.

2. HESC 381 as one of their first courses upon admission to the degree.
3. College core requirements (see College core requirements for Bachelor of Science in Health Sciences degree).
4. Health sciences core courses.
5. Courses as required by the emphasis (clinicals required for advanced imaging only).
6. Health sciences electives as stipulated by the emphasis.
7. Other courses as stipulated by the emphasis.

BACHELOR OF SCIENCE IN HEALTH SCIENCES DEGREE CORE

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

Humanities (6 credits in literature, history, philosophy, music, art,

theater, or foreign language)..6

Religion (6 credits)

RELP 316   Spirituality in Healing and Healthcare....................................3

RELP 306   Spiritual Dimensions of Death and Dying 3

Mathematics (3 credits)

MATH 201   Probability and Statistics or its equivalent.............................3

Social Sciences (3 credits)

SOCI 375   Cultural Diversity in Healthcare 3

Natural Sciences (3 credits) ADVANCED IMAGING: CT and/or MRI only

BIOL 263   Sectional Anatomy...3

Health sciences core courses (19 credits required)

HESC 381   Introduction to the Health Sciences Program........................3

HESC 310   Healthcare Economics and Finance.......................................3

HESC 318   Introduction to Healthcare Research 3

HESC 340   Legal and Ethical Considerations in Healthcare 3

HESC 348   Concepts of Management and Leadership in Healthcare ...3

HESC 435   Community Health Perspectives 3

HESC 481   Capstone/Senior Project 1

Health Sciences management concentration courses (9 credits required)

HESC 421	Healthcare Personnel Management	3
HESC 448	Leadership Theory in Healthcare	3
HESC 451	Interdisciplinary Team Practice in Community-Based Care	3

Health Sciences education concentration (9 credits required)

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

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

Must have the RRT credential to take these courses.

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

Health Sciences advanced imaging concentration (more credits required)

For more information, see the radiologic technology program.

ADIM 300	CT Theory	3
ADIM 404	Practicum I (CT)	3
ADIM 328	Clinical Aspects of CT	3
ADIM 305	MRI Theory	6
ADIM 315	Practicum II (MRI)	3
ADIM 425	Clinical Aspects of MRI	4.5
ADIM 311	Vascular Interventional Technology	3
ADIM 321	Practicum III (vascular interventional technology)	3
ADIM 413	Cardiovascular Interventional Technology	5
ADIM 432	Practicum IV (cardiovascular interventional technology)	3
BIOL 263	Sectional Anatomy (CT & MRI)	3

Pre-MBA/Pre-MHA concentration (12 credits required)

ECON 101	Fundamentals of Economics	3
ACCT 201	Survey of Accounting	3
MKTG 301	Marketing	3
FINC 301	Corporate Finance	3

Health Sciences additional elective study (6-12 credits depending on emphasis)

Students choose from the following courses:

ACCT 201	Principles of Accounting	3
ECON 101	Fundamentals of Economics	3
**FINC 301	Corporate Finance	3
HESC 315	Communication, Negotiations, and Conflict Resolution in Healthcare Organizations	3
HESC 326	Trends and Issues in Healthcare	3
***HESC 345	History of Healthcare in the United States	3
HESC 370	Special Topics in Health Professions	3
#HESC 420	Healthcare Operations Problem & Lean Thinking	3
*HESC 421	Healthcare Personnel Management	3
*HESC 430	Instructional Planning and Delivery	3
*HESC 431	Teaching Learners in Healthcare	3
*HESC 432	Professional Development in Healthcare	3
HESC 440	Special Project in Health Professions (may be repeated up to 6 credits with permission of advisor)	1-3
*HESC 448	Leadership Theory in Healthcare	3
*HESC 451	Interdisciplinary Team Practice in Community-Based Care	3
#HESC 491	Strategic Management in Healthcare	3
**MKTG 301	Principles of Marketing	3
PSYC 210	Social Psychology	3
PSYC 220	Organizational Psychology	3

*May not be taken as an elective if taken as part of an emphasis requirement.

**These courses have pre-requisites.

***HESC 345 is cross listed as HIST 345. This course can be used for either an elective HESC or humanities (HIST) but cannot count for both.

#By permission of the instructor.

COURSE AVAILABILITY FOR HEALTH SCIENCES

COMPLETION MAJOR — 7-WEEK ONLINE DELIVERY FORMAT: FALL, SPRING, AND SUMMER SEMESTERS

Health Sciences Core Courses

Fall		Spring		Summer	
Session 7A	**Session 7B**	**Session 7A**	**Session 7B**	**Session 7A**	**Session 7B**
HESC 381 Introduction to Health Sciences Program (3 credits)	HESC 340 Legal & Ethical Considerations in Healthcare (3 credits)	HESC 381 Introduction to Health Sciences Program (3 credits)	HESC 318 Introduction to Healthcare Research (3 credits)	HESC 381 Introduction to Health Sciences Program (3 credits)	
HESC 310 Healthcare Economics & Finance (3 credits)	HESC 481 Capstone/ Senior Project (1 credit)		HESC 481 Capstone/ Senior Project (1 credit)	HESC 318 Introduction to Healthcare Research (3 credits)	
HESC 348 Concepts of Management & Leadership in Healthcare (3 credits)				HESC 481 Capstone/ Senior Project (1 credit) Full Summer Term 10 weeks	
		HESC 435 Community Health Perspectives (3 credits)			
		HESC 348 Concepts of Management & Leadership in Healthcare (3 credits) Full Term 15 weeks			

Health Sciences Elective Courses

Fall		Spring		Summer	
Session 7A	**Session 7B**	**Session 7A**	**Session 7B**	**Session 7A**	**Session 7B**
	HESC 326 Trends & Issues in Healthcare (3 credits)	HESC 445 Healthcare & Government (3 credits)			
)	HESC 420 Healthcare Operations Problems and Lean Thinking (3 credits)	HESC 440 Special Project in Healthcare (1-3 credits)			
HESC 440 Special Project in Healthcare (1-3 credits)					HESC 440 Special Project in Healthcare (1-3 credits)
				HESC 345 History of Healthcare in the United States (3 credits)	

Health Sciences Management & Education Concentration Courses

Fall		Spring		Summer	
Session 7A	Session 7B	Session 7A	Session 7B	Session 7A	Session 7B
Management Emphasis					
	HESC 448 Leadership Theory in Healthcare (3 credits)		HESC 451 Interdisciplinary Team Practice in Community Based Care (3 credits)	HESC 421 Healthcare Personnel Management (3 credits) (10 week format)	
Education Emphasis					
	HESC 431 Teaching Learners in Healthcare (3 credits)		HESC 432 Professional Development in Healthcare (3 credits)		HESC 430 Instructional Planning & Delivery (3 credits)
Pre-MBA/Pre-MHA Emphasis					
Fall		Spring		Summer	
ECON 101 Fundamentals of Economics (3 credits)		ACCT 201 Principles of Accounting (3 credits)		MKTG 301 Principles of Marketing (3 credits)	
FINC 301 Corporate Finance (3 credits)					

Respiratory Concentration

Fall		Spring		Summer	
Session 7A	Session 7B	Session 7A	Session 7B	Session 7A	Session 7B
	RESA 320 Cardiopulmonary Monitoring (3 credits)		RESA 310 Cardiopulmonary Assessment (3 credits)		RESA 311 Neonatal/ Pediatric Respiratory Care (odd years) (3 credits)
	RESA 495 Independent Study (3 credits)		RESA 495 Independent Study (3 credits)		RESA 321 Pediatric Respiratory Care Case Mgt (even years) (3 credits)
					RESA 495 Independent Study (3 credits)

Advanced Imaging Concentration

Fall	Spring	Summer
ADIM 305 MRI Theory (6 credits)		ADIM 300 CT Theory (3 credits)
ADIM 315 Practicum II (MRI) (3 credits)		ADIM 328 Clinical Aspects of CT (4 credits)
ADIM 425 Clinical Aspects of MRI (5 credits)		ADIM 404 Practicum I (CT) (3 credits)
ADIM 396 Variable Independent Clinical (1-4 credits)	ADIM 396 Variable Independent Clinical (1-4 credits)	ADIM 396 Variable Independent Clinical (1-4 credits)
ADIM 311 Vascular Interventional Technology (3 credits)	ADIM 413 Cardiovascular Interventional Technology (5 credits)	
ADIM 321 Practicum III (Vascular Interventional Technology) (4 credits)	ADIM 432 Practicum IV (Cardiovascular Interventional Technology) (3 credits)	

Arts and Sciences Courses

Fall		Spring		Summer	
Session 7A	Session 7B	Session 7A	Session 7B	Session 7A	Session 7B
RELP 316 Spirituality in Healing & Healthcare (3 credits)	RELP 306 Spiritual Dimensions of Death & Dying (3 credits)	RELP 316 Spirituality in Healing & Healthcare (3 credits)	RELP 306 Spiritual Dimensions of Death & Dying (3 credits)	RELP 306 Spiritual Dimensions of Death & Dying (3 credits)	RELP 316 Spirituality in Healing & Healthcare (3 credits)
Humanities elective (3 credits)	SOCI 375 Cultural Diversity in Healthcare (3 credits)	Humanities elective (3 credits)	SOCI 375 Cultural Diversity in Healthcare (3 credits)	Humanities elective (3 credits)	SOCI 375 Cultural Diversity in Healthcare (3 credits)
MATH 201 Probability & Statistics (3 credits) (Full 15 weeks)		MATH 201 Probability & Statistics (3 credits) (Full 15 weeks)		MATH 201 Probability & Statistics (3 credits) Full summer term 10 weeks	
				BIOL 263 Sectional Anatomy (3 credits) Only offered this term Full summer term 10 weeks	

BACHELOR OF SCIENCE IN HEALTH SCIENCES

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

There are two majors within this degree: healthcare management and healthcare studies.

HEALTHCARE MANAGEMENT MAJOR INCLUDING OTD TRACK

I.   Required BSHS Core .... 50 credits

ENGL 101	Writing and Rhetoric I	3
ENGL 102	Writing and Rhetoric II	3
COMM 215	Intro to Human Communications	3
RELB 101	Biblical Resources for Understanding Healthcare	3
RELP 254	Morality and Medicine: Christian Perspective on Bioethical Issues…	3
RELP 306	Spiritual Dimension of Death and Dying	3
RELP 316	Spirituality in Healing and Healthcare	3
HIST XXX	History survey sequence (one course)	3
HUMN XXX	Humanities electives (two courses: literature, history, philosophy, music, art, theater, or foreign language)	6
MATH 155	College Algebra	3
PSYC 112	General Psychology	3
SOCI 115	Principles of Sociology	3
SOCI 375	Cultural Diversity in Healthcare	3

Science core

BIOL 119	Anatomy and Physiology I	4
BIOL 129	Anatomy and Physiology II	4

*

To complete the major in a timely manner, the student should follow the suggested course of study as outlined below.

II. Required Healthcare Management Major Courses .... 37 credits

HESC 315	Communication, Negotiations, and Conflict Resolution in Healthcare Organizations	3
HESC 318	Introduction to Healthcare Research	3
HESC 326	Issues and Trends in Healthcare	3
HESC 340	Legal and Ethical Considerations in Healthcare	3
HESC 381	Introduction to the Health Science Programs	3
HESC 420	Healthcare Operations Problem & Lean Thinking	3
HESC 421	Healthcare Personnel Management	3
HESC 435	Community Health Perspectives	3
HESC 448	Leadership Theory in Healthcare	3
HESC 451	Interdisciplinary Team Practice in Community-Based Care	3
HESC 475	Healthcare Management Internship	2
HESC 481	Capstone	1
HESC 491	Strategic Management in Healthcare	3
KETC 101	Medical Terminology	1

III. Required Cognate Courses .... 27 credits

ACCT 201	Principles of Accounting	3
ECON 101	Fundamentals of Economics	3
FINC 301	Corporate Finance	3
HESC 310	Healthcare Economics and Finance	3
HESC 348	Concepts of Management and Leadership in Healthcare	3
MATH 201	Probability and Statistics	3
MKTG 301	Principles of Marketing	3
PSYC 210	Social Psychology	3
PSYC 220	Organizational Psychology	3

IV. Elective Courses .... 6 credits

| HESC 345 | History of Healthcare in the United States | 3 |
| HESC 430 | Instructional Planning and Delivery | 3 |

HESC 431	Teaching Learners in Healthcare	3
HESC 432	Professional Development in Healthcare	3
HESC 440	Special Project in Healthcare	3
*PSYC 138	Human Growth and Development	3
	(must be taken if going into OTD program and counts as an HESC elective)	
*PSYC 230	Abnormal Psychology	3
	(must be taken if going into OTD program)	

TOTAL   120 credits

*OTD required prerequisites

Note: 123 credits for Pre-OTD Concentration

BSHS 3-YEAR HEALTHCARE MANAGEMENT MAJOR: SUGGESTED COURSE OF STUDY

FIRST YEAR

FALL

*BIOL 119	Anatomy and Physiology I	4
COMM 215	Intro to Human Communications	3
ECON 101	Fundamentals of Economics	3
MATH 105	Fundamentals of Mathematics (if needed)	(3)
RELB 101	Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ	3
	TOTAL	13-16

*Science core course required for the OTD track; others may seek permission for other science courses

SPRING

*BIOL 129	Human Anatomy and Physiology II	4
ACCT 201	Survey of Accounting	3
ENGL 101	Writing and Rhetoric I	3
HIST 102 or 152	History sequence II	3
MATH 155	College Algebra	3
	TOTAL	16

*Science core course required for the OTD track; others may seek permission for other science courses

SUMMER

ENGL 102	Writing and Rhetoric II	3
HESC 381	Introduction to the Health Sciences Program	3
KETC 101	Medical Terminology	1
RELB 254	Morality and Medicine: Christian Perspective on Bioethical Issues	3
SOCI 115	Principles of Sociology	3
	TOTAL	13

SECOND YEAR

FALL

HESC 340	Legal and Ethical Considerations in Healthcare	3
HESC 348	Concepts of Management and Leadership in Healthcare	3
MATH 201	Probability and Statistics	3
PSYC 112	General Psychology	3
PSYC 220	Organizational Psychology	3
	TOTAL	15

SPRING

HESC 318	Introduction to Healthcare Research	3
HESC 435	Community Health Perspectives	3
HUMN XXX	Humanities Group II elective (literature, history, philosophy, music, art, theater, or foreign language)	3
PSYC 210	Social Psychology	3
RELP 306	Spiritual Dimensions of Death and Dying	3
	TOTAL	15

SUMMER

HESC 421	Healthcare Personnel Management	3
HUMN XXX	Humanities Group II elective (literature, history, philosophy, music, art, theater, or foreign language)	3
MKTG 301	Principles of Marketing	3
SOCI 375	Cultural Diversity in Healthcare	3
	TOTAL	12

THIRD YEAR

FALL

FINC 301	Corporate Finance	3
HESC 310	Healthcare Economics and Finance	3
HESC 326	Issues and Trends in Healthcare	3
HESC 420	Healthcare Operations Problem & Lean Thinking	3
HESC 448	Leadership Theory in Healthcare	3
	TOTAL	15

SPRING

HESC 315	Communication, Negotiations, and Conflict Resolution in Healthcare Organizations	3
HESC 451	Interdisciplinary Team Practice in Community-Based Care	3
HESC 491	Strategic Management in Healthcare	3
HESC XXX	HESC Elective (or PSYC 138 if pre-OTD)	3
RELP 316	Spirituality in Healing and Healthcare	3
	TOTAL	15

SUMMER

HESC 475	Healthcare Management Internship	2
HESC 481	Capstone	1
HESC XXX	HESC elective	3
*PSYC 230	Abnormal Psychology (pre-OTD only)	3
	TOTAL	6-9

*Required as a prerequisite for OTD if not already completed.

HEALTHCARE STUDIES WITH A CONCENTRATION IN PRE-PHYSICIAN ASSISTANT (PA)

In order to complete the major in a timely manner, the student should follow the suggested course of study as outlined below.

HESC 421	Healthcare Personnel Management	 3
OR		
MKTG 301	Principles of Marketing	
HESC 435	Community Health Perspectives	 3
HESC 475	Healthcare Management Internship	 2
HESC 481	Capstone	 1
HESC 491	Strategic Management in Healthcare	 3
KETC 101	Medical Terminology	 1

III. Pre- Physician Assistant (PA) Required Courses .... 34 credits

*BIOL 105	Foundations of Biology I	 4
*BIOL 119	Human Anatomy and Physiology I	 4
*BIOL 129	Human Anatomy and Physiology II	 4
*BIOL 151	Microbiology	 4
*See Science Core above		....(8)
*CHEM 221	Organic Chemistry I	 4
*CHEM 222	Organic Chemistry II	 4
*MATH 201	Probability & Statistics	 3
*PSYC 138	Human Growth and Development	 3
OR		
*PSYC 230	Abnormal Psychology	 3
*BIOL/CHEM	#Biochemistry	 4

TOTAL   124 credits

*Pre-PA prerequisites for admission to Kettering College; please check the school you are applying to for additional required prerequisites

#These specialty courses are typically not offered at Kettering College

BSHS 4-YEAR HEALTHCARE STUDIES WITH A CONCENTRATION IN PRE-PHYSICIAN ASSISTANT (PA): SUGGESTED COURSE OF STUDY

FIRST YEAR

FALL

CHEM 121	General Chemistry I	4
ECON 101	Fundamentals of Economics	3
ENGL 101	Writing and Rhetoric I	3
KETC 101	Medical Terminology	1
MATH 155	College Algebra	3
	TOTAL	14

SPRING

CHEM 122	General Chemistry II	4
ENGL 102	Writing and Rhetoric II	3
HESC 381	Introduction to the Health Sciences Programs	3
HIST 102 or 152	History sequence II	3
RELB 101	Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ	3
SOCI 115	Principles of Sociology	3
	TOTAL	16

SECOND YEAR

FALL

BIOL105	Foundations of Biology I	4
CHEM 221	Organic Chemistry I	4
COMM 215	Introduction to Human Communications	3
HESC 381	Introduction to the Health Sciences Programs	3
PSYC 112	General Psychology	3
	TOTAL	17

SPRING

ACCT 201	Survey of Accounting	3
BIOL 151	Microbiology	4
CHEM 222	Organic Chemistry II	4
HESC 348	Concepts of Management and Leadership in Healthcare	3
RELP 254	Morality and Medicine: Christian Perspective on Bioethical Issues	3
	TOTAL	17

THIRD YEAR

FALL

BIOL 119	Human Anatomy and Physiology I	4
FINC 301	Corporate Finance	3
HESC 310	Healthcare Economics and Finance	3
HESC 340	Legal and Ethical Considerations in Healthcare	3
MATH 201	Probability and Statistics	3
	TOTAL	16

SPRING

#BIOL/CHEM	*Biochemistry*	(4)
BIOL 129	Human Anatomy and Physiology II	4
HUMN XXX	Humanities Group II elective (literature, history, philosophy, music, art, theater, or foreign language)	3
RELP 306	Spiritual Dimensions of Death and Dying	3
	TOTAL	10 (14)

SUMMER

HESC 318	Introduction to Healthcare Research	3
HESC 421 OR	Healthcare Personnel Management	3
MKTG 301	Principles of Marketing	3
PSYC 138 OR	Human Growth and Development	3
PSYC 230	Abnormal Psychology	3
	TOTAL	9

FOURTH YEAR

FALL

HESC 420	Healthcare Operations Problem & Lean Thinking	3
OR		
HESC 448	Leadership Theory in Healthcare	3
HUMN XXX	Humanities Group II elective (literature, history, philosophy, music, art, theater, or foreign language)	3
RELP 316	Spirituality in Healing and Healthcare	3
SOCI 375	Cultural Diversity in Healthcare	3
	TOTAL	12

SPRING

HESC 435	Community Health Perspectives	3
HESC 475	Healthcare Management Internship	2
HESC 481	Capstone	1
HESC 491	Strategic Management in Healthcare	3
	TOTAL	9

HEALTHCARE STUDIES MAJOR WITH A CONCENTRATION IN PRE-PHYSICAL THERAPY (PT)

I.   Required BSHS Core.. 50 credits

    ENGL 101   Writing and Rhetoric I 3

    ENGL 102   Writing and Rhetoric II 3

    COMM 215   Intro to Human Communications...............................3

    RELB 101   Biblical Resources for Understanding Healthcare 3

    RELB 254   Morality and Medicine: Christian Perspective on

        Bioethical Issues...3

    RELP 306   Spiritual Dimensions of Death and Dying 3

    RELP 316   Spirituality in Healing and Healthcare...................................3

    HIST XXX   History survey sequence (one course).................................3

    HUMN XXX   Humanities electives (two courses: literature, history,

        philosophy, music, art, theater, or foreign language)...........6

    MATH 155   College Algebra 3

    PSYC 112   General Psychology 3

    SOCI 115   Principles of Sociology..3

    SOCI 375   Cultural Diversity in Healthcare 3

Science core

    *CHEM 121   General Chemistry I 4

    *CHEM 122   General Chemistry II...4

In order to complete the major in a timely manner, the student should follow the suggested course of study as outlined below.

II.   Required Healthcare Studies Major Courses .... 40 credits

    ACCT 201   Principles of Accounting 3

    ECON 101   Fundamentals of Economics.....................................3

    FINC 301   Corporate Finance..3

    HESC 310   Healthcare Economics and Finance 3

    HESC 318   Introduction to Healthcare Research 3

    HESC 340   Legal and Ethical Considerations in Healthcare 3

    HESC 348   Concepts of Management and

        Leadership in Healthcare 3

    HESC 381   Introduction to the Health Science Programs........................3

    HESC 420   Healthcare Operations Problem & Lean Thinking 3

    OR

    HESC 448   Leadership Theory in Healthcare

HESC 421	Healthcare Personnel Management	3
OR		
MKTG 301	Principles of Marketing	
HESC 435	Community Health Perspectives	3
HESC 475	Healthcare Management Internship	2
HESC 481	Capstone	1
HESC 491	Strategic Management in Healthcare	3
KETC 101	Medical Terminology	1

III. Pre- Physical Therapy (PT) Required Courses .... 30 credits

*BIOL 105	General Biology I	4
*See Science Core above		(8)
*MATH 201	Probability & Statistics	3
*PSYC 138	Human Growth and Development	3
*BIOL	#General Biology II	4
*PHYS	#General Physics I	4
*PHYS	#General Physics II	4

TOTAL   120 credits

*Common Pre-PT prerequisites as recommended by accrediting body; please check the school you are applying to for additional required prerequisites

#These specialty courses are typically not offered at Kettering College

BSHS 4-YEAR HEALTHCARE STUDIES WITH A CONCENTRATION IN PRE-PHYSICAL THERAPY (PT): SUGGESTED COURSE OF STUDY

FIRST YEAR

FALL

CHEM 121	General Chemistry I	4
ECON 101	Fundamentals of Economics	3
ENGL 101	Writing and Rhetoric I	3
KETC 101	Medical Terminology	1
MATH 155	College Algebra	3
	TOTAL	14

SPRING

CHEM 122	General Chemistry II	4
ENGL 102	Writing and Rhetoric II	3
HIST 102 or 152	History sequence II	3
RELB 101	Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ	3
SOCI 115	Principles of Sociology	3
	TOTAL	16

SECOND YEAR

FALL

BIOL105	Foundations of Biology I	4
COMM 215	Introduction to Human Communications	3
HESC 381	Introduction to the Health Sciences Programs	3
PSYC 112	General Psychology	3
#PHYS	*General Physics I*	(4)
	TOTAL	13(17)

SPRING

ACCT 201	Survey of Accounting	3
HESC 348	Concepts of Management and Leadership in Healthcare	3
RELB 254	Morality and Medicine: Christian Perspective on Bioethical Issues	3
#BIOL	*General Biology II*	(4)
#PHYS	*General Physics II*	(4)
	TOTAL	9(17)

THIRD YEAR

FALL

BIOL 119	Human Anatomy and Physiology I	4
FINC 301	Corporate Finance	3
HESC 310	Healthcare Economics and Finance	3
HESC 340	Legal and Ethical Considerations in Healthcare	3
MATH 201	Probability and Statistics	3
	TOTAL	16

SPRING

BIOL 129	Human Anatomy and Physiology II	4
HESC 435	Community Health Perspectives	3
HUMN XXX	Humanities Group II elective (literature, history, philosophy, music, art, theater, or foreign language)	3
RELP 306	Spiritual Dimensions of Death and Dying	3
	TOTAL	13

SUMMER

HESC 318	Introduction to Healthcare Research	3
HESC 421 OR	Healthcare Personnel Management	3
MKTG 301	Principles of Marketing	3
PSYC 138	Human Growth & Development	3
	TOTAL	9

FOURTH YEAR

FALL

HESC 420 OR	Healthcare Operations Problem & Lean Thinking	3
HESC 448	Leadership Theory in Healthcare	3
HUMN XXX	Humanities Group II elective (literature, history, philosophy, music, art, theater, or foreign language)	3
RELP 316	Spirituality in Healing and Healthcare	3
SOCI 375	Cultural Diversity in Healthcare	3
	TOTAL	12

SPRING

HESC 475	Healthcare Management Internship	2
HESC 481	Capstone	1
HESC 491	Strategic Management in Healthcare	3
	TOTAL	6

HEALTHCARE STUDIES MAJOR WITH A CONCENTRATION IN PRE-MEDICINE/PRE-DENTISTRY

I. Required BSHS Core.. 50 credits

ENGL 101	Writing and Rhetoric I	3
ENGL 102	Writing and Rhetoric II	3
COMM 215	Intro to Human Communications	3
RELB 101	Biblical Resources for Understanding Healthcare	3
RELB 254	Morality and Medicine: Christian Perspective on Bioethical Issues	3
RELP 306	Spiritual Dimensions of Death and Dying	3
RELP 316	Spirituality in Healing and Healthcare	3
HIST XXX	History survey sequence (one course)	3
HUMN XXX	Humanities electives (two courses: literature, history, philosophy, music, art, theater, or foreign language)	6
MATH 155	College Algebra	3
PSYC 112	General Psychology	3
SOCI 115	Principles of Sociology	3
SOCI 375	Cultural Diversity in Healthcare	3

Science core

*CHEM 121	General Chemistry I	4
*CHEM 122	General Chemistry II	4

In order to complete the major in a timely manner, the student should follow the suggested course of study as outlined below.

II. Required Healthcare Studies Major Courses .... 40 credits

ACCT 201	Principles of Accounting	3
ECON 101	Fundamentals of Economics	3
FINC 301	Corporate Finance	3
HESC 310	Healthcare Economics and Finance	3
HESC 318	Introduction to Healthcare Research	3
HESC 340	Legal and Ethical Considerations in Healthcare	3
HESC 348	Concepts of Management and Leadership in Healthcare	3
HESC 381	Introduction to the Health Science Programs	3
HESC 420	Healthcare Operations Problem & Lean Thinking	3
OR		
HESC 448	Leadership Theory in Healthcare	

HESC 421	Healthcare Personnel Management	3
OR		
MKTG 301	Principles of Marketing	
HESC 435	Community Health Perspectives	3
HESC 475	Healthcare Management Internship	2
HESC 481	Capstone	1
HESC 491	Strategic Management in Healthcare	3
KETC 101	Medical Terminology	1

III. Pre- Medicine Required Courses .... 34 credits

*BIOL 105	Foundations of Biology I	4
*See Science Core above		(8)
*CHEM 221	Organic Chemistry I	4
*CHEM 222	Organic Chemistry II	4
*MATH 201	Probability & Statistics	3
*PSYC 138	Human Growth and Development	3
*BIOL	#General Biology II	4
*BIOL/CHEM	#Biochemistry	4
*PHYS	#General Physics I	4
*PHYS	#General Physics II	4

TOTAL	124 credits

*Common pre-medicine/pre-dentistry prerequisites as recommended by accrediting body; please check the school you are applying to for additional required prerequisites.

#These specialty courses are typically not offered at Kettering College

BSHS 4-YEAR HEALTHCARE STUDIES WITH A CONCENTRATION IN PRE-MEDICINE/PRE-DENTISTRY: SUGGESTED COURSE OF STUDY

FIRST YEAR

FALL

CHEM 121	General Chemistry I	4
ECON 101	Fundamentals of Economics	3
ENGL 101	Writing and Rhetoric I	3
KETC 101	Medical Terminology	1
MATH 165	College Algebra and Trigonometry	3
	TOTAL	14

SPRING

CHEM 122	General Chemistry II	4
ENGL 102	Writing and Rhetoric II	3
HIST 102 or 152	History sequence II	3
RELB 101	Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ	3
SOCI 115	Principles of Sociology	3
	TOTAL	16

SECOND YEAR

FALL

BIOL105	Foundations of Biology I	4
CHEM 221	Organic Chemistry I	4
COMM 215	Introduction to Human Communications	3
HESC 381	Introduction to the Health Sciences Programs	3
PSYC 112	General Psychology	3
	TOTAL	17

SPRING

ACCT 201	Principles of Accounting	3
CHEM 222	Organic Chemistry II	4
HESC 348	Concepts of Management and Leadership in Healthcare	3
RELP 254	Morality and Medicine: Christian Perspectives on Bioethical Issues	3
#BIOL	#General Biology II	(4)
	TOTAL	13 (17)

THIRD YEAR

FALL

FINC 301	Corporate Finance	3
HESC 310	Healthcare Economics & Finance	3
HESC 340	Legal & Ethical Considerations in Healthcare	3
MATH 201	Probability and Statistics	3
#PHYS	*General Physics I*	*(4)*
	TOTAL	12 (16)

SPRING

HUMN XXX	Humanities Group II elective (literature, history, philosophy, music, art, theater, or foreign language)	3
RELP 306	Spiritual Dimensions of Death and Dying	3
#BIOL/CHEM	*Biochemistry*	*(4)* (4)
#PHYS	*General Physics II*	(4)
	TOTAL	6 (14)

SUMMER

HESC 318	Introduction to Healthcare Research	3
HESC 421 OR	Healthcare Personnel Management	3
MKTG 301	Principles of Marketing	3
PSYC 138	Human Growth & Development	3
	TOTAL	9

FOURTH YEAR

FALL

HESC 420 OR	Healthcare Operational Problems and Lean Thinking	3
HESC 448	Leadership Theory in Healthcare	3
HUMN XXX	Humanities Group II elective (literature, history, philosophy, music, art, theater, or foreign language)	3
RELP 316	Spirituality in Healing and Healthcare	3
SOCI 375	Cultural Diversity in Healthcare	3
	TOTAL	12

SPRING

HESC 435	Community Health Perspectives	3
HESC 475	Healthcare Management Internship	2
HESC 481	Capstone	1
HESC 491	Strategic Management in Healthcare	3
	TOTAL	6

HEALTHCARE STUDIES MAJOR WITH A CONCENTRATION IN PRE-PHARMACY

I. Required BSHS Core .... 50 credits

ENGL 101	Writing and Rhetoric I 3
ENGL 102	Writing and Rhetoric II 3
COMM 215	Intro to Human Communications.................................3
RELB 101	Biblical Resources for Understanding Healthcare 3
RELB 254	Morality and Medicine: Christian Perspective on Bioethical Issues...3
RELP 306	Spiritual Dimensions of Death and Dying 3
RELP 316	Spirituality in Healing and Healthcare...................................3
HIST XXX	History survey sequence (one course)................................3
HUMN XXX	Humanities electives (two courses: literature, history, philosophy, music, art, theater, or foreign language)...........6
MATH 155	College Algebra 3
PSYC 112	General Psychology 3
SOCI 115	Principles of Sociology..3
SOCI 375	Cultural Diversity in Healthcare 3

Science core

| *CHEM 121 | General Chemistry I ....4 |
| *CHEM 122 | General Chemistry II...4 |

In order to complete the major in a timely manner, the student should follow the suggested course of study as outlined below.

II. Required Healthcare Studies Major Courses .... 40 credits

ACCT 201	Principles of Accounting 3
ECON 101	Fundamentals of Economics...................................3
FINC 301	Corporate Finance...3
HESC 310	Healthcare Economics and Finance 3
HESC 318	Introduction to Healthcare Research 3
HESC 340	Legal and Ethical Considerations in Healthcare 3
HESC 348	Concepts of Management and Leadership in Healthcare 3
HESC 381	Introduction to the Health Science Programs........................3
HESC 420	Healthcare Operations Problem & Lean Thinking 3
OR	
HESC 448	Leadership Theory in Healthcare

HESC 421	Healthcare Personnel Management	3
OR		
MKTG 301	Principles of Marketing	
HESC 435	Community Health Perspectives	3
HESC 475	Healthcare Management Internship	2
HESC 481	Capstone	1
HESC 491	Strategic Management in Healthcare	3
KETC 101	Medical Terminology	1

III. Pre- Pharmacy Required Courses .... 38 credits

*BIOL 105	Foundations of Biology I	4
*BIOL 151	Microbiology	4
*See Science Core above		(8)
*CHEM 221	Organic Chemistry I	4
*CHEM 222	Organic Chemistry II	4
*PHYS 131	Survey of Physics	4
*MATH 201	Probability & Statistics	3
*PSYC 138	Human Growth and Development	3
*BIOL	#General Biology II	4
*BIOL/CHEM	#Biochemistry	4
*BIOL	#Cell & Molecular Biology	4

TOTAL	128 credits

*Common pre-pharmacy prerequisites as recommended by accrediting body; please check the school you are applying to for additional required prerequisites.

#These specialty courses are typically not offered at Kettering College.

BSHS 4-YEAR HEALTHCARE STUDIES WITH A CONCENTRATION IN PRE-PHARMACY SUGGESTED COURSE OF STUDY

FIRST YEAR

FALL

CHEM 121	General Chemistry I	4
ECON 101	Fundamentals of Economics	3
ENGL 101	Writing and Rhetoric I	3
KETC 101	Medical Terminology	1
MATH 165	College Algebra and Trigonometry	3
	TOTAL	14

SPRING

CHEM 122	General Chemistry II	4
ENGL 102	Writing and Rhetoric II	3
HIST 102 or 152	History Sequence II	3
RELB 101	Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ	3
SOCI 115	Principles of Sociology	3
	TOTAL	16

SECOND YEAR

FALL

BIO 105	Foundations of Biology I	4
CHEM 221	Organic Chemistry I	4
COMM 215	Introduction to Human Communications	3
HESC 381	Introduction to the Health Sciences Programs	3
PSYC 112	General Psychology	3
	TOTAL	17

SPRING

ACCT 201	Principles of Accounting	3
CHEM 222	Organic Chemistry II	4
HESC 348	Concepts of Management and Leadership in Healthcare	3
RELP 254	Morality and Medicine: Christian Perspectives on Bioethical Issues	3
#BIOL	*General Biology II*	(4)
	TOTAL	13 (17)

SUMMER

BIO 151	Microbiology	4
PSYC 138	Human Growth & Development	3
	TOTAL	6

THIRD YEAR

FALL

FINC 301	Corporate Finance	3
HESC 310	Healthcare Economics & Finance	3
HESC 340	Legal and Ethical Considerations in Healthcare	3
MATH 201	Probability and Statistics	3
#BIOL	*Cell & Molecular Biology*	(4)
	TOTAL	12 (16)

SPRING

HUMN XXX	Humanities Group II elective (literature, history, philosophy, music, art, theater, or foreign language)	3
PHYS 131	Survey of Physics	4
RELP 306	Spiritual Dimensions of Death and Dying	3
#BIOL/CHEM	*Biochemistry*	(4)
	TOTAL	10 (14)

SUMMER

HESC 318	Introduction to Healthcare Research	3
HESC 421 OR	Healthcare Personnel Management	3
MKTG 301	Principles of Marketing	3
	TOTAL	6

FOURTH YEAR

FALL

HESC 420 OR	Healthcare Operations Problem & Lean Thinking	3
HESC 448	Leadership Theory in Healthcare	3
HUMN XXX	Humanities Group II elective (literature, history, philosophy, music, art, theater, or foreign language)	3
RELP 316	Spirituality in Healing and Healthcare	3
SOCI 375	Cultural Diversity in Healthcare	3
	TOTAL	12

SPRING

HESC 435	Community Health Perspectives	3
HESC 475	Healthcare Management Internship	2
HESC 481	Capstone	1
HESC 491	Strategic Management in Healthcare	3
	TOTAL	9

Graduate Bulletin

Kettering College offers Master of Science in Nursing, Master of Physician Assistant Studies, and Occupational Therapy Doctoral degrees.

This section of the *Bulletin* provides information for students applying to or enrolled in a graduate program at Kettering College. For additional information, contact the Kettering College nursing, physician assistant studies, or the occupational therapy departments.

Individual graduate programs may have policies that supersede the Division of Graduate Studies' policies and standards in this section. See specific program handbooks for information.

Graduate Admissions

REGULAR ADMISSION

To be admitted into a graduate program, a student must have completed the program-specific admission requirements found in the program of study.

PERMISSION TO TAKE CLASSES

Permission to take classes (PTC) is a temporary enrollment status. Applicants granted PTC status are classified as non-degree-seeking students and are not eligible to use financial aid funds. PTC status may include but is not limited to the following:

1. Persons who desire to take a course for enrichment purposes.
2. Students registered at another college or university who wish to take courses at Kettering College through existing agreements with other schools.

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

- Completed application.
- Application fee (unless a previous Kettering College student).
- Transcripts from the highest level of educational experience (may use unofficial copies).
- Written permission from the chair of the professional program (where applicable) is required before the student may register for requested course(s).

APPLICATION /ADMISSION PROCESS

The application and admission process is outlined in the specific graduate program section.

ADMISSION COMMITTEE DECISIONS

The admissions committee reserves the right to refuse admittance to an applicant who is unlikely to conform to the standards and ideals the College seeks to maintain. This denial of acceptance may be based in part upon previous academic performance and/or on the confidential recommendation forms received.

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

APPLICANT RESPONSE TO ACCEPTANCE

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

- Return the completed acceptance reply letter included with the acceptance notice.
- Remit the $500 nonrefundable acceptance deposit. If the deposit is not received by Kettering College, the applicant's reservation in that particular curriculum may be jeopardized. Refer to the financial information section of the *Academic Bulletin* for specific details. This deposit will be applied toward the first semester's tuition.

At the time of acceptance to the College, applicants will also receive information about the health and immunization requirements for enrollment at Kettering College. These forms must be completed by the applicant's healthcare provider and returned to the College by the time of College registration.

REGISTRATION FOR CLASSES

Prior to registration, students are encouraged to review the *Student Handbook,* available at www.kc.edu. At registration, new students will need to have the following records on file:

- A Kettering College credit account agreement and disclosure statement
- College and health insurance compliance forms
- Student health history and immunization records

INTERNATIONAL STUDENTS

Kettering College endeavors to make the process of enrolling international students as easy as possible. Because of the numerous steps involved in the issuance of the I-20 student visa, please refer to the guidelines listed in the Admissions chapter in the undergraduate section of this *Bulletin*.

Graduate Outcomes

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

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

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

KETTERING COLLEGE INSTITUTIONAL OUTCOMES

Each student who successfully completes their program-specific outcomes and curriculum will be able to demonstrate degree-level-appropriate competencies in the identified domains for each outcome. Students will:

FAITH (F)

- Gain self-awareness of their faith journey within the context of a Christian community and learn the skills to holistically care for self and others.

SERVICE (V)

- Engage in service and service-learning opportunities that have a positive impact on communities and that foster self-awareness.

SCHOLARSHIP (S)

- Conduct ethical scholarship that involves gathering and evaluating evidence in order to draw and disseminate a conclusion.

LEADERSHIP (L)

- Work effectively with and through others by recognizing distinctive contributions each individual brings to forge superior solutions and results.

Graduate Academic Information

THE COLLEGE CURRICULUM

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

The academic year at Kettering College consists of one fall semester, one spring semester, and one summer semester. The fall and spring semesters are generally 16 calendar weeks, which include 15 weeks of instruction and a week of testing. This is to accommodate holidays and scheduled institutional breaks. The summer semester is generally an accelerated 10 calendar weeks including final exam week; however, some programs have courses that go beyond the 10 calendar weeks. The equivalent amount of time is spent in face-to-face instruction during a 10-week term as is spent in a 15-week term. Program variations in semester length are published in program materials.

In a semester system, one academic credit typically means the course meets for one 50-minute period of instruction per week. This is considered one hour of instruction with 10 minutes of that hour used for passing time between classes. Therefore, a traditional three-credit course with no laboratory or clinical component will meet for three 50-minute periods or its equivalent per week. Generally, for every credit a student takes, an additional two to three hours of work per credit is expected outside the regularly scheduled class time. Courses involving laboratory studies or clinical experiences have credit values based on the Carnegie Unit system. The ratios used to determine lab and clinical credits vary by professional program as published in respective program materials.

GRADUATE SCHOLARLY PROJECT

Graduate program students are expected to complete a scholarly project to fulfill requirements for a graduate degree. This project must be original work and include use and/or generation of scholarly research and writing.

COLLEGE SERVICES AND POLICIES

DISABILITY SERVICES

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

TITLE IX

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

LIABILITY INSURANCE

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

HONOR CODE

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

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

REPORTING VIOLATIONS OF INTEGRITY

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

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

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

FERPA

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

ACADEMIC PRIVACY

An education record is defined as any record maintained by the College that is directly related to a student. It includes records, files, and documents — handwritten, printed, or stored

and/or displayed electronically. Kettering College can disclose information from a student's education record only with the student's written consent. There are exceptions so that certain personnel within the institution may see the records, including persons in an emergency, in order to protect the health and safety of students or other persons. According to this act, the following information can be disclosed without the student's written consent:

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

A student has the right to refuse the disclosure of directory information except for information about their degree status. To exercise this right, the student must provide written notification to the registrar while they are enrolled.

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

Confidential information includes but is not limited to the following:

- Names of the student's parents or other family members
- Address of the student's family
- A personal identifier, such as a Social Security number or student number
- A list of personal characteristics
- Academic evaluations and grades
- Counseling and advising records
- Disciplinary records
- Financial aid records
- Letters of recommendation
- Medical and psychological records
- Police records

- Transcripts and other academic records
- Scores on tests required for admission
- Billing and fee payment records
- Student's class schedule

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

DISCLOSURE OF STUDENT INFORMATION TO FAMILY MEMBERS

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

SPECIFIC DISCLOSURE TO PARENTS

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

- Schools may disclose education records to parents if a student is dependent for income tax purposes. Parents must produce a copy of the most recent federal income tax form showing that the student was claimed as a dependent.
- Schools may disclose education records to parents if a health or safety emergency involved their son or daughter.
- Schools may inform parents if the student who is younger than 21 has violated any law or school policy concerning the use or possession of alcohol or a controlled substance.

- A school official may share with parents information or a concern that is based on the official's personal knowledge or observation of a student but not on information contained in an education record.
- For further information regarding FERPA, see https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

ACADEMIC STATUS

REGULAR ACADEMIC STANDING

A student in the Graduate Division who earns a grade-point average (GPA) equal to or greater than 3.0 for a given semester is in regular academic standing in the subsequent semester in which they are enrolled.

ACADEMIC PROGRESS

Students are expected to be continuously enrolled in their graduate programs. Leaves of absence may be granted according to individual graduate program policy in the particular graduate program handbook.

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

These policies pertain to a student's academic standing in the Graduate Division of the College. Specific graduate programs may have higher standards regarding academic progress. In addition, students receiving federal financial aid are subject to SAP requirements. Please refer to the financial information section of this *Bulletin* for additional information.

ACADEMIC PROBATION

A student in the Graduate Division who, during a semester in which they are in regular academic standing, earns a grade-point average (GPA) less than 3.0 for that semester is placed on academic probation for the subsequent semester in which they enroll.

ACADEMIC DISMISSAL

A student in the Graduate Division who, during a semester in which they are on academic probation, earns a grade-point average (GPA) less than 3.0 for that semester is academically dismissed from the Graduate Division of the College. A student who is academically dismissed

from the Graduate Division of the College will be administratively withdrawn from all courses in the graduate program in which they are enrolled.

REGISTRATION PROCESS

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

- Prior to designated registration dates, a student must meet with their academic advisor for approval of the term schedule. The student's academic advisor is responsible for updating the online registration status for current students.
- Student should register online through the student portal; however, paper registration will also be available.
- Students must register for all courses of any duration during the term's open registration period. Please see Kettering College's website (www.kc.edu) for specific dates. Note: This includes courses that begin in the second half of the semester.
- Late registration is after the online registration through the portal is shut off and must be completed by paper form. With the paper form, the student will need their advisor's signature as well as financial clearance signature.
- Students may not register for courses that are in direct conflict with other courses or clinical assignments.
- A student and their advisor can access an individual computerized degree audit to assist them in tracking the student's graduation requirements.
- Students are strongly encouraged to take their courses in the sequence outlined in the *Bulletin*. Taking courses later than the sequence outlined in the *Bulletin* may result in program completion delays. The records office reserves the right to remove a student who has registered for a course for which they are not eligible.
- Students may audit courses with the permission of the department chairperson. Students are expected to attend courses regularly and meet the conditions for audit as stipulated by the graduate program. Tuition is discounted from the regular rate. See [Kettering College financial information](). No academic credit toward degree or financial aid is awarded for audited courses.

BUSINESS OFFICE CLEARANCE

- Current students must have a student account balance below $100 in order to receive financial/business office clearance for registration.
- Payments can be made online. Allow two business days for processing online payments.

- New students, along with those students who have not attended Kettering College within the past two semesters, may register without receiving financial clearance; however, financial clearance must be received by the registration clearance deadline to prevent being removed from courses.
- To receive financial clearance, a student must either make a down payment of $800 and have a signed payment plan agreement on file or have adequate financial assistance in place at the time of registration to cover 100% of the tuition and fees for the semester.
- Students who fail to obtain financial clearance by the registration deadline will be automatically withdrawn from their courses.
- Students who are withdrawn from courses may re-register once they receive financial clearance; however, there is no guarantee of space in the original courses.

Disbursement of financial aid funds will occur each semester after the 10th business day following the official start of the semester.

COURSE LOAD

Students are classified as full-time if they carry at least **eight credits per semester.** Six credits per semester is considered ¾-time; four credits is considered half-time. Unless required by a department or program of study, a student may not carry more than 18 credits in a Fall or Spring semester or 12 credits in a Summer semester. The academic load of students on probation or a contract of intent may be limited. A student who wants to exceed the credit limit provided above must submit a written petition to their academic advisor and/or coach prior to registering for the semester in which the overload is proposed to occur. The student's academic advisor and/or coach, in consultation with the department chair(s) or program director, is responsible for determining the appropriateness of the student's request and communicating the outcome of their deliberation, in writing, to the student, with a copy provided to the office of the registrar.

INDEPENDENT STUDY

Registration for independent study may be appropriate when a student wishes either to learn about a subject not in the *Academic Bulletin* or to expand practical clinical experience. An independent study form, obtained from the records office, must be signed by the instructor and the department chair before a student may register for independent study. A learning contract signed by the student, the supervising instructor, and the department chair is necessary before students begin the independent study.

TRANSFER CREDIT PROCESS

Generally graduate programs do not accept transfer credit. In case there is transfer credit, Kettering College will accept transfer credit, which is defined as academic credit accepted by Kettering College from another regionally accredited academic institution, under the following policies:

- To be acceptable, transfer credit must be from an institution within one of the six regional accrediting associations such as the Higher Learning Commission.
- Courses designated as a program didactic course may be evaluated by department chairs to determine content and credit equivalency. Department chairs will submit a written recommendation for transfer credit to the records office. To meet residency requirements, limits on transfer credit remain the same.

COURSE SUBSTITUTION

The Deans for Academic Affairs may allow substitutions for a course required in a program or curriculum if the department chair verifies that the requested substitution is a comparable academic experience that meets the educational needs of the curriculum. The student's academic advisor must recommend the substitution, and it must be approved and documented in writing by the chairperson of the department in which the student is enrolled or anticipates enrollment before the request goes to the appropriate Dean of Academic Affairs for final approval.

COURSE WAIVER

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

CHANGES IN REGISTRATION

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

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

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

- Students should be aware that dropping a course they have not attended may result in a reduction or removal of financial aid for that semester. For this reason, students are required to consult with the financial aid office before submitting the drop/add form to determine the impact to financial aid.

- It is the student's responsibility to arrange with the records office to drop or add courses. The procedure for dropping or adding a course is as follows:
  1. Secure the form "change in registration" from the records office or from www.kc.edu.
  2. Work with the assigned academic advisor and obtain signature.
  3. Work with the instructor for each course listed on the form and obtain:
     a. A grade of W if dropping a course after the 100% refund deadline.
     b. The last day of the student's course attendance or participation if dropping a course after the 100% refund deadline.
  4. Work with the financial aid counselor and obtain signature.
  5. Submit the form to the records office for final processing.

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

- The last day to drop a class with a W is three weeks before the beginning of final exams. No drops are permitted after this time, and a letter grade will be assigned. Refer to the academic calendar in the *Bulletin* for specific add and drop dates.

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

- A course grade of Z is given if a student registers for courses but never attends the College and does not withdraw after registration has become official (after the 10th business day of the semester).
- A course grade of W will be awarded if the student officially withdraws from a course that begins after the 10th business day from the official start of the semester.
- Any student who has registered but has not attended any course(s) by the eighth business day of the semester will be administratively withdrawn.
- After the 10th business day and before the last day to drop a course
  - A grade of W will be assigned to all courses dropped.
  - An administrative withdrawal with a grade of W may occur if a student is absent for a period of two consecutive weeks and does not contact the instructor or complete the appropriate paperwork.
- Courses with nonstandard term lengths may have different timelines for meeting requirements and adjusting registration status. Students should contact student services for specifics.
- Return of Title IV funds to the government are calculated based on the last day the student attends or participates in the semester.
- Federal Title IV funds will be returned to the federal government according to federal regulations for students receiving Title IV funds who withdraw after the 10th business day of the semester. See the section of the *Bulletin* on financial information.

W AND Z GRADE POLICY

- A course grade of W is given:
  - To all courses dropped after the 10th business day of the official start of the semester and before the last day to drop.
  - If a student is absent for a period of two consecutive weeks and does not contact the instructor or complete the appropriate paperwork; in such a case, an administrative withdrawal may occur.
- The last day to drop a class with a W is three weeks before the beginning of final exams.
  - This is week 13 during fall and spring semesters and week 10 during summer semester.
  - No drops are permitted after this time, and a letter grade will be assigned.
  - Refer to the academic calendar in the *Bulletin* for specific add and drop dates.
- A course grade of Z is given if a student registers for courses but never attends the course.

- The student never withdrew during the first 10 business days of the semester so is academically withdrawn after registration has become official (after the 10th business day of the semester).
- Student officially withdraws from a course that does not start until later in the semester after the 10th business day following the official start of the semester
- Any student who has registered but has not attended any course(s) by the eighth business day of the semester will be administratively withdrawn.
- Refunds are based on the last day the student attends or participates in the course. See the section of the *Bulletin* on financial information for the tuition refund policy.

DISMISSAL FROM A PROGRAM

Program students who are dismissed by a program and are not eligible to reapply to the same program will be administratively withdrawn from all College courses. Students who wish to return must reapply to Kettering College for another program.

- Upon dismissal from a program prior to the 10th business day of the term, a student will be administratively withdrawn from all program courses and general education courses reserved for that program. Subsequent failure to attend non-program courses will result in withdrawal from those as well.
- Students dismissed from a program after the 10th business day of the term will be administratively withdrawn from all program courses. Students taking general education courses will need to sign the form "Change in Registration" if they wish to also withdraw from their general education courses.

GRADES AND QUALITY POINTS

The Graduate Division requires that students maintain a cumulative GPA of 3.00. An individual course grade below a B is not considered passing. For information regarding how to calculate grade-point average, see "Calculating Grade Point Average" in the undergraduate section of this *Bulletin.*

GRADUATE GRADING SCALE

	Quality Points	Percentage range	Definition
A	4.00	90 – 100%	Superior
B	3.00	80 – 89%	Above average
C	2.00	70 – 79%	Average
D	1.00	60 – 69%	Below average
F	0.00	Less than 60%	Failure
P	0.00	To be determined by instructor	Passing; does not affect GPA
IP	0.00		Course in progress
SA	0.00		Satisfactory audit
UA	0.00		Unsatisfactory audit

Each graduate program and its faculty members will determine rounding practices.

INCOMPLETE

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

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

DEADLINE FOR CHANGING GRADES

The course instructor has the responsibility to submit a grade change only when an error has been made in arriving at or recording a grade. Grade change forms are available from the records office. They must include the explanation for the grading error and be signed by the instructor, program chair, and registrar.

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

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

ACADEMIC CLASSROOM PROCEDURES

VERIFICATION OF IDENTITY

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

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

- Software-enforced verification

Teacher identification methods may include:

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

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

CLASS ATTENDANCE

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

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

For web-enhanced courses, each date a submission is due is considered a date when the course meets. Students are required to attend at least one class meeting or make at least one submission within the first 10 business days of the regular semester, or they will be subject to administrative withdrawal from the course. A student will be considered absent from the course any date they fail to attend a scheduled meeting time or any time they fail to make a scheduled submission.

STUDENT APPEALS

ACADEMIC APPEALS

A student may appeal how academic decisions are processed and decided.

Academic decisions, including grade assignments made by instructors, are final unless an affected student demonstrates that:

1. A mistake was made in making the decision, such as a miscalculation of a point total;
2. The decision was made by misinterpreting or inconsistently applying a College policy, including course policies set forth in a course syllabus;
3. The decision was made in an unfairly discriminatory manner or a manner that clearly reflects bad faith or incompetence on the part of the decision-maker;

4. The decision-maker did not account for relevant information or extraordinary circumstances that ought to have been considered in making the decision and that warrant an exception to the decision in a case.

A student who wishes to appeal an academic decision must do so within 15 school days after the decision is posted. Nothing in this policy prohibits a student and the instructor and/or chair from resolving a concern or a complaint informally. However, in order for a student to participate in academic appeals process at Kettering College, the student must follow the procedure outlined in the College's Academic Appeals policy. Beyond the initial conferences described below, an appeal must be in writing, using the Academic Appeals Form, and should note which specific reason(s), as outlined above, the student claims in support of the appeal for an alteration of the earlier decision. The student should attach all available supporting documentation and should, if appropriate, identify persons who can provide evidence relevant to the appeal. The procedure provided in the Academic Appeals policy will be used, including adherence to all relevant dates and time frames, unless an academic dean provides written authorization of modifications.

NON-ACADEMIC APPEALS

A student may appeal how non-academic decisions are processed and decided.

Non-academic policy decisions are final unless an affected student demonstrates one of the following:

1. A mistake was made in making the decision, such as a miscalculation of a tuition refund;
2. The decision was made by misinterpreting or inconsistently applying a College policy, including College policies set forth in the *Academic Bulletin, Student Handbook,* or the College website;
3. The decision was made in an unfairly or discriminatory manner or in a manner that clearly reflects bad faith; or
4. The decision-maker did not account for relevant information or extraordinary circumstances that ought to have been considered in making the decision and that warrant an exception to the decision in a particular case.

A list of examples for appeal can be found at www.kc.edu/non-academicappeals. Title IX appeals should follow the process outlined in the sexual misconduct policy. Applicants with admissions appeals will appeal to the Admissions Committee.

Please refer to the *Student Handbook* for further information*.*

GRADUATION

Kettering College has students who graduate at the end of each semester; however, Kettering College has two graduation ceremonies — one at the end of spring semester and the other at the end of summer semester.

GRADUATION REQUIREMENTS

- Meet degree credit requirements as outlined in the program of study in the *Academic Bulletin* for the academic year in which the student was admitted into the program.
- Refer to the degree requirements section of this *Bulletin* for any additional graduation requirements for the course of study from which graduation is planned.

RELEASE OF DIPLOMAS AND TRANSCRIPTS

Graduates will receive a diploma cover during the graduation ceremony. Diplomas will be sent within four weeks after the graduation ceremony.

For diplomas and transcripts to be released:

- All grades must have been received, and all program requirements must have been completed.
- The graduate must have met all financial obligations to the College.
- All student loan exit counseling must be completed.

TRANSCRIPT REQUESTS

The student may obtain an official transcript by submitting an electronic request or a written request to the records office. Student accounts must have no holds for loan exit counseling and be at a zero balance, and graduates must have completed all graduation requirements for transcript release clearance.

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

Telephone, email, or fax requests from students or written requests from other members of a student's family cannot be honored. Transcripts provided are subject to transcript fees according to method of request and delivery (see the financial information section in the *Bulletin* for a listing of fees).

BANKRUPTCY, DEFAULT, AND TRANSCRIPTS

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

Graduate Financial Information

ACCEPTANCE DEPOSIT

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

DEPOSIT FOR INTERNATIONAL STUDENTS

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

ROOM DEPOSITS AND CHARGES

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

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

FLAT-RATE TUITION

Tuition for the Master of Physician Assistant Studies and Occupational Therapy Doctoral programs is charged at a flat rate. Graduate students enrolling in six or more credits in either of these programs will be charged a flat tuition rate for the semester. Please refer to the Kettering College website for the tuition and fees schedule. Tuition is payable by the deadline shown in the online academic calendar.

PER-CREDIT TUITION

Students enrolling in five or fewer credits in the Master of Physician Assistant Studies or Occupational Therapy Doctoral programs will be charged tuition on a per-credit rate. The per-credit rate will be determined by taking the tuition cost of the entire program of study and dividing by the total number of credits in the program curriculum (semester flat-rate tuition multiplied by the number of semesters in program, then divided by the number of credits in the program of study).

For example, the per-credit rate for a student whose graduate program is 100 credits and is scheduled (based on the curriculum outlined in the *Bulletin*) to be completed in seven semesters, for which the tuition is $15,000 per semester, would be calculated in the following manner:

- $15,000 x 7 = $105,000
- $105,000 ÷ 100 = $1,050 per credit

Please refer to the Kettering College website for the tuition and fee schedule. Tuition is payable by the deadline shown in the academic calendar.

TUITION REFUND

Graduate tuition and fees for full-semester courses will be refunded 100% up to the close of the 10th business day of the semester in which the class is taught. Tuition and fees will also be refunded 100% to those who have not attended class. Graduate students enrolled in a program of study taught in modular format who withdraw or are withdrawn from all courses after the 10th business day of the term will be responsible for paying the per-credit tuition rate for each credit attempted. The amount charged to graduate students who withdraw shall not exceed the flat-rate tuition charged to students in that particular cohort. Please refer to the tuition and fee schedule on the College's website for current rates. Equipment and/or software fees are nonrefundable. Students who withdraw from all courses after the 10th business day of the term and are receiving federal financial aid may need to have their financial aid eligibility recalculated upon being assessed the per-credit tuition rate. If a student is administratively withdrawn for

non-attendance or is involved in a disciplinary action that leads to dismissal or expulsion, the student will be responsible for the tuition and fees due to the College for the semester based on the last date the student attended the course(s). A student who does not complete official withdrawal procedures through the records office may be responsible for the full amount of the applicable tuition and fees. Non-attendance at classes, notification to the instructor, or notification to the academic department does not constitute official withdrawal. Courses with non-standard term lengths may have different refund periods, which are consistent with the time frames published in the chapter "Academic Information" in the undergraduate section of this Bulletin (see table under "Policy for Dropping/Adding Courses"). Students should contact student services for additional details.

INSTRUCTIONAL DELIVERY METHODS

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

PART-TIME STUDENTS

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

PAYMENT OPTIONS

Kettering College offers students two payment options.

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

place at the time of registration is equal to or more than the tuition and fees for the semester does not have to make the $800 down payment. A student's account balance must be below $100 prior to registering for subsequent semesters.

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

Kettering permits any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33

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

METHODS OF PAYMENT

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

BUSINESS OFFICE CLEARANCE

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

1. For returning students: having a balance of less than $100 for the current semester and a signed payment plan agreement for the upcoming semester on file with the student finance office.

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

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

FINANCIAL AID INFORMATION

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

1. Complete the Free Application for Federal Student Aid (FAFSA) or renewal application online at www.fafsa.ed.gov.

2. Submit any additional paperwork as instructed by the Kettering College student finance office.

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

TYPES OF FINANCIAL AID FOR GRADUATE STUDENTS

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

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

2. **William D. Ford Federal Direct Loan program:** Includes Direct Unsubsidized Loans (previously known as Stafford Loans) and Graduate PLUS Loans. For current interest rate information, see www.studentaid.ed.gov/sa/types/loans/interest-rates.

- Direct Unsubsidized Loans are available to students from the U.S. Department of Education through the school. Eligibility is based on the institution's cost of attendance minus other financial aid. The student is responsible for all of the interest on

unsubsidized loans while the student is in school and thereafter. The student can either pay the interest each month or allow the interest to accrue until repayment begins. Repayment on the principal begins six months after the student leaves school, graduates, or drops below half-time enrollment. Students with prior bachelor's degrees are eligible to borrow under the Direct Unsubsidized Loan program provided they have not borrowed in excess of the limits listed.

- Graduate PLUS Loans are available for educational expenses. Through this program, students are eligible to borrow an amount up to their cost of attendance minus other estimated financial assistance. Requirements include a determination that the applicant does not have an adverse credit history; repayment begins on the date of the last disbursement of the loan. Applicants for these must complete the FAFSA. They also must have applied for their annual loan maximum eligibility under the Direct Unsubsidized Loan program before applying for a Graduate PLUS Loan.

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

DISBURSEMENT OF FINANCIAL AID FUNDS

Disbursement of financial aid funds will occur each semester after the 10th business day following the official start of the semester. Dropping a course a student has not attended may result in a reduction or removal of financial aid for that semester. For this reason, students are required to consult with the financial aid office before submitting the drop/add form to determine the impact to financial aid.

For additional details, please refer to the Return of Title IV Policy on the Kettering College website at https://kc.edu/admissions/student-financial-services/student-financial-services-policies/

GRADUATE SATISFACTORY ACADEMIC PROGRESS POLICY FOR FINANCIAL AID

Kettering College's satisfactory academic progress (SAP) policy for financial aid applies to all students who want to establish or maintain financial aid eligibility. Students must meet the minimum standards as outlined. The standards apply to a student's entire academic transcript, including terms in which financial aid was not received. Standards for specific financial aid programs or Kettering College academic programs may differ from those in this section.

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

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

- **Standard 1:** Maintain a cumulative grade-point average (GPA) of at least 3.0 at all times (graduate programs).
- **Standard 2:** Successfully complete at least two-thirds (67%) of the credits in which the student is enrolled each semester (based on the credits a student is registered for at the end of the 100% refund period). Successfully completed credits include grades of A, A-, B+, B, B-, P, and Y. Receiving a grade of C+, C, C-, D+, D, D-, F, NG, WP, WF, I, IP, or Z is not considered successful completion of a course and may affect a student's satisfactory academic progress for financial aid status. If an incomplete grade (I) or an in-progress grade (IP) has brought about a probation/suspension status, the student may submit the final grade to the director of student finance for review. Courses taken for audit (non-credit courses) are not counted toward financial aid load, satisfactory academic progress status, or graduation requirements.
- **Standard 3:** Complete a degree within 150% of the published length of the program, measured in credits attempted. Example: If the program of study consists of 120 credits, a student may only attempt 180 credits (120 x 150% = 180) while receiving financial aid.

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

FAILURE TO MEET REQUIREMENT

Satisfactory academic progress (SAP) is reviewed at the end of each semester after grades have been submitted.

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

Students placed on financial aid SAP warning will be sent written notification advising them of their status, the standard(s) not being met, the impact of future financial aid eligibility, and the importance of seeking assistance/guidance from the appropriate staff. Students who fail to meet any of the minimum SAP standards after the financial aid SAP warning semester will be denied eligibility for financial aid for future semesters and be placed on financial aid suspension status until the minimum SAP standards are met or a satisfactory academic progress appeal is approved.

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

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

THE SATISFACTORY ACADEMIC PROGRESS (SAP) APPEAL PROCESS

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

1. Complete the applicable financial aid satisfactory academic progress (SAP) appeal form(s), available at http://kc.edu/admissions/financial-aid/financial-aid-forms/
2. Meet with the director of academic support services to complete an academic plan for each applicable standard.
3. Submit the form, documentation, and academic to the director of student finance by the date indicated on the financial aid SAP suspension notification.

The appeals committee will respond within 10 business days.

Students changing majors or seeking a second degree: A student who changes majors and/or returns for a second degree at Kettering College may not receive financial aid for credits beyond the 150% maximum credits attempted limit of the new major. Credits a student attempted in

their prior major at Kettering College, as well as any credits transferred from other institutions, will be taken into account when calculating the maximum credits for which a student may receive financial aid. Before changing majors or seeking a second degree, a student should meet with their academic advisor for an evaluation of courses needed to complete the new major.

The 150% maximum-credits-attempted limit for Kettering College bachelor's degree graduates who wish to enroll in a master's degree program will be calculated by adding the credits needed to obtain the master's degree to the credits earned for the bachelor's degree program from which they graduated.

Re-establishing eligibility after suspension:

1. Any student with extenuating circumstances who has been placed on financial aid suspension status may submit an appeal for reinstatement.

2. A student in a graduate program who had financial aid suspended for not meeting the minimum 3.0 cumulative grade-point average may have financial aid reinstated the semester after reaching a cumulative grade-point average of 3.0 or higher, provided all other standards are being met.

3. A student who has had financial aid suspended for failing to complete 67% of the attempted credits but has brought the completion percentage to a minimum of 67% may have financial aid reinstated the semester after they meet the standard, provided all other standards to receive financial aid are being met.

CLASS ATTENDANCE

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

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

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

Graduate Program: Master of 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 Healthcare. 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.

  - 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 Healthcare	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: Master of Physician Assistant Studies

DEPARTMENT PERSONNEL

Program Director: Tim Scanlon, PA-C, MPAS

Medical Director/Clinical Director: Scott Gardner, MD, FACS

Academic Coordinator: Jill Gulczinski, PA-C, MSHS

Director of Program Assessment: Matt Allman, PA-C, MPAS

Program faculty: Megan Bonk, PA-C, MPAS; DHSc; Sarah Brandell, PA-C, MPAS; Elizabeth Diem, PA-C, MPAS; Christine Marriott, PA-C, MPAS; Caroline Palmer, PA-C, MPAS; Vanessa Rogers, PA-C, MPAS; Breanna Veal, PA-C, MHS; Pamela Wireman, PA-C, MPAS

Program staff: Rebecca Gardner, BSN, RN, Office Assistant; Mary Guzman, Admissions Coordinator; Valerie Pequignot, Clinical Coordinator; Juliana Sundgaard, Office Assistant

STATEMENT OF PURPOSE

The mission of the Kettering College physician assistant studies program is to provide, in a Christian environment, the academic and clinical experience necessary to develop competent empathetic professional healthcare providers who are dedicated to lifelong learning.

DEGREE DESCRIPTION

The MPAS degree is a clinically based program that provides the academic and clinical education necessary to become competent practicing physician assistants.

VISION FOR THE PA PROGRAM

The physician assistant course of study will produce outstanding new physician assistants. Using innovative learning methods and a commitment to mentor and empower students, Kettering College educates its PA students to exhibit the highest standards of intellectual, ethical, and spiritual maturity. Graduates will exemplify professional excellence and leadership in meeting the challenges of the profession in an evolving healthcare environment.

CREDITS AND RESIDENCY REQUIREMENTS

The MPAS degree requires a minimum of 98 graduate-level credits for graduation. All physician assistant (PHAS) courses must be taken at Kettering College.

DESCRIPTION OF THE PHYSICIAN ASSISTANT PROFESSION

The Standards and Guidelines for an Accredited Educational Program for the Physician Assistant provides the following description of the profession:

The physician assistant is academically and clinically prepared to provide healthcare services with the direction and responsible supervision of a doctor of medicine or osteopathy. Within the physician/physician assistant relationship, they make clinical decisions and provide a broad range of diagnostic, therapeutic, preventive, and health maintenance services. Their clinical role includes primary and specialty care in medical and surgical practice settings. Physician assistant practice is centered on patient care and may include educational, research, and administrative activities.

The role of the physician assistant demands intelligence, sound judgment, intellectual honesty, appropriate interpersonal skills, and the capacity to react to emergencies in a calm and reasoned manner. An attitude of respect for self and others, adherence to the concepts of privilege and confidentiality in communicating with patients, and a commitment to the patient's welfare are essential attributes. The tasks performed by individual physician assistants cannot be delineated precisely because of the variations in practice requirements mandated by geographic, political, economic, and social factors. At a minimum, however, physician assistants are educated in areas of basic medical science, clinical disciplines, and discipline-specific problem solving. Physician assistant practice is characterized by clinical knowledge and skills in areas traditionally defined by family medicine, internal medicine, pediatrics, obstetrics, gynecology, surgery, and psychiatry/behavioral medicine. Physician assistants practice in ambulatory emergency, inpatient, and long-term care settings. Physician assistants deliver healthcare services to diverse patient populations of all ages with a range of acute and chronic medical and surgical conditions. They need knowledge and skills that allow them to function effectively in a dynamic healthcare environment.

KETTERING COLLEGE PA GRADUATE COMPETENCIES

The PA program has determined that proficiency in the following competencies are prerequisite for graduation from the program:

PATIENT-CENTERED MEDICAL KNOWLEDGE

1. Demonstrate adequate medical knowledge across the age and body system spectrum.
2. Make an appropriate referral and/or follow up of patients.
3. Incorporate understanding of medical science when determining disease etiology.

4. Utilize critical thinking skills to provide patient care.
5. Correctly order and interpret diagnostic tests.
6. Initiate appropriate interventions for preventable conditions.
7. Utilize screening recommendations for disease prevention.
8. Create an appropriate differential diagnosis.
9. Appropriately manage patients according to evidence-based guidelines.
10. Recognize the indications for principal therapeutic interventions

INTERPERSONAL AND COMMUNICATIONS SKILLS

1. Appropriately document information regarding patient care.
2. Demonstrate professional composure.
3. Use effective listening and nonverbal communication skills to effectively communicate with others.

PATIENT-CENTERED CLINICAL CARE

1. Elicit an accurate patient history.
2. Effectively perform a physical exam.
3. Demonstrate caring and respectful behaviors when interacting with patients and their families.
4. Communicate effectively so that patients can understand the information being conveyed to them.
5. Competently perform medical and surgical procedures considered essential in the area of primary care.
6. Demonstrate competence related to culture diversity and inclusion.

PROFESSIONAL AND LEGAL ASPECTS OF HEALTHCARE

1. Evaluate the impact of legal and regulatory requirements of the practice of medicine.
2. Demonstrate an adequate fund of knowledge regarding the ethical principles pertaining to provision of or withholding of clinical care.
3. Exemplify professional behavior as expected of a PA
4. Address personal strengths and weaknesses appropriately.

HEALTHCARE FINANCE AND SYSTEMS

1. Describe the funding sources and payment systems that provide coverage for patient care.
2. Summarize the larger context and systems of healthcare.
3. Appraise the resources within the system that aid in providing optimal quality healthcare.

ACCREDITATION/PROFESSIONAL ASSOCIATION

The physician assistant program is accredited through the Accreditation Review Commission on Education for the Physician Assistant, and Kettering College is accredited by the Higher Learning Commission. The physician assistant program is also an active member of the Physician Assistant Education Association (PAEA).

CERTIFICATION

Successful completion of the program leads to a Master of Physician Assistant Studies (MPAS). Graduates are eligible for the examination administered by the National Commission on Certification of Physician Assistants (NCCPA). Certification is a requirement for registration/licensure to practice in all states.

APPLICATION PROCESS

Applicants who are *not* enrolled in the Bachelor of Science human biology major "3+2"-year MPAS accelerated curriculum at Kettering College must apply through Central Application Service for Physician Assistants (CASPA) at www.caspaonline.org. Applications must be officially submitted to CASPA no later than Oct. 1 of the year prior to matriculation.

For students considering the Bachelor of Science human biology "3+2"-year MPAS accelerated curriculum, please refer to the admissions standards and program of study for the human biology major within the Kettering College *Academic Bulletin.*

International medical graduates: Applications are accepted from international medical graduates (IMGs). The following is important information pertinent to the IMG:

- Advanced placement is not offered to any students including IMGs; all PA students must complete the entire curriculum.
- IMGs must meet all prerequisite coursework.
- International transcripts will need to be evaluated by a service to establish equivalencies to U.S. university courses and grades. Evaluations are currently accepted from:

  World Education Services: www.wes.org (preferred)

  Josef Silny & Associates Inc.: www.jsilny.com/html/foreign.htm

- Applicants who are not permanent residents should refer to the admission section of the undergraduate *Bulletin* for information for international students.
- IMG applicants who have completed the USMLE Step 1 must submit a copy of their Score Report and USMLE Step 1 Performance Profile to the PA admissions coordinator.
- The role of a PA is a dependent practitioner under the supervision of a physician. IMGs who have worked as physicians in other countries may have difficulty accepting this role change.

For all students, the application process is structured on a two-tiered system composed of a pre-interview selection process and selection for admission to the program.

A. Pre-interview process: Interviews are conducted from September through December. The following qualifications must be met in order to be considered for the interview process:

1. Only completed applications will be considered.
2. Applicant must have taken the Graduate Record Examination (GRE code 7341).
3. Completion of the Altus Suite/CASPer assessment.
4. Transcripts must reflect a cumulative GPA of 3.00 for all prerequisite courses with no grade lower than a C.
5. Submission of three letters of recommendation.
6. Applicants are appraised for admission based on the following criteria:
   - Completion of a degree from a regionally accredited institution
   - GPA analysis of all academic coursework
   - Academic performance in prerequisite courses
   - Recommendation letters
   - GRE scores
   - CASPer rating
   - Quality and quantity of patient care hours
     *Quality and quantity of patient care hours: Applicants will be rated on both the type of patient care hours and the number of completed experiential hours at the time of application. There is no requirement for a minimum number of patient care experience hours. However, it is highly recommended that applicants complete at least 250 hours, which could be obtained in but not limited to the following roles: STNA, CNA, EMT or paramedic, lab tech/phlebotomist, medical scribe, EKG technician, surgical technician, pharmacy technician, respiratory care practitioner, radiological technologist, medical mission worker. It is also highly recommended that the applicant gain some exposure to the PA profession by shadowing a PA.

Prerequisite courses: Completion of prerequisite courses/degree must be at a regionally accredited college or university. Prerequisite courses may be in process at the time of application; however, no more than four prerequisite courses may be outstanding at the time of application.

7. **Natural sciences prerequisites** (all must include lab component except biochemistry:

General biology	4 semester credits
Organic chemistry (full sequence)	8 semester credits
Biochemistry (lab preferred)	4 semester credits
Human anatomy and physiology (full sequence)	8 semester credits
Microbiology	4 semester credits
TOTAL	28 semester credits

Other prerequisites:

Psychology	3 semester credits
Developmental OR abnormal psychology	3 semester credits
Statistics	3 semester credits
TOTAL	9 semester credits

8. **Verification of prerequisite course completion:** Students must complete any outstanding prerequisite courses prior to the beginning of the summer semester with submission of the course grades to the admissions office prior to the end of the first summer semester of the PA program. Official transcripts need to be submitted to admissions to demonstrate completion of outstanding classes. Students will be blocked from registering for fall classes until completion of outstanding prerequisite courses is verified. Students who are unable to demonstrate satisfactory completion of any outstanding coursework will be dismissed from the program.

9. **Evaluation of recommendation letters:** Applicants will need to submit three letters of reference (to CASPA or directly to the PA department if they are a KC 3+2 student). Letters must be written no more than 12 months prior to the application deadline.

    Note: All candidates for admission must satisfy the program's prerequisite requirements and minimum required GPA. Applicants from the following groups are afforded preference in the selection for interview in the admissions process:

    - Students taking at least 12 semester credits at Kettering College

- Honorably discharged veterans
- Seventh-Day Adventist students

B. Selection is based upon the results of the pre-interview process evaluation and the interview.

1. Evaluation of communication skills: Applicants must demonstrate strong written and oral communication skills.
2. Written communication skills will be determined from an essay to be completed at the time of the interview.
3. Oral skills will be determined during the interview process.
4. Documented plans for completion of any outstanding prerequisite courses (if applicable).
5. Results from an online computer-based assessment for non-cognitive skills and interpersonal characteristics (CASPer).
6. GPA analysis of completed academic coursework.
7. Academic performance in prerequisite courses.
8. GRE scores.
9. Quality and quantity of patient care hours.
10. Evaluation of recommendation letters.

The PA admission committee selects and recommends applicants for admission to the PA program; this roster is shared with the College admissions office for final acceptance.

ADMISSION PROCESS

Applicants will be notified by the PA program regarding their selection for admission to the PA program within one month of the interview process. Upon acceptance, an applicant has 10 business days to submit a $1,000 nonrefundable deposit to secure a seat in the program.

All applicants must meet all other requirements for admission to Kettering College.

Pre-enrollment notes:

- A criminal background check is required prior to beginning clinical rotations.
- A felony or misdemeanor conviction may result in denial to participate in clinical rotations and/or rejection by professional certification agencies and state licensure boards. Please contact program officials for details.
- Students must be able to perform the technical standards of Kettering College and the PA program. If accepted, the student must sign a statement affirming that they have read, understood, and is able to comply. Technical standards refer to the physical, cognitive, and behavioral abilities required for satisfactory completion of the curriculum

they include motor, sensory, communicative, intellectual, behavioral, and social functions.

Kettering College technical standards:

a. Think critically with sound judgment, emotional stability, maturity, empathy, and physical and mental stamina.

b. Learn and function in a variety of didactic and clinical settings.

c. Communicate effectively, both verbally and in writing, using appropriate grammar, spelling, and vocabulary.

d. Immediately comprehend and respond to auditory instructions or requests.

e. Think clearly and act calmly in stressful situations.

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

g. Work cooperatively, preserving relationships with others on the healthcare team.

h. Perform fine and gross motor skills with both hands.

i. Apply adequate pressure to stop bleeding.

j. Perform cardiopulmonary resuscitation (CPR).

Technical standards for graduate students in the PA program at Kettering College: The mission of the Kettering College PA program is to provide, in a Christian environment, the academic and clinical experience necessary to develop competent, empathetic professional healthcare providers who are dedicated to lifelong learning. In order to become a competent PA healthcare provider, the student, in addition to meeting academic and other entry requirements, must be able to demonstrate skills in the areas described below:

a. **Observation/sensation:** Students must be able to acquire information in all didactic and clinical settings through sources including but not limited to oral presentation, written material, visual media, and live presentations/demonstrations. Students must possess function of visual, tactile, and auditory senses in order to perform necessary skills for physical examination.

b. **Communication:** Students must be able to effectively communicate, both verbally and in writing, at a level consistent with graduate-level work, using proper English grammar, spelling, and vocabulary, which is needed both for patient evaluation and documentation. Additionally, students must communicate in a professional manner to all patients and their families, peers, and other members of a healthcare team.

c. **Intellectual-conceptual abilities:** Students must be able to think critically, with sound judgment, in order to understand, assess, and solve clinical problems. This includes the ability to collect, organize, prioritize, reason, analyze, integrate, learn, and retain information, often in a limited time frame. Students must also be able to comprehend two- and three-dimensional structures and understand spatial relationships.

d. **Motor functions:** Students must possess the motor skills to perform physical examinations, maneuver instruments or diagnostic tools, and perform medical procedures. Students must have the physical capability, strength, and stamina to sit, stand, and move in classroom, laboratory, and clinical areas for long periods of time.

e. **Behavioral/social aspects:** Students must demonstrate psychological and emotional stability at a level necessary to deliver sound patient care in all settings and to interact with interdisciplinary healthcare teams. Students must be able to tolerate physical, emotional, and intellectual stress during the educational period while responding appropriately and professionally and tolerate physically taxing workloads.

Note: Applicants whose responses indicate that they cannot meet the expectations will be further reviewed by the admissions committee to assess the extent of difficulty and the potential for compensating for such difficulty. The College is committed to providing reasonable accommodation to individuals with disabling conditions.

PROGRAM COSTS

Please refer to the tuition and fee schedule on the Kettering College website (www.kc.edu) for details. PA students are required to have an electronic tablet (e.g., iPad) or a laptop computer as well as medical equipment. Medical equipment costs are included in lab fees. Incoming students are required to register with CastleBranch (https://discover.castlebranch.com) to complete an initial background check. Upon registration with CastleBranch, instructions and details will be made available. Students are responsible for uploading the required documentation and for any costs related to CastleBranch services. PA students are also responsible for AAPA and OAPA student membership fees as well as BLS and ACLS training fees. A complete breakdown of all costs related to the program is available at http://kc.edu/academics/physician-assistant/cost/.

PA PROGRESSION REQUIREMENTS

To progress in the physician assistant program, a student will:

- Continue to demonstrate professional and ethical behavior.
- Meet the standards for progression in each PHAS course.
- Maintain a GPA of 3.00 in each term.
- Maintain compliance with technical standards.

CONDITIONS FOR DISMISSAL

A student will be dismissed from the PA program for:

- Requiring more than two modular remediation exams (exam C) in any single semester.
- Failure of a remediation exam (exam C).
- Exceeding the maximum of three OSCE learning contract exams.
- Earning a GPA lower than 3.00 during the academic term.
- Breaching professional ethics or exhibiting any behavior that might pose a threat to the student or others.

Students dismissed under the first three criteria may reapply. Those dismissed for ethical or behavioral issues forfeit the ability to reapply.

READMISSION CRITERIA

- A student wishing to reapply to the MPAS program must submit a readmission form to the director of admissions and records.
- Students will be readmitted under the current academic year's *Bulletin,* curriculum, and policies. The decision for readmission will be based upon:
  1. Available space in the program.
  2. Review and evaluation of the student's standing relative to any revisions that may have occurred in the program.
  3. Review and evaluation of academic and clinical performance.
  4. Submission of evidence demonstrating potential for academic success.

GRADUATION REQUIREMENTS FOR MPAS DEGREE

- Complete didactic and clinical courses as outlined in program of study.
- Successfully complete the summative evaluation.
- Complete all other College requirements for graduation.

PROGRAM OF STUDY FOR MPAS: TRANSITION YEAR INTEGRATED SYSTEMS-BASED CURRICULUM

NOTE: To progress from summer to fall semester, official record of degree and/or prerequisite requirements must be documented in the admissions office prior to the end of the summer semester.

SUMMER I

PHAS 500	Introduction to the PA Profession	1
PHAS 502	Patient Interviewing and Documentation	2
PHAS 512	CMM Dermatology	1
PHAS 532	Introduction to Pathophysiology and Pharmacology	3
PHAS 551	Behavioral Medicine	2
PHAS 553	Clinical Genetics	2
PHAS 570	CMM Hematology and Oncology	2
RELP 507	Clinical Ethics I	1
	TOTAL	14

FALL II

PHAS 516	CMM ENT	3
PHAS 517	CMM Cardiovascular Medicine	9
PHAS 522	CMM Endocrinology	3
PHAS 529	CMM Nephrology	3
PHAS 536	Evidence-Based Medicine I	0.5
PHAS 571	CMM Infectious Disease	2
	TOTAL	20.5

SPRING III

PHAS 518	CMM Pulmonology	5
PHAS 526	CMM Gastroenterology	6
PHAS 533	CMM Musculoskeletal Medicine	5
PHAS 534	CMM Neurology	6
PHAS 537	Evidence-Based Medicine II	0.5
	TOTAL	22.5

SUMMER IV

PHAS 561	Pediatrics	2
PHAS 566	Surgical and Emergency Care	3
PHAS 567	Integration of Clinical Medicine Seminar	1
PHAS 574	Women's Health	3
RELP 508	Clinical Ethics II	1
RELP 601	Applied Spiritual Care I	1
	TOTAL	11

FALL V

PHAS 632	Health Policy and PA Professional Practice I	0.5
PHAS 637	Capstone Prep I	1
PHAS 650*	Inpatient Internal Medicine Clinical Rotation	3
PHAS 651*	Family Medicine Clinical Rotation	3
PHAS 652*	Surgery Clinical Rotation	3
RELP 602	Applied Spiritual Care II	1
	TOTAL	11.5

SPRING VI

PHAS 615	Objective Structured Clinical Examination	1
PHAS 633	Health Policy and PA Professional Practice II	0.5
PHAS 638	Capstone Prep II	1
PHAS 653*	Behavioral Medicine Clinical Rotation	3
PHAS 654*	Pediatrics Clinical Rotation	1.5
PHAS 655*	Women's Health Clinical Rotation	1.5
PHAS 656*	Emergency Medicine Clinical Rotation	3
	TOTAL	11.5

SUMMER VI

PHAS 657*	Elective Clinical Rotation I	1.5
PHAS 658*	Elective Clinical Rotation II	1.5
PHAS 659*	Elective Clinical Rotation III	3
PHAS 641	Capstone Project	1
	TOTAL	7
	TOTAL CREDITS FOR THE PROGRAM	98 (101)

*The sequence of clinical rotations may vary. Students registering for rotations should contact the PA clinical office for course numbers.

Graduate Program:
Occupational Therapy Doctorate

DEPARTMENT PERSONNEL

Faculty: Shanese Higgins, DHSc, OTR/L, Department Chair and Program Director; Susan
Aebker, DHSc, OTR/L; Michael Davis-Cheshire, OTD, OTR/L; Rhonda Davis-Cheshire,
OTD, OTR/L; Rachelle Janning, OTD, OTR/L; Tiffany Lester, OTD, OTR/L; Chioma Lindo,
MS, OTR/L; Danielle McPeck, OTD, OTR/L

Staff: Mary Cobb, Admissions Counselor; Pamela Wilson, Clinical Coordinator

MISSION

The Occupational Therapy Doctoral Program at Kettering College is committed to
developing occupational therapists who are culturally proficient; demonstrate superior clinical
and critical reasoning skills; and are innovative practitioners prepared to answer God's call to
serve the southern Ohio region and beyond.

VISION: WHAT WE WILL BECOME

Graduates of the Occupational Therapy Doctoral Program will become culturally proficient,
client-centered occupational therapy practitioners. Graduates will provide evidence-based,
occupation-based practice that illuminates their commitment to being lifelong learners. Finally,
graduates will strive to continually be reflective and seek out opportunities to advocate for the
needs of their geographical and social communities.

VALUES

Trustworthy, Innovative, Caring, Competent, and Collaborative

DESCRIPTION

The American Occupational Therapy Association gives the following definition of the
profession: In its simplest terms, occupational therapists and occupational therapy assistants
help people across the lifespan participate in the things they want and need to do through the
therapeutic use of everyday activities (occupations). Common occupational therapy

interventions include helping children with disabilities to participate fully in school and social situations, helping people recovering from injury to regain skills, and providing supports for older adults experiencing physical and cognitive changes. Occupational therapy services typically include:

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

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

OCCUPATIONAL THERAPY DOCTORAL PROGRAM PHILOSOPHIES

The Kettering College occupational therapy program has adopted the American Occupational Therapy Association (AOTA) *Philosophical Base of Occupational Therapy*; the AOTA Commission of Education (COE) *Philosophy of Occupational Therapy Education*; and *the Occupational Therapy Practice Framework* (fourth edition) as guiding documents for its program philosophies. The fundamental beliefs about humans and how people learn are adapted from *The Modern Practice of Adult Education: From Pedagogy to Andragogy* (Knowles, 1980).

OCCUPATIONS AND OCCUPATIONAL THERAPY

Occupations are the things people want and need to do; often chosen occupations are influenced by cultural context. It is important that therapists understand the cultural context of occupation and how it influences the interactions of people as they engage in occupations. Occupations and engagement in occupations are basic human rights and impact the overall health and well-being of human beings. Not all human beings are afforded the privilege to engage in fundamental occupations. Furthermore, many people have limited opportunities to engage in and excel in occupations beyond those that support basic human survival. The call of occupational therapy and practicing therapists is to help any individual, group, community, or population fulfill the desire to not only survive, but also thrive in their daily engagement in occupations with the support of or despite their environmental or personal factors.

FUNDAMENTAL BELIEFS ABOUT HUMANS AND HOW THEY LEARN

Human beings have an innate drive to learn. Learning prepares people for full participation in the occupations of life. The learning process is unique for each individual and based on multiple dynamic variables of personal and environmental factors such as personality, the purpose for learning, the learning environment, the time frame for learning, and the complexity of information to be learned. Acquisition of knowledge and skills occurs through seeking, reflecting, hands-on practice, and self-assessment. Successful educators facilitate and mentor learners in methods that support lifelong learning.

The OTD Program uses a multimodal pedagogy that demonstrates commitment to a student-centered learning environment. Throughout the program, students experience lecture-based learning, hands-on learning, and problem-based learning. By teaching from several different pedagogies, faculty help each student develop the skills needed to become a board-certified and state-licensed occupational therapist. Ultimately the goal of all faculty within the OTD Program is to meet the learning needs of all students enrolled in the Kettering College OTD program.

CURRICULUM DESIGN

The occupational therapy curriculum design is organized based on the human development model of disability, health, and well-being for a conceptual framework and the three domains of Bloom's Taxonomy as the categories of educational activities. The human development model is used to guide the students in learning and understanding the impact of personal and environmental factors on occupational performance during the life span. By recognizing that occupational performance and engagement do not happen solely within the realm of an individual, we acknowledge that even absent disability or illness and/or in the presence of wellness, all individuals do not experience optimal occupational performance equally or equitably. This foundational framework allows students to develop critical thinking and clinical reasoning while applying cultural proficiency in a client-centered manner. Additionally, the three domains of Bloom's Taxonomy (knowledge, skills, and attitude) are applied throughout the curriculum. The curriculum involves the acquisition of knowledge and the development and shaping of intellectual skills to transform students' critical thinking along the continuum of factual knowledge to metacognitive knowledge. The ability to critically examine information and create effective intervention is of utmost importance and is used extensively in the curriculum. Personal attitude is important in a clinical profession such as occupational therapy. Therefore, students' awareness of their personal and professional strengths and opportunities is strongly

emphasized. This is accomplished through self-assessment and reflection, peer feedback, faculty feedback, and professional feedback from clinical educators.

STUDENT LEARNING OUTCOMES AND MAIN THREADS OF CURRICULUM

The following threads are the cornerstone of the occupational therapy doctoral program and are found throughout the curriculum. Kettering College's graduate institutional student learning outcomes are in parentheses.

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

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

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

  OTD student learning outcomes: The student will demonstrate the use of occupations not only in the assessment of clients but also as therapeutic tools to assist clients in regaining occupational identity (applied learning, intellectual skills).

- **Client-centered practice:** Also woven throughout the curriculum and emphasized in all core theoretical and clinical courses is the importance of a client-driven therapeutic approach and the collaborative manner in which occupational therapists relate to clients.

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

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

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

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

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

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

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

- **Faith-based service:** Beginning the first semester, students explore whole-person wellness and how it relates to client beliefs, values, and spirituality. Students also explore the concept of service and how occupational therapists can use service as an avenue to advocate for occupational justice and whole-person health with individuals, groups, communities, and populations. Throughout the curriculum, students have classroom and community opportunities to plan and participate in service; this allows them to begin or continue a habit of service personally and professionally and to demonstrate their commitment to others in local and global communities. Beginning in the second semester, students document a minimum of five hours of service each semester.

    OTD student learning outcomes: The student will uphold faith-based concepts of service and whole-person health as it relates to individual client factors in order to advocate for clients who are experiencing occupational dysfunction, alienation, or deprivation (civic engagement).

ACCREDITATION

Accredited doctoral-degree-level occupational therapy program: The entry-level occupational therapy doctoral degree program is accredited by the Accreditation Council for Occupational

Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), 6116 Executive Blvd., Suite 200, North Bethesda, MD 20852-4929.

ACOTE's telephone number c/o AOTA is 301-652-AOTA; its web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). All states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

APPLICATION INFORMATION

Minimal requirements for admission:

1. A bachelor's or master's degree from a regionally accredited higher education institution with a minimum cumulative GPA of 3.0 on a 4-point scale. For applicants with a degree in progress and admitted on a conditional basis, evidence of degree completion and minimal GPA benchmark must be submitted to the Kettering College occupational therapy doctoral program prior to the first day of class.

2. Completion of the prerequisite courses outlined below within the past five years with a minimum grade of C; a C- or below does not meet the requirement. If a prerequisite course was taken longer than five years ago, the applicant must either provide evidence of use of the prerequisite course content in work or retake the required prerequisite course. The program director will make the final determination for evidence of use of content via current job duties (e.g., job description with resume/CV, etc.) meeting the prerequisite course(s) requirement. Note: Applicants earning less than a C in a retake of any of the prerequisite courses will not be considered for admission. Evidence of completion of all prerequisite courses must be submitted to the Department of Occupational Therapy at least 30 days prior to the first day of class. Applicants attending institutions offering quarter credit courses should refer to the Kettering College OTD policy on conversion of quarter credits to semester credits for prerequisites.

Anatomy and Physiology with lab	8 semester credits
Developmental Psychology	3 semester credits
Abnormal Psychology	3 semester credits
Sociology	3 semester credits
Statistics	3 semester credits

| Writing and Rhetoric II | 3 semester credits |
| Medical Terminology | 1 semester credit |

3. Three letters of recommendations from individuals with direct experience in evaluating the student's academic or work performance (e.g., work supervisor, course instructor). In instances where more than three letters of recommendation have been provided, the strongest three letters of recommendation are used for scoring.
4. Twenty (20) hours of observation of an occupational therapist.
5. The completion of a timed writing sample to be scheduled with the KC OTD admissions counselor during the application process.
6. Meets professionalism standard throughout the application process.

APPLICATION PROCESS

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

Kettering College policy and procedures dictate the use of one's cumulative and prerequisite GPA, along with the GPA of the last 60 credits calculated by OTCAS when assigning admissions points and determining eligibility. This applies to those who have completed their bachelor's and/or master's degrees, as well as those who have degrees in progress. OTCAS calculates GPAs based on all academic course work completed. For more information on how OTCAS calculates GPAs, please read the OTCAS Frequently Asked Questions (FAQ) on the OTCAS website (https://otcas.liaisoncas.com/applicant-ux/#/login).

The Kettering College OTD Program values exceptional professional skills and endeavors to hold all faculty, staff, and students to the highest levels of professionalism as ambassadors for the profession of occupational therapy and the Kettering Health brand of care. This expectation includes all interactions: face to face, virtual, phone conversations, and communications via e-mail even during the application process.

Once completed, applications are reviewed and verified by the admissions counselor. Applicants meeting the minimum requirements are then requested to provide a timed writing sample. For applicant(s) who apply to multiple admission cycles, a writing prompt is provided for each application. The writing sample component is then scored by a member of the admissions committee. The OTCAS score is based on the following criteria:

Scores are compiled based on:

- Overall GPA
- Prerequisite GPA
- GPA of last 60 credits completed
- Three letters of recommendation
- Writing sample score
- Exceptional Applicant Policy Points, if applicable
- Bonus points for meeting one or more of the following criteria: (a) three or more classes taken from Kettering College; (b) a degree from a college/university accredited by the Accrediting Association of Seventh-day Adventist Colleges, Schools, and Universities (AAA); (c) Kettering Health employment; or (d) membership in the Seventh-day Adventist (SDA) Church.

The program uses a rolling admissions process to extend program offers. All applicants accepting offers must submit a time-sensitive formal written acceptance and a $500 nonrefundable deposit. The deposit is applied to the applicant's first semester tuition.

INTERNATIONAL APPLICANTS

Kettering College does not discriminate on the basis of nationality or legal residency/visa status in the United States. However, it is the responsibility of the applicant to inquire with the board that regulates occupational therapy licensure in the country or state in which the applicant intends to practice as to whether citizenship status or other residency requirements may limit or prevent the applicant's ability to obtain licensure as an occupational therapist for practice in certain settings.

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

Note: International applicants must provide proof of ability to pay for at least one academic year at Kettering College. International students studying under an F-1 visa must provide documentation in the form of bank statements, tax documents, investment statements, employment letters, etc., showing that they are able to financially cover the cost of enrollment at their chosen school.

For further information about requirements for international students, including the submission of transcripts from non-U.S. institutions, visit https://kc.edu/admissions/international-students/.

PROGRESSION REQUIREMENTS

Students must maintain continuous enrollment and meet all program requirements.

Grading scale:

All coursework will be graded on the following scale, with individual faculty members determining rounding practices:

- 90 – 100%..A
- 80– 89.99%..B
- 70 – 79.99%..C*
- 60 – 69.99%..D*
- Less than 60%...F*
- To be determined by instructor ....P**

*Any grade less than a B is considered failing.

**Passing or P does not affect GPA

Students must request and pay to have a criminal background check performed by a college-approved service no more than six months prior to beginning a clinical experience; thereafter, students must complete an annual background check prior to the start of each fall semester. Contact the admissions office for an approved service.

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

If a student fails a Level II fieldwork, they are allowed to participate in and complete all concurrent and remaining didactic coursework in the curriculum. Experiential placements will continue to progress in sequence as designed, including the required makeup fieldwork, prior to the capstone experience.

CONDITIONS FOR DISMISSAL

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

- Earning less than a B in more than one course at any time during the didactic curriculum regardless of a previous progression plan (e.g., if a student fails a class in the first semester, returns a year later, successfully passes the first semester, but then fails in a subsequent semester, this student will be academically dismissed from the program).

- Earning less than a B after retaking the same course (e.g., if a student fails a class, returns a year later and fails the same class again, this student will be academically dismissed from the program).

- Failing one Level I fieldwork.

- Failing more than one Level II fieldwork.

- Involvement in a severe ethical or legal situation during the 14-week doctoral experience.

- Failing to demonstrate sufficient progress during the 14-week doctoral capstone experience may result in a failing grade. If the student fails the doctoral capstone experience, they may be dismissed from the Kettering College OTD program.

- Breaching professional ethics.

- Exhibiting behavior that might pose a threat to other people or property.

- Professional skills probation for more than one five-week cycle.

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

Students who have been academically dismissed are ineligible to apply to the KC OTD program for a period of three academic years immediately following dismissal. Students who choose to reapply do so under the current bulletin and program handbook at the time of reapplication and acceptance. They will be required to take all courses listed in the OTD curriculum sequence at the time of reapplication and acceptance, regardless of classes previously taken.

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 617	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	Occupational Therapy 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	3
OTD 791	Adult Case Application and Exam	1
	TOTAL	16

SEMESTER 6 (SUMMER)

OTD 765	Level II Fieldwork A	7
OTD 805	Occupational Therapy Service Management I (online)	1
	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 891	Comprehensive Exam	1
OTD 810	Doctoral Experience	8
	TOTAL	9
	TOTAL CREDITS	96

Availability of General Education Courses

2024-2025 Academic Year	Fall	Spring	Summer
BIOL 105 Foundations of Biology I (4 credits)	X		
BIOL 119 Human Anatomy & Physiology I (4 credits)	X	X	
BIOL 129 Human Anatomy & Physiology II (4 credits)		X	X
BIOL 151 Microbiology (4 credits)	X	X	
BIOL 263 Sectional Anatomy (3 credits)	X	X	
BIOL 350 Pathophysiology (3 credits)	X		X
CHEM 101 Chem for Health Sciences (4 credits)		X	X
CHEM 121 General Chemistry I (4 credits)	X		
CHEM 122 General Chemistry II (4 credits)		X	
CHEM 211 Organic Chemistry I (4 credits)	X		
CHEM 222 Organic Chemistry II (4 credits)		X	
COMM 215 Introduction to Human Communication (3 credits)	X	X	X
ENGL 101 Writing & Rhetoric I (3 credits)	X	X	
ENGL 102 Writing & Rhetoric II (3 credits)	X	X	X
HIST 101 History of Civilization I (3 credits)	X		
HIST 102 History of Civilization II (3 credits)		X	
HIST 151 United States History I (3 credits)	X		
HIST 152 United States History II (3 credits)		X	
Humanities Elective (see course list below) (3 credits each)	X	X	X
KETC 101 Medical Terminology (1 credit)	X	X	X
MATH 105 Fundamentals of Mathematics (3 credits)	X	X	
MATH 155 College Algebra (3 credits)	X	X	
MATH 165 Algebra & Trigonometry (3 credits)			
MATH 201 Probability & Statistics (3 credits)	X	X	
PHYS 131 Survey of Physics (4 credits)		X	
PSYC 112 General Psychology (3 credits)	X	X	X
PSYC 138 Human Growth & Development (3 credits)	X	X	X
RELB 101 SDA Fundamental Beliefs & the Healing Ministry of Christ (3 credits)	X	X	
Religion Elective (see course list below) (3 credits each)	X	X	X

2024-2025 Academic Year	Fall	Spring	Summer
RELP 254 Morality & Medicine: Christian Perspective on Bioethical Issues (3 credits)	X	X	X
RELP 306 Spiritual Dimensions of Death & Dying (3 credits)	X		X
RELP 316 Spirituality in Healing and Healthcare (3 credits)	X	X	
RELT 305 World Religions for Healthcare Professionals (3 credits)		X	
SOCI 115 Principles of Sociology (3 credits)	X	X	X
SOCI 375 Cultural Diversity in Healthcare (3 credits)	X	X	
Graduate-Level Religions			
RELP 507 Clinical Ethics I (1 credit)			X
RELP 508 Clinical Ethics II (1 credit)			X
RELP 514 Bioethics from Clinical & Christian Perspective (2 credits)		X	
RELP 516 Christian Service & Human Flourishing (2 credits)	X		
RELP 601 Applied Spiritual Care I (1 credit)			X
RELP 602 Applied Spiritual Care II (1 credit)	X		
RELT 505 World Religions for Healthcare Professionals			X
RTCA courses used to fulfill requirements in other majors			
RTCA 120 Patient Care (2 credits)		X	
RTCA 121 Medical Terminology (1 credit)	X		
Online General Education Courses			
BIOL 350 Pathophysiology (3 credits)	X	X	X
Humanities Elective (see course list below) (3 credits each)	X	X	X
MATH 201 Probability & Statistics (3 credits)	X	X	
RELP 306 Spiritual Dimensions of Death & Dying (3 credits)	X	X	X
RELP 316 Spirituality in Healing and Healthcare (3 credits)	X	X	X
SOCI 375 Cultural Diversity in Healthcare (3 credits)	X	X	X

Humanities Electives (3 credits each)
ENGL 215 Literature of the British Experience
ENGL 216 Literature of the American Experience
ENGL 220A Literature of the Human Experience
ENGL 220B Exploration of Young Adult & Children's Literature
ENGL 220C Film Appreciation
ENGL 220D Contemporary Short Fiction
ENGL 220E Children's Literature
ENGL 220F Topics in Popular Culture
ENGL 220G Young Adult Literature
ENGL 220H Faith in Literature
ENGL 220J The World of Shakespearian Drama
ENGL 220K Theatre Appreciation

Humanities Electives (3 credits each)
ENGL 320 Topic in Literature
ENGL 320B 20th Century American Literature
ENGL 320C 20th Century British Literature
ENGL 325 Literature in Medicine
HIST 221 History & Film
HIST 315 Topics in History
HIST 326 Recent American Hist
HUMN 220 Topics in Humanities
HUMN 220A History & Philosophy of Global Health
HUMN 220B Health Humanities: Global Perspective
HUMN 220C Topics: Exploring Culture in Contemporary Society
HUMN 301 Health Humanities: Narrative Medicine
LART 320 Topics in Fine Art
LART 320A Introduction to Art Media
LART 320B Highlights of Western Art
LART 320D Drawing & Painting Studio
LART 320E Hands on Western Art
LART 320G Art in Three Dimensions
LART 321 Music Appreciation
LART 327 Introduction to Western Art
SPAN 101 Spanish Culture & Communication
SPAN 102 Spanish Culture & Communication II
SPAN 301 Spanish for Health Professions

Religion Electives (3 credits each)
RELB 112 Intro to Christianity
RELB 113 Intro to the Bible
RELB 128 Biblical Growth
RELB 200 Reflections on the Psalms
RELB 201 The Parables of Jesus
RELB 202 Life & Teachings of Jesus
RELB 221 Victors, Victims, & Virgins: Great Women of the Bible
RELB 336 Paul & His Epistles
RELP 210 Character & Ethics
RELP 303 Body, Mind & Soul
RELP 330 Christian Social Ethics
RELT 300 Christian Beliefs
RELT 305 World Religions for Healthcare Professionals
RELX 220 Selected Topics in Religion
RELX 320 Topics in Religion

Course Descriptions

ACCT 201 Principles of Accounting   **3 credits**

An introduction to the basic concepts and standards underlying financial accounting systems. Several important concepts will be studied in detail, including revenue recognition; inventory; long-lived assets; present value; and long-term liabilities. The course emphasizes the construction of the basic financial accounting statements — the income statement, balance sheet, and cash flow statement — as well as their interpretation.

Prerequisite: ECON 101

ACCT 301 Nonprofit Healthcare and Governmental Accounting   **3 credits**

Assess Generally Accepted Accounting Practices (GAAP) utilizing fund accounting principles and focusing on nonprofit and not-for-profit healthcare organizations, with inclusion of related charity, religious, federal, state, and local government practices. Emphasis on financial reporting, record keeping, compliance, and analysis for decision-making purposes.

Prerequisite: ACCT 201

ADIM 300 CT Theory   **3 credits**

An introduction to sectional imaging accomplished with computed tomography technology. Topics covered include but are not limited to the history of CT development, data acquisition, data processing, imaging production, image artifacts and quality, radiation dose, and quality assurance measures. Review for the ARRT Registry in CT is included. Course requirements include a typed paper or presentation.

Prerequisite: BIOL 263 with minimum grade of C

ADIM 305 MRI Theory   **6 credits**

Topics include but are not limited to the history of magnetic resonance, the physical properties of MRI, image weighting and contrast, pulse sequences, flow phenomena, instrumentation and equipment, contrast agents, patient and staff safety issues, and image artifacts and quality. Additional information concerning 1.5T vs. 3T imaging as well as safety will be discussed. The student will incorporate physics knowledge on the simulator as well as in the lab workbooks. Review for the ARRT Registry in MRI is included. Course requirements include a typed paper or presentation.

Prerequisite: BIOL 263 with minimum grade of C

ADIM 311 Vascular Interventional Technology   **3 credits**

An introduction to vascular and interventional procedures. Discussion topics include general vascular procedures including cerebral, visceral, and peripheral studies using conventional and digital imaging techniques. Discussions and demonstrations also cover vascular equipment and techniques. Review for the ARRT Registry in VIT is included. Course requirements include a typed paper or article reports.

ADIM 315 Practicum II (MRI)   **3 credits**

Supervised competency-based education in magnetic resonance imaging at an affiliated clinical education site. The student will work with the instructor on the simulator prior to attending a clinical rotation. The student observes, assists, and eventually performs all routine MRI examinations. It is recommended that the student enter the course with a functional knowledge of Windows operations for the clinical setting.

ADIM 321 Practicum III (Vascular Interventional Technology)   **3 credits**

Supervised competency-based education in vascular interventional technology at an affiliated clinical education site. The student observes, assists, and eventually performs varied routine vascular examinations.

ADIM 328 Clinical Aspects of CT   **3 credits**

Study of the clinical aspects of CT scanning that emphasizes the practical applications of CT technology: identifying gross sectional anatomy and pathology. Image artifacts and improvements and examination protocols are discussed using case studies, lectures, and demonstrations. Course requirements include a typed paper or presentation.

Prerequisite: BIOL 263 with minimum grade of C

ADIM 360 Advanced Cardiac Life Support   **1 credit**

Provides the opportunity to acquire knowledge and skills in advanced cardiac life support theory and techniques. Upon successful completion of the course, the student will receive American Heart Association certification as an Advanced Cardiac Life Support (ACLS) Provider. Graded on a pass/not pass basis. Taught in a blended format, the course consists of one all-day online interaction and three all-day on-campus learning and testing sessions.

Prerequisite: Current certification in Basic Life Support (CPR)

ADIM 396 Variable Independent Clinical   **1-4 credits**

An additional clinical opportunity for advanced imaging students to obtain the ARRT exams in order to sit for the Registry. Variable credits are associated with this course based on the amount of clinical days per week. Two days a week = one credit; three days = two credits; four

days = three credits; five days = four credits. The above credits are in addition to but not in replace of credits for the bachelor's program. Standard clinical requirements (Performance evaluations, midpoint and end of semester clinical meetings) would be required including a Summer semester Trajecsys account. The clinical rotation is to occur within the same consecutive modality.

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

ADIM 404 Practicum I (CT)   3 credits

Supervised, competency-based education in computed tomography at an affiliated clinical education site. The student observes, assists with, and eventually performs all routine CT examinations. It is recommended that the student enter the course with a functional knowledge of Windows operations for the clinical setting.

ADIM 413 Cardiovascular Interventional Technology   5 credits

This course is designed to give students the necessary didactic knowledge to become successful cardiovascular interventional radiologic technologists. Topics of discussion and assessment in this online course include cardiovascular and peripheral vascular anatomy and physiology; hemodynamic data and calculations; ECG rhythm recognition; fluoroscopic and angiographic imaging; cardiovascular pathology and interventions; and patient care.

Prerequisites or corequisites: HESC 360 with minimum grade of C

ADIM 425 Clinical Aspects of MRI   5 credits

Study of clinical MRI emphasizing the practical application of the technology, identifying gross sectional anatomy and pathology. Image artifacts and improvements and examination protocols are discussed using lectures, and demonstrations. The simulator will be used to demonstrate knowledge of safety and scanning. The student will be given cases found in the Basic and Advanced Simulation Lab Manual that require critical thinking skills. In addition to protocol outcomes, 1.5 and 3T safety will be discussed, along with advanced studies including but not limited to functional MRI, breast, and cardiac. Course requirements include a typed paper or presentation.

Prerequisite: BIOL 263 with minimum grade of C

ADIM 432 Practicum IV (Cardiovascular Interventional Technology)   3 credits

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

BIOL 105 Foundations of Biology I   4 credits

The structure and function of the cell and its importance as the basic unit of life; the nature and function of organelles; an introduction to Mendelian and molecular genetics, cellular energetics, and the molecules essential to life. Three hours of lecture and three hours of laboratory weekly.

BIOL 110 Foundations of Biology II   4 credits

Basic structural and functional characteristics that are fundamental to the kingdoms of living organisms, biodiversity, ecological principles, and evolution. Three hours of lecture and three hours of laboratory weekly.

BIOL 119 Human Anatomy and Physiology I   4 credits

A practical, systematic study of the human body including both gross and microscopic anatomy and basic physiology. Topics covered include anatomical terminology, cell structure and function, body tissues, integumentary system, skeletal system, muscular system, nervous system, special senses, and endocrine system. Laboratory experiences are designed to supplement lecture topics and include dissection, cadaver study, microscopy, and physiology. Three hours of lecture and two hours of laboratory weekly.

Note: This course does not meet requirements for the human biology major.

BIOL 129 Human Anatomy and Physiology II   4 credits

A practical, systematic study of the human body including both gross and microscopic anatomy and basic physiology. Topics covered include the cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems; metabolism, fluid, and electrolyte balance; and acid-base balance. Laboratory experiences are designed to supplement lecture topics and include dissection, cadaver study, microscopy, and physiology. Three hours of lecture and two hours of laboratory weekly.

Prerequisite: BIOL 119 with minimum grade of C.

BIOL 151 Microbiology   4 credits

An introduction to general topics in microbiology. Topics include fundamentals of microbiology, survey of medically significant microorganisms, principles of immunology, infectious diseases and their causes, biotechnology, and some applied microbiology. Laboratory exercises focus on a broad range of microbiological techniques and procedures. Three hours lecture and four hours laboratory weekly.

BIOL 220 Topics in Human Biology **3 credits**

An introductory study in a traditional area of the biological sciences or related clinical field. Lectures, laboratory times, and prerequisites will vary according to the topic offered.

Prerequisite: For human biology majors only or by permission of department chair

BIOL 263 Sectional Anatomy **3 credits**

The study of human gross anatomy from the perspective of transverse, sagittal, and coronal views. Course uses a regional approach, which includes the head and neck as well as the thorax, abdomen, pelvis, extremities, and selected articulations. Particular emphasis is given to organ and vessel relationships important in understanding anatomy and applicable to radiologic science and imaging modalities. Three hours' lecture weekly.

Prerequisites: BIOL 119 and BIOL 129 with minimum grade of C

BIOL 341 Biochemistry I **4 credits**

Principles of chemistry as they apply to living systems. Topics covered include: structure, function, and metabolism of amino acids, carbohydrates, and lipids; enzymatic reactions and kinetics; and essential metabolic pathways. Laboratory activities highlight basic techniques used to study the properties of proteins. Three hours of lecture and three hours of laboratory weekly.

Prerequisite: CHEM 221 with minimum grade of C;

Corequisite: CHEM 222

BIOL 350 Pathophysiology **3 credits**

A study of homeostatic changes that occur with disease and the implications of those changes in the progression and treatment of disease. Generalized mechanisms of disease as well as diseases of individual organ systems will be examined, with a view to understanding homeostatic compensations that occur as a result of altered function.

Prerequisites: BIOL 119 and BIOL 129, or BIO 305 with minimum grade of C

CHEM 101 Chemistry for Health Sciences **3 credits**

Introduction to inorganic, organic, and biological chemistry with emphasis given to chemical principles applied to cellular biochemistry and human physiology. Designed for students preparing for health sciences careers, not majoring in chemistry, by establishing the chemical foundations for physiology, nutrition, microbiology, and pharmacology. Three hours of lecture weekly.

Note: Students are highly encouraged to take MATH 105 (or equivalent) before or with, this course in order to be best prepared for success in the math component.

CHEM 121 General Chemistry I   **4 credits**

Part one of the one-year general chemistry sequence. Examination of the fundamental principles and laws of general inorganic chemistry: states of matter, atomic and molecular orbital theory, molecular structure, chemical bonding, stoichiometry, properties of solutions, chemical reactions, and qualitative analysis. Students gain skills in developing hypotheses, observing chemical phenomena, collecting data, and evaluating results critically. Three hours of lecture and three hours of laboratory weekly.

Prerequisite/corequisite: MATH 155;

CHEM 122 General Chemistry II   **4 credits**

A continuation of the one-year general chemistry sequence with focus on: kinetic molecular theory, acid-base theory, chemical kinetics and thermodynamics, chemical equilibria, electrochemistry, nuclear chemistry, and quantitative analysis. Students continue to develop relevant laboratory techniques. Three hours of lecture and three hours of laboratory weekly.

Prerequisite: CHEM 121 with minimum grade of C;

CHEM 221 Organic Chemistry I   **4 credits**

Investigation of the principles and application of functional groups, stereochemistry, basic reaction mechanics, organic spectroscopy (IR, ^{1}H and ^{13}C NMR), and fundamental organic reactions (addition, SN1, SN2, E1, E2). First in a two-semester sequence. Three hours of lecture and three hours of laboratory weekly.

Prerequisites: CHEM 121 and 122 with minimum grade of C

CHEM 222 Organic Chemistry II   **4 credits**

Investigation of the applications of spectroscopy (UV-Vis, Mass Spec) to identification of organic molecules. Introduction to aromatic substitution reactions, addition and substitution to carbonyl groups, substitution at the carboxyl group, enolates, organic radicals, and pericyclic reactions. Second in a two-semester sequence. Three hours of lecture and three hours of laboratory weekly.

Prerequisite: CHEM 221 with minimum grade of C

CHEM 295 Independent Study in Chemistry   **1-3 credits**

A course intended primarily for transfer students whose previous coursework does not meet content or credit equivalency. Other extenuating circumstances may also require the use of an independent study. A student must submit the independent study request form, available from the records office, before an independent study is granted. Permission is given on an individual basis.

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

COMM 215 Introduction to Human Communication　　　　　　　　　　**3 credits**

　　An introduction to the fundamental components of the human communication process, focusing on intrapersonal communication, interpersonal relationships, and public performance. The course emphasizes the skills necessary for success in personal and professional life and includes the study of verbal and nonverbal communication, group dynamics, cultural diversity, and basic public speaking.

COMM 315 Communication for Healthcare Teams　　　　　　　　　　**3 credits**

　　An examination of the traditional structures and functions from both interpersonal and small-group perspectives. The course begins with an overview of the fundamentals of effective interpersonal communication and moves on to examine small-group interaction and participation from a communication systems perspective. Includes discussion of group processes and leadership in group interaction.

ECON 101 Fundamentals of Economics　　　　　　　　　　**3 credits**

　　An introduction to the basic concepts of economics, both macro and micro. Economics is the study of how individuals and societies use the resources available to them. Economic issues have an important impact on individuals, firms, industries, countries, and the world.

ENGL 101 Writing and Rhetoric I　　　　　　　　　　**3 credits**

　　An introduction to the fundamentals of academic reading, writing, and critical thinking. Writing assignments focus on personal narrative or response; exposition; evaluation; and persuasion. Emphasis is placed on the development of appropriate rhetorical strategies. Students are introduced to a rhetorical context for creating multimodal texts. In addition, students learn to use source material effectively and ethically. ENGL 101 prepares students for ENGL 102, Writing and Rhetoric II.

ENGL 102 Writing and Rhetoric II   **3 credits**

A continuation of the skills mastered in ENGL 101; course is designed to help students develop advanced levels of reading, writing, and critical thinking by examining a variety of texts and responding to selected issues and ideas. Students advance their abilities to use source material effectively and ethically. Writing assignments include responses, rhetorical analysis, a proposal, an annotated bibliography, a fully documented research paper; students also complete a multimodal project.

Prerequisite: ENGL 101 with a minimum grade of C and word processing skills

ENGL 118 Writing and Research in the Healthcare Professions   **3 credits**

A course designed to build on those skills mastered in Writing and Rhetoric I with an emphasis on the discourse of the healthcare professions, including document design and genres in the health professions. Course content includes information literacy and research methodology. Students will produce a variety of writing assignments, including a discourse analysis and a research paper consisting primarily of a literature review, and then present their findings to the class in a multimedia presentation. While specialized, this course emphasizes the research and writing skills that are central to any freshman composition research class.

Prerequisites: ENGL 101 with a minimum grade of C and enrollment in a professional program of study; ENGL 118 is to be taken concurrently with a specific program course as outlined in the program course of study.

ENGL 215 Literature of the British Experience   **3 credits**

Readings in British literature selected to offer the student an introduction to the literary heritage of Britain.

Prerequisite: Two semesters of college English or instructor's permission.

ENGL 216 Literature of the American Experience   **3 credits**

Readings in American literature that will enable the student to explore America's literary heritage. Students will be encouraged to compare and contrast literary themes with their personal experience of growing up in the United States.

Prerequisite: Two semesters of college English or instructor's permission.

ENGL 220 Topics in English   **3 credits**

A course examining literary works and/or popular media from a number of different perspectives: historical, critical, developmental, and rhetorical, among others. The course focuses on various social and cultural issues as well as literary scholarship. Possible topics may include children's literature, young adult literature, popular culture, male/female relationships, theater appreciation, cultural diversity, and language of faith.

ENGL 296 Independent Study in Composition   **1-3 credits**

Primarily for transfer students whose previous coursework does not meet content or credit equivalency. Other extenuating circumstances may also require the use of an independent study. A student must submit the independent study request form, available from the records office, before an independent study is granted. Permission is given on an individual basis.

ENGL 297 Independent Study in Literature   **1-3 credits**

Primarily for transfer students whose previous coursework does not meet content or credit equivalency. Other extenuating circumstances may also require the use of an independent study. A student must submit the independent study request form, available from the records office, before an independent study is granted. Permission is given on an individual basis.

ENGL 320 Topics in Literature   **3 credits**

An exploration of various social and cultural issues as manifested in the world of literature and media. The course will focus both on issues themselves as well as literary scholarship. Possible topics may include male/female relationships, medicine in literature, or race relationships in America.

Prerequisite: Two semesters of college English or instructor's permission.

ENGL 325 Medicine in Literature and Other Media   **3 credits**

An exploration of medicine and healthcare within a paradigm based on the tradition of the humanities. The course deals with how illness and disease are constructed in literature and other forms of media and how the study of medicine within these venues reveals societal attitudes toward healthcare and the profession.

FINC 301 Corporate Finance   **3 credits**

An introduction to the theory, the methods, and the concerns of corporate finance. Finance is the study of how firms plan, raise funds, make investments, control costs, analyze financial data and deal with financial markets. Capital budgeting, evaluation tools for business development, and capital market analysis are also featured in the course.

Prerequisites: ECON 101, ACCT 201, MATH 201

HESC 310 Healthcare Economics and Finance   **3 credits**

Perspectives of the heath care economy including influencing forces, reimbursement models, market development, and healthcare finance applied to various work settings. Students have the opportunity to integrate these economic factors with quality improvement processes and validate them through interactions with healthcare managers.

Prerequisite/corequisite: HESC 381 or enrollment in human biology major

HESC 315 Communication, Negotiations, and Conflict Resolution in Healthcare Organizations 3 credits

Explores barriers and effective communications within healthcare systems and the role that the healthcare manager has in strategies for effective communication within healthcare organizations. Focus is on conflict resolution and negotiation within healthcare organizations using knowledge of organizational political and personal power. Students will practice conflict resolution and negotiation skills using effective communication processes through case study methods.

Prerequisite/corequisite: HESC 381

HESC 318 Introduction to Healthcare Research 3 credits

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

Prerequisite corequisite: HESC 381 or RESB 420; recommended: Statistics

HESC 326 Trends and Issues in Healthcare 3 credits

Examination of national healthcare trends and issues and their impact on the delivery of healthcare. Emphasis is placed on the role of the healthcare professional in their area of practice.

Prerequisite/corequisite: HESC 381

HESC 330 Healthcare Organizational Systems 3 credits

Examines managerial systems in contemporary healthcare organizations along the continuum from primary care to acute and long-term care. The course will discuss the impact of market forces and the regulatory environment on cost containment and quality improvement, purchasing, inventory control, contracting, billing, information and scheduling systems, corporate compliance, fraud, and abuse. Measures of organizational effectiveness will be analyzed using current research, theory, and best practices, facilitating understanding and application of managerial practice in healthcare organizations.

Prerequisite/corequisite: HESC 381

HESC 340 Legal and Ethical Considerations in Healthcare 3 credits

A study of the relationship of the healthcare professional to the regulatory and ethical issues affecting healthcare. Topics include the evolution of legal and ethical issues, trends in legislation affecting healthcare, risk management, and the process of collaborative decision making.

Prerequisite/corequisite: HESC 381

HESC 345 History of Healthcare in the United States   **3 credits**

A study of changes in healthcare provision from the founding of the United States through the beginning of the 21st century. Emphasis is on the advancement of healthcare during the 19th and 20th centuries. Subjects include the public reform movement's impact on healthcare during the early 1900s; gender and race in healthcare; the development of nursing and other specialty health occupations; and the changes in healthcare resulting from advances in science and technology.

Prerequisite/corequisite: HESC 381

HESC 348 Concepts of Management and Leadership in Healthcare   **3 credits**

Exploration of management and leadership principles as practiced in the healthcare setting. The course addresses the role of the health professional in management and leadership positions focusing on departmental and organizational issues most likely to be encountered by leaders. Application of these principles is developed through a brief practicum experience.

Prerequisite/corequisite: HESC 381

HESC 370 Special Topics in Health Professions   **3 credits**

An in-depth exploration of a topic of interest to the healthcare professional. Different topics may be offered, such as health policy, alternative therapies in health and illness, and professional issues. The course may be repeated for credit; specific topics may not be repeated.

Prerequisite/corequisite: HESC 381

HESC 381 Introduction to the Health Sciences Program   **3 credits**

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

HESC 420 Healthcare Operations and Lean Thinking   **3 credits**

This course covers concepts related to lean thinking as applied to a healthcare setting including eliminating waste and maximizing value and efficiency. Key concepts including 5S, PDCA, employment of visual management tools to captivate attention, development of standard work. Kaizen and Kanban concepts are also explored. Six Sigma analytical continuous improvement tools including goal setting and removal of roadblocks are also highlighted as

control mechanisms. The course will lead to an examination for Lean Six Sigma certification as a yellow belt.

Prerequisite/corequisite: HESC 381

HESC 421 Healthcare Personnel Management   3 credits

Applies personnel law and government regulations to policies and practices in a variety of healthcare systems. A case study approach focuses on processes and solutions to problems impacting employer and employee dynamics. Emphasis is on communication techniques and managerial practices as a basis for providing effective healthcare personnel management.

Prerequisite/corequisite: HESC 348 or permission of instructor

HESC 430 Instructional Planning and Delivery   3 credits

Emphasizes the basic principles of instructional design and implementation. Students are introduced to the skills required for effective teaching in classroom, laboratory, clinical, and community settings.

Prerequisite/corequisite: HESC 381

HESC 431 Teaching Learners in Healthcare   3 credits

Explores different types of healthcare learners in a variety of healthcare settings. Concepts include assessing and evaluating heterogeneous learner groups emphasizing age, gender, generation, and cultural considerations. Students discuss teaching different types of learners, whether individually, in a family, or in a group. They also examine differences in patient teaching and healthcare professional education.

Prerequisite/corequisite: HESC 381

HESC 432 Professional Development in Healthcare   3 credits

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

Prerequisite/corequisite: HESC 381

HESC 435 Community Health Perspectives   3 credits

A study of healthcare needs and healthcare delivery within the context of community. The changing demography of the United States is explored, highlighting the need to understand cultural diversity. Epidemiological thinking provides a foundation for assessing community factors affecting healthcare. Emphasis is on promotion of wellness and modification of patient

behavior as a basis for improving healthcare delivery within communities, reflected by active engagement in a service-learning project designed to address a specific need within the learner's own demographic region.

Prerequisite/corequisite: HESC 381 or enrollment in human biology major and/or honors program

HESC 440 Special Project in Health Professions   **1-3 credits**

Students pursue directed learning experiences in various aspects of health professions, including management, education, research, and other areas of interest. In consultation with a faculty advisor, the student develops a project from a list suggested by community healthcare organizations and institutions. Students have the opportunity to apply program competencies in a realistic setting. Course is available each semester and is scheduled on an individual basis. May be repeated once for credit.

Prerequisites/corequisites: Completion of six (6) credits of health professions courses and permission of the Health Sciences chair.

HESC 445 Healthcare and Government Policy   **3 credits**

Explores the role of government in the current U.S. healthcare system. Students will examine the history of the government's role in healthcare reform and the challenges faced with healthcare reform in the United States. Topics covered will include the issues of employment-based health insurance; role of Medicare/Medicaid; the medical malpractice conundrum; the challenges surrounding access, cost, and quality; and the implementation of the Affordable Care Act. In addition, healthcare systems in other parts of the world will be examined and compared to the U.S. system of healthcare.

Prerequisite/corequisite: HESC 381

HESC 448 Leadership Theory in Healthcare   **3 credits**

Expansion of leadership theory as applied to the healthcare professional's role in healthcare settings. Students will explore their leadership strengths and development opportunities through self-assessment tests. Research in leadership will be explored related to present and future skills needed for leaders in healthcare.

Prerequisite/corequisite: HESC 348 or permission of instructor.

HESC 451 Interdisciplinary Team Practice in Community-Based Care   **3 credits**

An introduction and exposure to conceptual modes of interdisciplinary practice in community settings. Concepts include managing change, resolving conflict, team dynamics, and issues of diversity within healthcare professional practice. Students explore the backgrounds of other

healthcare professions, the relationships of the professions to each other, the roles each serves, and how the clinical work force is organized. This course is be taught using the principles of service learning and grant writing in relationship to interdisciplinary practice.

Prerequisite/corequisite: HESC 348 or permission of instructor

HESC 475 Healthcare Management Internship **2 credits**

Synthesizes healthcare management concepts and theories to a practicum in a healthcare management setting. Students will participate in an internship in a healthcare setting and demonstrate healthcare management through a senior project.

Corequisite: HESC 481

HESC 481 Capstone/Senior Project **1 credit**

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

Prerequisite/corequisite: HESC 381

HESC 491 Strategic Management in Healthcare **3 credits**

A capstone course integrating various functional areas of business and applying this knowledge to a study of business and institutional problems with a focus on the healthcare sector.

Prerequisite: FINC 301 & MKTG 301 or permission of the Health Sciences chair

HIST 101 History of Civilization I **3 credits**

The development of civilization from antiquity to the end of the Middle Ages with emphasis on the study of political, economic, social, and cultural forces which have shaped the course of civilization throughout the world. A documented, typewritten paper is required for this course.

HIST 102 History of Civilization II **3 credits**

The history of Western civilization from the mid-17th century (Treaty of Westphalia) to the present, featuring the political, economic, social, cultural, intellectual, and religious forces that shaped this development. A documented, typewritten paper is required for this course.

HIST 151 United States History I **3 credits**

United States history from the age of exploration to Reconstruction with emphasis on the political, religious, cultural, and economic forces that shaped early America. Topics include the

role of the Puritans on American heritage, the revolutionary era, Jacksonian America, the roots of the American Civil War and Reconstruction of the Union. A documented, typewritten paper is required for this course.

HIST 152 United States History II   **3 credits**

United States history from the Civil War to the present with emphasis on the political, cultural, and economic forces that have shaped the direction of modern America. Topics include the industrial revolution, the Progressive Era, and American involvement in the world wars and the Cold War. A documented, typewritten paper is required for this course.

HIST 221 History and Film   **3 credits**

Hollywood has always had a fascination with history from early films like *Cleopatra* in 1917 to modern films like *Lincoln* in 2012. Several major movies in recent years deal with our past. How does Hollywood interpret the past? Can films be a source of credible information, or are they simply entertainment? What should the historians' reaction be to these films? These and other questions will be explored through this class.

HIST 315 Topics in History   **3 credits**

A focused exploration into diverse topics in history. May include the political, religious, social, economic, intellectual, and cultural forces in a variety of eras in American, European, and world history. A documented, typewritten paper is required for this course.

HIST 326 Recent American History   **3 credits**

A study of people and events that shaped U.S. policies and influence life in the United States today. The major emphasis is World War II to the present, understanding the emergence of the United States as a world power. The Korean and Vietnam wars and forces such as communism, the Cold War, and rise of Third World powers are explored. Includes the impact of technical and scientific development and the dynamics of social change that characterized the 20th century.

Prerequisite: Full freshman English sequence

HIST 345 History of Healthcare in the United States   **3 credits**

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

Prerequisite: Full freshman English sequence

HUMN 220 Topics in Humanities   3 credits

This is a course engaging works, relationships, practices, and structures from a humanities point of view. This lens may come from different perspectives, such as historical, philosophical, social, artistic, cultural, and political, among others. All chosen topics will include examination of the way disciplines within the humanities impact or shape human dynamics.

HUMN 301 Healthcare Humanities: Narrative Medicine   3 credits

Examines the social, cultural, and spiritual function of narrative in medicine using expressive arts and narrative elements to train healthcare professionals to constructively identify, analyze, and apply narrative details for therapeutic value to self and others.

HUMN 410 Philosophy of Science   3 credits

The study of the nature of modern science: its social context, its epistemology, and its interface with other human endeavors and forms of inquiry, including the religious and spiritual.

Prerequisite: One full-year sequential college science course.

KETC 100 Strategies of Success – Freshman Seminar   0 credits

Seminars and workshops designed to provide students with the skills needed to succeed at Kettering College. Topics include study strategies; test-taking strategies; development of critical thinking skills; and time management. One hour of lecture weekly.

KETC 101 Medical Terminology   1 credit

A study of basic medical terminology used by healthcare professions. Focuses on the language of healthcare and the use of prefixes, suffixes, word roots, and their combining forms. It also emphasizes word construction, spelling, usage, comprehension, and pronunciation. The course uses a self-study online format.

KETC 120/320 Topics in Healthcare   1– 3 credits

An exploration of a topic in healthcare relevant to the various healthcare professions. Different topics may be offered at the lower- or upper-division level. The course may be repeated for credit; specific topics may not be repeated.

LART 320 Topics in Fine Art   3 credits

An exploration of topics designed to foster awareness of and appreciation for a variety of forms of artistic media.

LART 321 Music Appreciation   **3 credits**

A course of discovery through an introduction to the basic elements of music to enable students to respond, ask questions, and develop an appreciation for diverse musical styles from 500 A.D. to the present.

LART 327 Introduction to Western Arts   **3 credits**

An overview of the stylistic character and cultural climate of the important epochs of Western civilization, including the relationship of painting, sculpture, and architecture. Emphasis is on examining the fine arts in relationship to one another and in the context of social and political happenings of the time, leading to an awareness of fine arts as a mirror of the human condition.

MATH 105 Fundamentals of Mathematics   **3 credits**

A wide variety of mathematical concepts. Topics include algebraic expressions and polynomials, factoring polynomials, laws of exponents, introduction to logarithms, measurement conversions within the metric and English systems, solving linear equations and inequalities in one variable, solving quadratic equations, graphing equations, right triangle trigonometry, estimating, and interpreting graphs.

Note: Students scoring less than 40% on the math placement test are encouraged to take a basic algebra and/or math refresher course before enrolling in this course.

MATH 155 College Algebra   **3 credits**

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

Prerequisite: One of the following must be met:

MATH 105 with a grade of C or above

Kettering College math placement test score of 70% or greater

Transfer credit equivalent to MATH 105

ACT/SAT math sub score at or above the 50th percentile within the last five years

MATH 165 College Algebra and Trigonometry   **3 credits**

Foundational algebra and trigonometry. Topics include order of operation, laws of exponents, radicals and rational exponents, solving linear equations and inequalities up to three variables,

solving quadratic equations, factoring polynomials, operations on rational expressions, graphing linear and quadratic equations, relations and functions, solving systems of linear equations in two and three variables, trigonometry, exponential and logarithmic functions.

Prerequisite: One of the following must be met:

MATH 105 with a grade of C or above

Kettering College math placement test score of 70% or greater

Transfer credit equivalent to MATH 105

ACT/SAT math sub score at or above the 50th percentile within the last five years

MATH 201 Probability and Statistics   3 credits

An introductory course to probability and statistics with an emphasis on healthcare applications. Topics include sampling methods, descriptive statistics, statistical graphs and charts, probability, probability distributions (binomial and normal), sampling distributions, central limit theorem, linear correlation and regression, confidence interval estimates, and hypothesis testing with z, t, Chi-square and F tests.

MATH 220 Calculus I   3 credits

Introduction to the techniques of differentiation and integration of functions of one variable. Includes the chain rule, fundamental theorem, and extremum applications.

Prerequisite: MATH 165 or its equivalent with a grade of C or above

MESO 400, 401 Advanced Project in Medical Sonography I, II   3 credits each

Allows students to pursue advanced learning experiences in various aspects of sonography, including clinical opportunities, applications, education, management, mission work, research, and other areas of interest. Students will develop a project in consultation with a sonography faculty advisor. The course is graded on a pass/not pass basis.

Prerequisite: Acceptance to the BSHS program

MKTG 301 Principles of Marketing   3 credits

An introduction to the concepts, analyses, and activities that make up marketing management, including practice in assessing and solving marketing problems. Marketing is the study of the dynamic processes used by individuals and organizations to anticipate and satisfy customers' needs and wants. Completion of a marketing plan based upon a healthcare product or service is a key component of the course.

Prerequisite: ECON 101, ACCT 201

NRSA 305 Nursing Externship: Acute Care Nursing Roles I   **3 credits**

Provides opportunities for nursing students to enhance knowledge, skills, and attitudes necessary to provide whole-person care in the acute care setting. Exploration of acute care nursing roles is accomplished through classroom presentations offered by Kettering College. Employment-based clinical experiences are conducted by Kettering Health Network at one of its acute care centers. The development of critical thinking skills is enhanced through interactive activities and discussion of clinically relevant topics and current nursing issues. (1 theory credit; 2 clinical credits)

Prerequisites: Must be in the senior level of a nursing curriculum

NRSA 306 Nursing Externship: Acute Care Nursing Roles II   **3 credits**

Provides opportunities for nursing students to enhance knowledge, skills, and attitudes while providing whole-person care in the acute care setting. Employment-based clinical experiences are conducted by Kettering Health Network and supervised by Kettering College faculty. Students who have completed NRSA 305, Nursing Extern Elective: Acute Care Nursing Roles I, can obtain additional theory and clinical hours by taking this course. (1 theory credit; 2 clinical credits)

Prerequisites: Must be in the senior level of a nursing curriculum

NRSA 307 Nursing Externship Acute Care Nursing Roles   **2 credits**

This course provides opportunities for nursing students to enhance knowledge, skills, and attitudes while providing whole-person care in the acute care setting. Employment-based clinical experiences are conducted by Kettering Health Network and supervised by Kettering College faculty. (1 theory credit; 1 clinical credit)

Prerequisite: Must be in the senior level of a nursing curriculum

NRSA 311 BSN Success Strategies   **2 credits**

Explores strategies for successful online learning. Orients students to the philosophy and learning approach of the KC RN-to-BSN completion program. Engages with a variety of tools available in the course learning management system to enhance learning and communication throughout the program track. (2 theory credits)

NRSA 326 Trends and Issues in Healthcare   **3 credits**

Examination of local, national, and global healthcare trends and issues and their impact on the delivery of healthcare. Emphasis is placed on the role of the healthcare professional in their area of practice. (3 theory credits)

Prerequisite or corequisite: NRSA 311

NRSA 340 Evidence-Based Nursing Practice   **4 credits**

Introduces fundamental concepts of the research process for use in evidence-based
healthcare practice. Emphasis is placed upon the application of the research process to quality
improvement. (4 theory credits)

Prerequisite or corequisite: NRSA 311

NRSA 350 Health Assessment & Health Promotions   **3 credits**

Explores the role of the nurse in implementing a whole-person plan of care to promote health
of individuals across the lifespan. Health promotion strategies are informed by theories and
current evidence and take into consideration the individual's culture, faith, environment, and
resources. (3 theory credits)

Prerequisite or corequisite: NRSA 311

NRSA 420 Population Health   **4 credits**

Provides a foundation for understanding the health needs of families and populations within
the community and global settings. Explores the role of the nurse in community assessments,
epidemiology, emergency preparedness, population health, and service opportunities.
Emphasis is placed on improving access to quality healthcare and decreasing health disparities.
(3.75 theory credits; 0.25 clinical credit)

Prerequisite or corequisite: NRSA 311

NRSA 440 Leadership in Healthcare   **4 credits**

Explores the role of the nurse as leader and manager within the context of Christian caring to
build positive work environments. Emphasis is placed on using effective communication,
developing cultures of safety, and implementing quality improvement initiatives using evidence-
based principles. (3.75 theory credits; 0.25 clinical credit)

Prerequisite or corequisite: NRSA 311

NRSA 450 Leadership Seminar & Capstone   **2 credits**

A capstone course in which students demonstrate their professional growth through
integration of knowledge and skills showing achievement of the program's student learning
outcomes. Must be completed in the final semester of the RN-to-BSN completion program track.
(2 theory credits)

Prerequisite or corequisite: NRSA 311

NRSB 100 Nursing Readmission Remediation   **0 credits**

Provides remediation after a leave of absence or readmission to the nursing program to review and demonstrate nursing skills and critical thinking techniques to prepare for success in the nursing program and NCLEX testing. The course is available each semester and is scheduled on an individual basis. Must be a prelicensure BSN major and have permission of the nursing department.

NRSB 301 Wellness and Health Promotion   **3 credits**

Examines concepts from nursing, nutrition, and other sciences, with an emphasis on health promotion for individuals, families, and communities. It explores strategies of prevention of disease and health restoration, focusing on the eight natural laws of health across the lifespan. (3 theory credits; 0 laboratory credits; 0 clinical credits)

Prerequisite: This course must be taken by the third semester of nursing

NRSB 305 Pharmacology in Nursing   **3 credits**

Develops an understanding of basic principles of pharmacology, including drug absorption, distribution, metabolism, excretion, actions, effects, and therapeutic outcomes of medication classifications. Emphasis is placed on the baccalaureate nurse's role, utilizing critical reasoning in the application of therapeutic pharmacological principles in professional nursing practice. (3 theory credits; 0 laboratory credits; 0 clinical credits)

NRSB 310 LPN-to-BSN Transition   **3 credits**

Provides concepts for transitioning from the role of LPN to a baccalaureate nurse. Emphasis is placed on Christian caring, health and wellness, and professional role development. Included is the role of the baccalaureate nurse in gathering, understanding, and beginning application of patient data to create a basic plan of whole-person care. (2.75 theory credits; 0.25 laboratory credit; 0 clinical credits)

NRSB 315 Foundations of Nursing   **6 credits**

Introduces the fundamental concepts of nursing, Christian caring and professional role development for the baccalaureate nurse. Students develop beginning knowledge and clinical competencies in the areas of health assessment, communication, and clinical judgment of health alterations. Emphasis is placed on gathering, understanding, and beginning application of patient data to create a basic plan to provide whole-person care. (4 theory credits; 0.5 laboratory credit; 1.5 clinical credits)

NRSB 325 Medical Surgical Nursing 1   **6 credits**

Integrates nursing concepts to provide Christian caring for individuals experiencing health alterations. Emphasis is placed on analysis of patient data and use of clinical judgment to formulate, implement, and evaluate outcomes for a whole-person plan of care. (4 theory credits; 0.61 laboratory credit; 1.39 clinical credits)

Prerequisites: BIOL 350, NRSB 305, NRSB 310 or NRSB 315

NRSB 331 Psychiatric/Mental Health Nursing Concepts   **4 credits**

Focuses on the nurse's role in caring for individuals, families, and communities experiencing neuropsychological and environmental stressors. Students manage a plan of care based on the use of presence, compassion, and therapeutic communication to support and promote wellness and whole-person care for those with mental health challenges. (2.6 theory credits; 0.2 laboratory credit; 1.2 clinical credits)

Prerequisites: NRSB 335, NRSB 355

NRSB 335 Medical Surgical Nursing 2   **8 credits**

Integrates nursing concepts to provide Christian caring for multiple patients experiencing health alterations. Emphasis is placed on application of analysis and evaluation of patient data and use of nursing judgment to formulate, implement, and evaluate outcomes for a whole-person plan of care. (5 theory credits; 0.5 laboratory credit; 2.5 clinical credits)

Prerequisites: NRSB 301, NRSB 325

NRSB 341 Family Nursing Concepts   **6 credits**

Focuses on women's health, the developing child from newborn through adolescence, and families throughout the continuum of care. Emphasis is placed on Christian and whole-person nursing care in the promotion, maintenance, and restoration of health. Students will coordinate a plan of care using nursing judgment to synthesize outcomes for a whole-person plan of care. (4 theory credits; 0.22 laboratory credit; 1.78 clinical credits)

Prerequisites: NRSB 335

NRSB 355 Population Health Concepts   **4 credits**

Provides a foundation for understanding the health needs of individuals, families, and populations within the community and global settings. Emphasis is placed on the role of the nurse in community assessments, epidemiology, emergency preparedness, and population

health. Students use critical reasoning and Christian caring to formulate, implement, and evaluate health outcomes in plans of care for diverse populations. (3.25 theory credits; 0.25 lab credit; 0.5 clinical credit)

Prerequisites: NRSB 301, NRSB 325

NRSB 371 Nursing Research   **3 credits**

Provides an introduction to the research process. It establishes a foundation for understanding the role of research in the establishment of evidence-based nursing practice and quality improvement processes. (3 theory credits; 0 laboratory credits; 0 clinical credits)

Prerequisites: MATH 201, NRSB 335, NRSB 355

NRSB 405 Medical Surgical Nursing 3   **9 credits**

Integrates nursing concepts to provide Christian caring within the context of an interdisciplinary environment for multiple patients experiencing complex health alterations. Emphasis is placed on application, analysis, and synthesis of patient data and use of nursing judgment to formulate, implement, and evaluate outcomes for a whole-person plan of care. (6.75 theory credits; 0.25 laboratory credit; 2 clinical credits)

Prerequisites: NRSB 331, NRSB 341

NRSB 411 Essentials of Nursing Leadership, Management, and Informatics   **3 credits**

Explores the essential principles of leadership and management within the context of Christian caring and evidence-based practice. Students apply knowledge of nursing leadership roles and responsibilities for impacting the culture and success of healthcare organizations and systems. (3 theory credits; 0 laboratory credits; 0 clinical credits)

Prerequisites: NRSB 335

NRSB 425 Capstone Nursing Experience   **5 credits**

Transitions the student to the role of a competent, Christian caring entry-level baccalaureate nurse who functions in the interdisciplinary environment. Emphasis is placed on clinical application of concepts that prepare the student for the volume and complexity of patient care and nursing judgment expected of a nursing graduate across the continuum of healthcare. (1.28 theory credits; 0.18 laboratory credit; 3.54 clinical credits)

Prerequisites: NRSB 405, NRSB 411

NRSB 435 NCLEX-RN Success Strategies   **3 credits**

Synthesizes nursing concepts and theories necessary for entry-level practice as a baccalaureate nurse. Emphasis is placed on individual preparation of students prior to graduation for the National Council on Licensure Examination for RNs. (3 theory credits; 0 laboratory credits; 0 clinical credits)

Prerequisites: This course must be taken in the last semester of the nursing program after successful completion of the previous semesters.

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**

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

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

An introduction to the history of occupational therapy and the theories that have contributed to the development of the profession. It addresses occupational therapy-specific models, frames of reference, and occupational science and justice.

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

Students explore topics related to their interest areas in occupational therapy and initiate the development of their capstone projects.

OTD 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 OT   **2 credits**

Students learn the importance of effective relationships with diverse persons, groups, and populations. Course explores specific therapeutic relationship skills to support optimal client outcomes with regard to cultural context.

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

Course covers the topics impacting the pediatric occupational therapy process beyond assessment and intervention. It reviews major trends and issues that impact the standards of occupational therapy practice and the delivery of occupational therapy services. These include reimbursement and documentation, legislation, diversity, ethical practice, rural health, and service delivery systems.

OTD 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 Lab   **1 credit**

Student research groups work with faculty preceptors to design a research project for the following semester. Students develop and submit a research proposal for IRB approval.

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

Working with their preceptors, student research groups develop and submit their IRB proposal.

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

Students continue the development of their capstone project by completing a preliminary review of the literature to develop a basic understanding of contemporary scholarship relevant to their topic. They also conduct a needs assessment to validate the feasibility and relevance of their topic.

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

In collaboration with their preceptors, student research groups collect and complete initial data analysis for their IRB-approved study.

OTD 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 Healthcare 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**

Course covers the topics impacting the occupational therapy process beyond assessment and intervention. It reviews major trends and issues that impact the standards of occupational therapy practice and the delivery of occupational therapy services. These include current reimbursement and documentation, managed care, legislation, diversity, ethical practice, rural health, health promotion and wellness, emerging areas of practice, and service delivery systems.

OTD 652 Assistive Technology   **2 credits**

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

OTD 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**

Students prepare their group research project for dissemination in various formats including a written manuscript and poster presentation. The manuscript will be prepared for submission to a peer-reviewed journal, while the poster will be submitted for a local, regional, or national presentation.

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

Course assists students in successful transition from a classroom role to clinical settings. Course consists of developing professional behaviors, self-evaluation, professional goal achievement, effective professional relationship navigation, and other topics as needed. They also review policies and procedures for level II fieldwork.

OTD 735 Clinical Reasoning Lab   **1 credit**

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

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

Students continue to explore potential doctoral experience sites to implement their capstone projects. Students then determine how their intended doctoral experience and capstone project relates to theory and current practice. In this course, students learn about leadership, participate in an initial IRB meeting, and create a draft of learning objectives pertaining to their project.

OTD 742 Mentored Development of the Doctoral Capstone Project Design   **1 credit**

This lab will support the students continued scholarly work toward developing their capstone project in conjunction with OTD 741. In collaboration with their faculty mentor, students will complete a literature review to gain a deeper understanding of their chosen project. Additionally, students will begin to develop an evaluation plan to measure the effectiveness of their capstone project.

OTD 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 healthcare 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 healthcare professionals; and demonstrate appropriate professional and ethical behaviors with differing populations and service delivery models.

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

Students synthesize content and technical skills through an evidence-based case study. They refine their clinical reasoning and technical skills and their ability to use the frames of references and modes of practice during problem-based learning. Course culminates in a comprehensive examination.

OTD 805 Occupational Therapy Service Management I   **1 credits**

Covers topics impacting the occupational therapy process beyond assessment and intervention, which students experience on level II fieldwork. Topics may include client and profession advocacy, current reimbursement and documentation, managed care, legislation, diversity, ethical practice, rural health, health promotion and wellness, emerging areas of practice, and service delivery systems.

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

Students are guided through the process of synthesizing knowledge gained throughout the curriculum to finalize their doctoral capstone objectives and the evaluation plan for successful implementation of their doctoral experience and capstone project based on feedback from their

faculty advisor in the prerequisite course OTD 742, the site mentor, and the doctoral capstone coordinator. Students will design a timeline for implementing their capstone project and complete an IRB application in preparation for project initiation.

OTD 810 Doctoral Experience   **8 credits**

Occurs after all coursework and Level II fieldwork. Project focuses on clinical practice skills, research, administration, leadership, program and policy development, advocacy, or education. Students present their project outcomes at a program-wide poster presentation.

OTD 891 Comprehensive Exam   **1 credit**

Provides an overview of the national board exam. Students complete a practice comprehensive exam to develop strategies to prepare for the national board certification exam.

PHAS 500 Introduction to the PA Profession   **1 credit**

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

PHAS 502 Patient Interviewing and Documentation   **2 credits**

Introduces basic interviewing and history-taking skills. Students learn the basics of medical documentation techniques, including introduction to electronic medical record systems and medical terminology.

PHAS 536 Evidence-Based Medicine I   **0.5 credit**

This is the first in a two-part series of courses intended for students to acquire and develop both the knowledge and skills for evidence-based medicine (EBM). This part of the series applies the principles of EBM to patient-centered evaluation and treatment of the systems studied this semester. The course covers all steps of EBM: posing the patient's problem as an answerable set of questions, searching clinical evidence, critically appraising the validity and importance of clinical research evidence, and determining the applicability of evidence into practice. Students will also learn to debrief to improve future EBM efforts through group work, discussions, classroom presentations, and direct faculty observation and feedback. Students will be able to apply their EBM skills, assessment of social determinants of health, and patient-centered decision making to a patient case through faculty-led group discussion.

PHAS 537 Evidence Based-Medicine II   **0.5 credit**

This is the second in a two-part series of courses intended for students to acquire and develop both the knowledge and the skills for evidence-based medicine (EBM). This part of the series applies the principles of EBM to patient-centered evaluation and treatment of the systems

studied this semester. The course covers all steps of EBM: posing the patient's problem as an answerable set of questions, searching clinical evidence, critically appraising the validity and importance of clinical research evidence, and determining the applicability of evidence into practice. Students will also learn to debrief to improve future EBM efforts through group work, discussions, classroom presentations, and direct faculty observation and feedback. Students will be able to apply their EBM skills, assessment of social determinants of health, and patient-centered decision making to a patient case through faculty-led group discussion and a written assignment.

PHAS 512 CMM Dermatology   **1 credit**

This Clinical Medicine Module (CMM) offers an integrated approach to learning diseases of the dermatologic system. Instruction emphasizes epidemiology, anatomy, pathophysiology, clinical presentation, diagnostic evaluation, and pharmacotherapeutic management common among a diverse patient population and variety of practice settings. The curricular content is guided by the most current blueprint list of medical topics and task areas published by the National Commission on Certification of Physician Assistants for the Physician Assistant National Certifying Exam.

PHAS 516 CMM ENT   **3 credits**

This Clinical Medicine Module (CMM) offers an integrated approach to learning diseases of the HEENT (head, eyes, ear, nose, and throat) systems. Instruction emphasizes the epidemiology, anatomy, pathophysiology, clinical presentation, diagnostic evaluation, and pharmacotherapeutic management common among a diverse patient population and a variety of practice settings. The curricular content is guided by the most current blueprint list of medical topics and task areas published by the National Commission on Certification of Physician Assistants for the Physician Assistant National Certifying Exam.

PHAS 517 CMM Cardiovascular Medicine   **9 credits**

This Clinical Medicine Module (CMM) offers an integrated approach to learning diseases of the cardiovascular systems. Instruction emphasizes the epidemiology, anatomy, pathophysiology, clinical presentation, diagnostic evaluation, and pharmacotherapeutic management common among a diverse patient population and a variety of practice settings. The curricular content is guided by the most current blueprint list of medical topics and task areas published by the National Commission on Certification of Physician Assistants for the Physician Assistant National Certifying Exam.

PHAS 518 CMM Pulmonology   **5 credits**

This Clinical Medicine Module (CMM) offers an integrated approach to learning diseases of the pulmonary systems. Instruction emphasizes the epidemiology, anatomy, pathophysiology, clinical presentation, diagnostic evaluation, and pharmacotherapeutic management common among a diverse patient population and a variety of practice settings. The curricular content is guided by the most current blueprint list of medical topics and task areas published by the National Commission on Certification of Physician Assistants for the Physician Assistant National Certifying Exam.

PHAS 522 CMM Endocrinology   **3 credits**

This Clinical Medicine Module (CMM) offers an integrated approach to learning diseases of the endocrine system. Instruction emphasizes the epidemiology, anatomy, pathophysiology, clinical presentation, diagnostic evaluation, and pharmacotherapeutic management common among a diverse patient population and a variety of practice settings. The curricular content is guided by the most current blueprint list of medical topics and task areas published by the National Commission on Certification of Physician Assistants for the Physician Assistant National Certifying Exam.

PHAS 526 CMM Gastroenterology   **6 credits**

This Clinical Medicine Module (CMM) offers an integrated approach to learning diseases of the gastrointestinal systems. Instruction emphasizes the epidemiology, anatomy, pathophysiology, clinical presentation, diagnostic evaluation, and pharmacotherapeutic management common among a diverse patient population and a variety of practice settings. The curricular content is guided by the most current blueprint list of medical topics and task areas published by the National Commission on Certification of Physician Assistants for the Physician Assistant National Certifying Exam.

PHAS 529 CMM Nephrology   **3 credits**

This Clinical Medicine Module (CMM) offers an integrated approach to learning diseases of the genitourinary and renal systems. Instruction emphasizes the epidemiology, anatomy, pathophysiology, clinical presentation, diagnostic evaluation, and pharmacotherapeutic management common among a diverse patient population and a variety of practice settings. The curricular content is guided by the most current blueprint list of medical topics and task areas published by the National Commission on Certification of Physician Assistants for the Physician Assistant National Certifying Exam.

PHAS 532 Introduction to Pathophysiology and Pharmacology   **3 credits**

This course offers an introduction to the altered physiologic functioning of various human body systems in disease states and an introduction to important basic pharmacology concepts necessary for an understanding of clinical pharmacology. Includes concepts ranging from pharmacokinetics and pharmacodynamics to receptor physiology. It is intended to allow students to understand the pathophysiologic basis for the selection of pharmacotherapeutic agents in disease states. The curricular content is guided by the most current blueprint list of medical topics and task areas published by the National Commission on Certification of Physician Assistants for the Physician Assistant National Certifying Exam.

PHAS 533 CMM Musculoskeletal Medicine   **5 credits**

This Clinical Medicine Module (CMM) offers an integrated approach to learning diseases of the musculoskeletal system. Instruction emphasizes the epidemiology, anatomy, pathophysiology, clinical presentation, diagnostic evaluation, and pharmacotherapeutic management common among a diverse patient population and a variety of practice settings. The curricular content is guided by the most current blueprint list of medical topics and task areas published by the National Commission on Certification of Physician Assistants for the Physician Assistant National Certifying Exam.

PHAS 534 CMM Neurology   **6 credits**

This Clinical Medicine Module (CMM) offers an integrated approach to learning diseases of the neurologic systems. Instruction emphasizes the epidemiology, anatomy, pathophysiology, clinical presentation, diagnostic evaluation, and pharmacotherapeutic management common among a diverse patient population and a variety of practice settings. The curricular content is guided by the most current blueprint list of medical topics and task areas published by the National Commission on Certification of Physician Assistants for the Physician Assistant National Certifying Exam.

PHAS 551 Behavioral Medicine   **2 credits**

This course offers an integrated approach to learning diseases of behavioral medicine. Instruction emphasizes the epidemiology, clinical presentation, clinical evaluation, counseling, and pharmacotherapeutic management skills to effectively intervene for a variety of psychiatric, emotional, and social concerns common among a diverse patient population and a variety of practice settings. The curricular content is guided by the most current blueprint list of medical topics and task areas published by the National Commission on Certification of Physician Assistants for the Physician Assistant National Certifying Exam.

PHAS 553 Clinical Genetics   **2 credits**

This course provides the PA student with an understanding of the molecular basis of genetic disorders, diagnostic testing, treatment of associated conditions, gene therapy, and emerging technologies. Throughout this course, the principles of medical ethics and patient counseling are addressed. The curricular content is guided by the most current blueprint list of medical topics and task areas published by the National Commission on Certification of Physician Assistants for the Physician Assistant National Certifying Exam.

PHAS 561 Pediatrics   **2 credits**

This course offers an integrated approach to learning diseases of the pediatric population. Instruction emphasizes the epidemiology, anatomy, pathophysiology, clinical presentation, diagnostic evaluation, and pharmacotherapeutic management common among a diverse pediatric patient population and a variety of practice settings. The curricular content is guided by the most current blueprint list of medical topics and task areas published by the National Commission on Certification of Physician Assistants for the Physician Assistant National Certifying Exam.

PHAS 566 CMM Surgical and Emergency Care   **3 credits**

This course offers an integrated approach to surgical and emergency care. Instruction emphasizes the recognition of surgical and emergent conditions, epidemiology, pathophysiology, clinical presentation, diagnostic evaluation, and pharmacotherapeutic management common among a diverse patient population. The curricular content is guided by the most current blueprint list of medical topics and task areas published by the National Commission on Certification of Physician Assistants for the Physician Assistant National Certifying Exam.

Procedural skills include IVs, suturing, sterile technique, scrubbing, and gowning and gloving techniques.

Emergency skills include airway management, vascular access, chest tube placement, FAST ultrasound examination, and advanced cardiac life support.

PHAS 567 Integration of Clinical Medicine Seminar   **1 credit**

In this course students develop, integrate, and refine their clinical acumen and skills. They will apply critical thinking to the diagnosis and treatment of both acute and chronic conditions occurring across the lifespan and amongst a diverse patient population. An emphasis is placed on learning and adopting a patient-centered approach to care that includes building therapeutic relationships with patients; effective communication with patients, families, and colleagues; and

the development and practice of clinical reasoning skills. This course uses clinical case presentations to provide students with the opportunity to learn and practice their clinical skills with direct faculty observation and feedback.

PHAS 570 CMM Hematology, Oncology   **2 credit**

This Clinical Medicine Module (CMM) offers an integrated approach to learning diseases of the hematology & oncology systems. Instruction emphasizes the epidemiology, anatomy, pathophysiology, clinical presentation, diagnostic evaluation, and pharmacotherapeutic management common among a diverse patient population and a variety of practice settings. The curricular content is guided by the most current blueprint list of medical topics and task areas published by the National Commission on Certification of Physician Assistants for the Physician Assistant National Certifying Exam.

PHAS 571 CMM Infectious Disease   **2 credits**

This Clinical Medicine Module (CMM) offers an integrated approach to learning infectious diseases. Instruction emphasizes epidemiology, pathophysiology, clinical presentation, diagnostic evaluation, and pharmacotherapeutic management common among a diverse patient population and a variety of practice settings. The curricular content is guided by the most current blueprint list of medical topics and task areas published by the National Commission on Certification of Physician Assistants for the Physician Assistant National Certifying Exam.

PHAS 574 Women's Health   **3 credits**

This course offers an integrated approach to learning diseases of women's health. Instruction emphasizes the epidemiology, anatomy, pathophysiology, clinical presentation, diagnostic evaluation, and pharmacotherapeutic management common among a diverse patient population and a variety of practice settings across the lifespan. The curricular content is guided by the most current blueprint list of medical topics and task areas published by the National Commission on Certification of Physician Assistants for the Physician Assistant National Certifying Exam.

PHAS 615 Objective Structured Clinical Examination   **1 credit**

This course prepares and refines student history taking, physical exam, formulation of differential diagnosis, diagnostic evaluation, treatment plans, interpersonal communication, and professionalism skills prior to the summative assessment.

PHAS 632 Health Policy and PA Professional Practice I   **0.5 credit**

This is the first of a two-part series that explores various professional topics that affect practicing physician assistants, including laws and regulations that govern practice and current

practice trends. This course also includes health policy and public health topics in healthcare, issues of coordination and quality of care, patient-centered medical homes, cost effectiveness, and access to healthcare across diverse populations.

PHAS 633 Health Policy and PA Professional Practice II   0.5 credit

This is the second of a two-part series that explores various professional topics that affect practicing physician assistants, including laws and regulations that govern practice and current practice trends. This course also includes health policy and public health topics in healthcare, issues of coordination and quality of care, patient-centered medical homes, cost-effectiveness, and access to healthcare across diverse populations.

PHAS 637 Capstone Prep I   1 credit

This is the first in a three-part series designed to foster scholarly activity in a mentored environment leading to a capstone project. The project serves as one of the culminating experiences in the graduate PA program. Building upon specific student interest, didactic curriculum, and clinical experiences, the capstone project permits the student to gain greater insight into healthcare issues such as medical conditions, therapies, diagnostics, clinical practice guidelines, healthcare delivery systems, and patient education challenges. The deliverable for the capstone project is an eight-to-10-page paper and accompanying poster presentation that substantiates or refutes a clinical hypothesis through the integration of an existing body of knowledge.

During this part of the series, students will frame a research question, learn to interpret basic statistical methods and limits of medical research, types of sampling methods, use of common databases to access medical literature, and begin to critically appraise existing literature. Students will present research findings and provide feedback to peers.

PHAS 638 Capstone Prep II   1 credit

This is the second part in a three-part series of courses designed to foster scholarly activity in a mentored environment. This course permits students to further refine their critical appraisal table, develop study methods, and critically analyze existing research. During this process, students develop expertise in their area of study, allowing them to complete the capstone project. Students prepare a rough draft of a written report and plans for oral presentation in consultation with their research mentor.

PHAS 641 Capstone Project   1 credit

This is the third and final part in the capstone series of courses. Under the direction of their research mentor, students will finalize and present their written and oral research project. The

deliverable for the capstone project is an 8–10-page paper and accompanying poster presentation that substantiates or refutes a clinical hypothesis through the integration of an existing body of knowledge.

PHAS 650 Inpatient Internal Medicine Clinical Rotation   **3 credits**

Required rotations emphasizing pathophysiology, evaluation, diagnosis, and management of systemic and chronic diseases and conditions found in the clinical practice of internal medicine in inpatient settings. Inclusion of proper data collection through history and physical examination, formulation of accurate problem lists, accurate investigation, and treatment plans. Emphasis is on geriatric patients and complex patients with chronic and comorbid conditions.

PHAS 651 Family Medicine Clinical Rotation   **3 credits**

A required five-week rotation that emphasizes the pathophysiology, evaluation, diagnosis, and management of systemic diseases and conditions unique to the clinical practice of outpatient family medicine. It also includes proper data collection through history and physical examination, followed by formulation of accurate problem lists, accurate investigation, and treatment plans. There is a special focus on treatment of chronic disease and maintenance of health for patients from cradle to grave.

PHAS 652 Surgery Clinical Rotation   **3 credits**

A required five-week rotation providing an orientation to patients of various ages with surgically managed disease. The emphases of the learning experiences are the preoperative evaluation and preparation of patients for surgery; assistance during the intra-operative period to develop an understanding of team member roles and operative procedures; postoperative care, and the care of surgical wounds and post-operative complications.

PHAS 653 Behavioral Medicine Clinical Rotation   **3 credits**

A required five-week rotation designed to provide an understanding of the behavioral components of health, disease, and disability. Exposure to patients with a variety of emotional illnesses and disabilities is used to develop informed history-taking and mental status examination skills, ability to recognize and categorize psychiatric disturbances, and techniques of early intervention and psychiatric referral.

PHAS 654 Pediatrics Clinical Rotation   **1.5 credits**

A required 2 ½-week rotation emphasizing care of the child from birth through adolescence. Focus of the learning experience is on the recognition and management of common childhood illnesses; assessment of variations of normal growth and development; and the counseling of

parents regarding immunizations, preventative healthcare visits, growth and development, nutrition, and common psychosocial problems. Teaching rounds and lectures introduce concepts of developmental disabilities and chronic care.

PHAS 655 Women's Health Clinical Rotation   **1.5 credits**

A required 2 ½-week rotation that provides exposure to the spectrum of conditions and issues associated with women's healthcare. Learning experiences emphasize family planning and birth control; recognition and treatment of sexually transmitted disease; cancer detections; prenatal care, deliveries, and post-natal care; and the evaluation of common gynecological problems. An exposure to the surgical management of gynecological problems is also provided. Students will see patients throughout the various stages of life and reproduction experiencing acute, chronic, and emergent conditions, as well as those requiring health maintenance and preventative care.

PHAS 656 Emergency Medicine Clinical Rotation   **3 credits**

Required five-week rotation providing an in-depth exposure to the illnesses and injuries sustained by children and adults that necessitate emergency care. The educational experiences emphasize the focusing of interview and examination skills, and performance of techniques and procedures essential to the proper management of life-threatening illness and injury. Ventilatory assistance, cardiopulmonary resuscitation, fluid and electrolyte replacement, and acid-base balance are also stressed.

PHAS 657 Elective I Clinical Rotation   **1.5 credits**

A 2 ½-week rotation in any medical or surgical specialty or subspecialty chosen by the student. The rotation may be done in the United States or internationally.

PHAS 658 Elective II Clinical Rotation   **1.5 credits**

A 2 ½-week rotation in any medical or surgical specialty or subspecialty chosen by the student. The rotation may be done in the United States or internationally.

PHAS 659 Elective III Clinical Rotation   **3 credits**

A five-week rotation in any medical or surgical specialty or subspecialty chosen by the student. The rotation may be done in the United States or internationally.

PHYS 131 Survey of Physics   **4 credits**

Lectures and demonstrations covering mechanics, fluids, heat, sound, light, electricity, and atomic physics. Emphasis is on understanding natural phenomena with medical applications. Laboratory.

Prerequisite/corequisite: MATH 105

PSYC 112 General Psychology   3 credits

An introduction to the field of psychology. Addresses principles and concepts basic to the following aspects of the science of behavior and mental processes: biological basis of behavior; sensation and perception; learning and thinking; emotions; motivation; personality; stress and adjustment; psychological disorders and their treatment; life span development; and social psychology.

PSYC 138 Human Growth and Development   3 credits

An introduction to the processes of human development through the study of selected sequential changes occurring during the entire life span from conception through late adulthood, including death and dying. This course meets the standards for a required course in life span development.

Prerequisite: PSYC 112

PSYC 195 Independent Study in Psychology   1-3 credits

Primarily for transfer students whose previous coursework does not meet content or credit equivalency. Other extenuating circumstances may also require the use of an independent study. A student must submit the independent study request form, available from the records office, before an independent study is granted. Permission is given on an individual basis.

PSYC 210 Social Psychology   3 credits

A study of the impact of the social environment on individuals. Focus on principles and concepts of research in social psychology; social perception; social beliefs and attitudes; social learning and cognition; social influence; aggression; intimacy; obedience; social power; working in groups; prosocial behavior; aggression; group behavior; and environmental social psychology.

PSYC 220 Organizational Psychology   3 credits

An introduction to the theories and practices of psychology and sociology in the working environment, including social psychology, human resource management, organizational science, and human factors engineering. Specific topics include research methods; motivation and satisfaction; personal and group decision making; organizational development; leadership; workplace influences; employee selection and training; work-related stress; performance appraisal systems; and organizational improvement.

PSYC 230 Abnormal Psychology   3 credits

This course provides an introduction to the field of abnormal psychology to include historical, social, and cultural contexts of abnormality. Studies will focus on major disorders, etiologies,

symptoms, diagnosis, preferred treatment strategies, and classification in accordance with the Diagnostic and Statistical Manual of Mental Disorders (DSM). Course also covers past and current research of mental disorders.

Prerequisite: PSYC 112 with a minimum grade of C

PSYC 295 Independent Study in Human Growth and Development   **1-3 credits**

Primarily for transfer students whose previous coursework does not meet content or credit equivalency. Other extenuating circumstances may also require the use of an independent study. A student must submit the independent study request form, available from the records office, before an independent study is granted. Permission is given on an individual basis.

PSYC 330 Principles of Teaching and Learning   **3 credits**

An exploration of learning theory and the process of teaching in a variety of settings. Includes an overview of learning theories, learner assessment, and practice in formulating, implementing, and evaluating teaching plans. Opportunity is given for students to explore ways to incorporate continued learning as an essential element of their professional growth.

Prerequisite: A lower-level PSYC course

RELB 101 Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ   **3 credits**

This course presents the definitive convictions of the Adventist Christian perspective on healthcare that inspired the creation of Kettering Medical Center and Kettering College. Students explore scriptural and theological writings especially suited to engendering understanding of Adventist healthcare as an extension of the Gospel and the healing ministry of Christ. Particular attention is given to concepts of God, salvation, healing and health, the nature of human being and community, and the dynamics of suffering. As Kettering College's institutional history and outcomes are captured with the motto "Following Christ, Serving Others," all students are expected to take this course before any other religion course.

RELB 112 Introduction to Christianity   **3 credits**

An introduction to Christianity: its backgrounds, origins, essentials, history, and forms. Designed for the student who knows little or nothing about Christianity, it can be illuminating for students who consider themselves familiar with Christianity since it views Christianity from a new and fresh perspective.

RELB 113 Introduction to the Bible   **3 credits**

An exploration of Christian scripture: what it is, where it came from, how it was created, what it is for, what it has meant over the centuries, and what it means today.

Prerequisite/corequisite: RELB 101

RELB 128 Biblical Growth   **3 credits**

An exploration of the dynamics and concepts of biblical spiritual growth and formation, with an emphasis on Christian disciplines such as prayer, meditation, and service. A major component of this learning experience is small-group work, group discussions, and presentations.

Prerequisite/corequisite: RELB 101

RELB 185

This course is for transfer credit and is used for religion electives that are transferable but are not content-equivalent to a Kettering College course.

RELB 200 Reflections on the Psalms   **3 credits**

An exploration of the spiritual power and value of the Psalms. Students explore what the Psalms communicate about God, prayer, praise, worship, and the trials and triumphs of the life of faith.

Prerequisite/corequisite: RELB 101

RELB 201 The Parables of Jesus   **3 credits**

An exploration of many of the parables of Jesus. The emphasis is on what the parables meant to their original hearers and what the parables mean to us as hearers. Interpretation of the parables is consistent with the larger message of Jesus regarding the Gospel, God, and the kingdom, but seeks the personal meaning in the parables for those of us who encounter them today.

Prerequisite/corequisite: RELB 101

RELB 202 Life and Teachings of Jesus   **3 credits**

A survey of the life and ministry of Jesus Christ to gain an understanding of the challenges and possibilities of discipleship and the witness of the Christian church regarding Jesus.

Prerequisite/corequisite: RELB 101

RELX 220 Selected Topics in Religion   **3 credits**

Topics may include specific biblical topics, theological issues, and other religious studies.

Prerequisite/corequisite: RELB 101

RELB 221 Victors, Victims, and Virgins: Great Women of the Bible   **3 credits**

An in-depth review and critical examination of the biblical narratives of a number of extraordinary women from the bible (Old Testament). We will explore such questions as: Who

were they? What role did they play history? What lives did they touch? What legacy have they left? How important were they to God? What was the result of God in their lives?

Prerequisite/corequisite: RELB 101

RELB 295 Independent Study in Religion   1-2 credits

Primarily for transfer students whose previous coursework does not meet content or credit equivalency. Other extenuating circumstances may also require the use of an independent study. A student must submit the appropriate documentation, in accordance to academic policy for independent study, before an independent study is granted. Permission is given on an individual basis.

RELB 336 Paul and His Epistles   3 credits

An exploration of the life and letters of the man known as "Paul, the Apostle." While Jesus "created" Christianity by his life, teachings, death, and resurrection, Paul also "created" Christianity by his tireless efforts over some 30 years to proclaim it, distribute it, defend it, explain it, live it, teach it, and die for it. By examining what Paul left behind in his letters, students seek to understand what he understood Christianity to be — and why he was willing to give his life for it.

Prerequisite/corequisite: RELB 101

RELP 210 Character and Ethics   3 credits

An examination of character and ethics from Western philosophical and theological traditions. The interplay of persons and principles forms the focus of inquiry. What makes a person good? What makes an action right? How are the preceding questions and their answers related to one another?

Prerequisite/corequisite: RELB 101

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

A general review of ethical challenges that arise in healthcare. The analysis of the issues and the range of contemporary responses to those issues are set in the context of the Christian tradition. Course materials emphasize moral discernment, rigorous argument, and conceptual resources for sustaining morality in medicine.

Prerequisite/corequisite: RELB 101

RELP 303 Body, Mind, and Soul   3 credits

An examination of the various understandings of what it means to be a body that has a mind and/or a soul, and of some real-world consequences of holding various views. Students develop

practical applications that link the intellectual positions they adopt with their professional and personal lives.

Prerequisite/corequisite: RELB 101

RELP 306 Spiritual Dimensions of Death and Dying   3 credits

A study of the process of dying from psychological, emotional, intellectual, and spiritual perspectives informed by biblical teachings about death and dying. The intent is to equip future healthcare workers with information, perspective, and skills necessary to be helpful to others who are approaching their own death and to minister to those who love them and are suffering in their own ways. Course uses case studies, role playing, readings, lectures, class discussion, and field interactions with patients or family members.

Prerequisite/corequisite: RELB 101

RELP 316 Spirituality in Healing and Healthcare   3 credits

Students investigate, experience and develop their own understanding of the body-mind-spirit relationship and explore various approaches to healing, the role of caregivers in the healing process, and the role of spirituality in healing and healthcare. Emphasizes the student's own development of ideas for integrating spirituality in the delivery of healthcare.

Prerequisite/corequisite:RELB 101

RELP 330 Christian Social Ethics   3 credits

This course explores Christian responsibility to society. It uses the bible's social vision to consider how to address the needs and well-being of communities. Emphasis is on the availability and quality of healthcare.

Prerequisite/corequisite: RELB 101

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.

Prerequisite/corequisite: Enrollment in graduate program

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.

Prerequisite/corequisite: Enrollment in graduate program

RELP 512 Desire, Happiness, and God   **3 credits**

The Declaration of Independence asserts that the pursuit of happiness is an inalienable right. Augustine observed that our hearts are made for God and are restless until they find their rest in God. This course reflects on paths to human flourishing. Using literary, theological, and philosophical writings, students will analyze the dynamics of desire, happiness, human dependency, and need for meaning as these relate to God.

Prerequisite/corequisite: Enrollment in graduate program

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

This course explores Aristotle's Nicomachean Ethics along with biblical and theological resources as a means for understanding analysis of the clinical ethical issues facing healthcare professionals and the range of contemporary responses to those issues. Christian convictions in general and Adventist Christian convictions in particular serve to illuminate the commitments that any account of ethics must make.

Prerequisite/corequisite: Enrollment in graduate program

RELP 516 Christian Service and Human Flourishing   **2 credits**

How does the search for happiness and wholeness relate to a calling to serve others who are in need of care and support on multiple levels? What spiritual challenges and opportunities do healthcare workers face as they encounter human vulnerability and suffering daily, and what can help them to persevere joyfully? This course will introduce practices of self-reflection and self-care while inviting biblical, theological, and philosophical reflection on God's desire for us to engage in transformative encounters with God and others for the sake of our patients' and our own flourishing.

Prerequisite/corequisite: Enrollment in graduate program

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 healthcare 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 healthcare "case-stories" in order to hone wise approaches to service while promoting healing interactions between all participants in caregiving practices. This will involve practicing story-listening and self-reflection skills, thereby developing capacities for collaboration with all those who provide spiritual support to patients while enhancing the wholeness of all involved in this process.

Prerequisite: RELP 601

RELT 300 Christian Beliefs   3 credits

An examination of the central teachings of the Christian church that give expression to the faith of the followers of Jesus Christ. Students explore what it means to be a Christian and what being a Christian means for everyday life. Particular attention is devoted to what students can hope for and the opportunity for freedom through faith.

Prerequisite/corequisite: RELB 101

RELT 305 World Religions for Healthcare Professionals   3 credits

A survey of the major religions of the world; introduces the basic teachings, rituals, and historical developments of each religion. Emphasizes concepts of healing, the role of faith in illness from the perspectives of patients and practitioners. Students learn how to apply their knowledge of world religions to clinical settings.

Prerequisite/corequisite: RELB 101

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.

RELX 320 Topics in Religion   3 credits

An exploration of various topics such as grace and freedom; love and justice; God and human suffering; desire, happiness, and God; and faith and art.

Prerequisite/corequisite: RELB 101

RESA 310 Cardiopulmonary Assessment   **3 credits**

In-depth knowledge of physical examination and diagnostic techniques for comprehensive evaluation of the cardiopulmonary system. Focuses on methods of assessing the patient's current status and response to therapy.

Prerequisite: RRT credential

RESA 311 Advanced Practice in Neonatal/Pediatric Respiratory Care   **3 credits**

Pathologies associated with congenital malformations of the newborn. Students develop an understanding of surgical interventions and the implications for the respiratory care management of patients before, during, and after surgery. Topics include patient assessments and managing invasive and noninvasive mechanical ventilation; high-frequency oscillatory ventilation; medical gas administration; and extra-corporeal membrane oxygenation.

Prerequisite: RRT credential

RESA 320 Cardiopulmonary Monitoring   **3 credits**

In-depth methods of monitoring the cardiopulmonary status of the patient. Focus is on methods of assessing the patient's current status and response to therapy. The course focuses on noninvasive and invasive methods of assessing patients' current hemodynamic and pulmonary status as well as response to therapy in the acute care and critical care settings.

Prerequisite: RRT credential

RESA 321 Pediatric Respiratory Care Case Management   **3 credits**

Study of the pathophysiology, clinical findings, and management of pediatric patients with various clinical disorders. Using the case-based approach to learning, students develop respiratory care plans for the management of pediatric patients in medical and pulmonary rehabilitation units suffering from pulmonary and non-pulmonary disorders.

Prerequisite: RRT credential

RESA 330 Advanced Topics in Respiratory Care   **3 credits**

An in-depth explanation of a topic of interest to the advanced-level practitioner. A different topic is covered each semester including but not limited to mechanical ventilation, delivery of respiratory care at alternate sites, pulmonary function testing, and professional topics. The course may be repeated for credit: specific topics may not be repeated.

Prerequisite: RRT credential

RESA 495 Independent Study   **1-3 credits**

An individualized program of independent study, clinical activity, research, or reading, jointly designed by a third- or fourth-year respiratory care student and an instructor with the approval of the program chairperson.

Prerequisite: RRT credential

RESB 100 Survey of Respiratory Care   **1 credit**

A study of the history and scope of the respiratory care profession as well as legal, professional, ethical, and culturally competent practice. General orientation to the healthcare environment including HIPPA, and safety education will be included.

RESB 110 Integrated Respiratory Care Sciences   **2 credits**

A survey of physics, chemistry, and microbiology as applied to respiratory care clinical practice. Concepts regarding gas laws, surface tension, acid-base balance, classification of microorganisms, staining methods, specimen collection, culturing, human-microbe interactions, human defense mechanisms, control of microbial growth, sterilization and disinfection, antimicrobials, and microbial pathogens are discussed.

RESB 205 Cardiopulmonary Anatomy and Physiology   **3 credits**

A study of the gross and microscopic anatomy and physiology of the respiratory, circulatory, and renal systems. Covers the normal mechanisms and control of ventilation, diffusion of pulmonary gases, oxygen and carbon dioxide transport, ventilation-perfusion relationships, fetal development of the cardiopulmonary systems, electrophysiology, hemodynamic measurements, renal failure, and sleep physiology.

RESB 307 Respiratory Care Protocols I   **3 credits**

Direct application of theory, operation, and delivery of respiratory care treatment protocols and infection control policies and procedures. Laboratory experience includes a hands-on approach to management and troubleshooting of respiratory care equipment. Patient care simulations are used to practice the respiratory care protocols of oxygen therapy, aerosol and humidity therapy, medical gases, and hyperbaric oxygen therapy.

RESB 309 Clinical 1 Respiratory Protocols   **1 credit**

Students will perform patient assessments, aerosol and humidity therapy, and medical gas administration in the acute and sub-acute healthcare settings. Students will also observe

hyperbaric oxygen therapy in the clinical setting. Students are expected to complete the American Heart Association BLS provider training prior to beginning clinical rotations.

RESB 310 Cardiopulmonary Assessment   **3 credit**

In-depth knowledge of physical examination and diagnostic techniques for comprehensive evaluation of the cardiopulmonary system and infection control policies and procedures. This course focuses on methods of assessing the patient's current status and response to therapy. The application of patient history, diagnostic laboratory results, and physical examination findings in selecting appropriate respiratory care protocols is discussed and practiced.

RESB 312 Cardiopulmonary Pathology   **3 credits**

A study of the etiology, pathophysiology, clinical findings, and management of patients with various cardiac and pulmonary disorders. Students apply basic respiratory care protocols to cardiac and pulmonary disease management using clinical case studies. Students will recommend consultation from a physician specialist and use evidence-based practice for the classification of disease severity.

RESB 317 Respiratory Care Protocol II   **3 credits**

Direct application of theory, operation, and delivery of respiratory care treatment protocols. Laboratory experience includes a hands-on approach to management and troubleshooting of respiratory care equipment. Patient care simulations are used to practice the respiratory care protocols of bronchial hygiene (including tracheal suctioning and airway clearance), aerosol medication delivery, tracheostomy care, and volume expansion therapy.

RESB 318 Clinical 2 Respiratory Protocols   **2 credits**

16 hours of clinical experience per week performing patient assessments, tracheostomy care, aerosolized medication, volume expansion, and bronchial therapies. Observation of noninvasive ventilation for oxygenation management may be provided in the clinical setting. Case-based assessment in the clinical setting will be required. Students develop and present a patient case study.

RESB 320 Cardiopulmonary Monitoring   **3 credits**

In-depth methods of monitoring the cardiopulmonary status of the patient. Focus is on methods of assessing the patient's status and response to therapy especially in the critical care and emergency room settings. The course focuses on noninvasive and invasive methods of assessing the patients' current hemodynamic and pulmonary status as well as response to therapy in the acute care and critical care settings.

RESB 324 Introduction to Critical Care 3 credits

Introduction to various critical care concepts used to diagnose and manage the critically ill patient. Direct application of theory, basic operation, and delivery of respiratory care procedures and equipment for the intensive care patient. Specific topics will include endotracheal intubation, advanced airways, resuscitation equipment, phases of ventilation, and basic modes of ventilation. Laboratory experience includes a hands-on approach designed to provide the student with authentic learning opportunities that allow the student to relate the concepts presented in this course to the clinical management of critically ill patients. Students are expected to complete the American Heart Association ACLS provider training.

RESB 326 Clinical 3 Diagnostics and Critical Care 2 credits

16 hours of clinical experience per week performing pulmonary function testing in the acute care setting as well as ventilator initiation and patient-ventilator assessments in the critical care and sub-acute care settings.

RESB 330 Cardiopulmonary Pharmacology 3 credits

Principles of general pharmacology, drug action, and dosage calculation. Includes indications, side effects, hazards, and mechanism of action regarding drugs used to treat the respiratory and cardiovascular systems. Case based application of bronchodilator, mucus controlling, surfactant, corticosteroid, non-steroidal antiasthma, aerosolized anti-infective, antimicrobial, neuromuscular, sedative, narcotic, diuretic, and cardiovascular agents are discussed. Students will recommend pharmacologic intervention with narcotic antagonists and benzodiazepine antagonists.

RESB 335 Pulmonary Diagnostics 3 credits

A study of basic pulmonary function testing and equipment including arterial puncture and ABG analysis, spirometry, diffusion capacity, thoracic gas volume, exercise stress testing, and polysomnography. Students will evaluate results and perform quality control of pulmonary function equipment relating to diffusion capacity and lung volumes.

RESB 344 Introduction to Neonatal Pediatric Respiratory Care 3 credits

Study of neonatal and pediatric cardiopulmonary assessment as well as the pathophysiology, clinical findings, and management of pediatric patients with various clinical disorders. Topics include cystic fibrosis, asthma, bronchitis, bronchiolitis, croup, epiglottitis, and trauma.

RESB 407 Critical Care Case Management   **3 credits**

An in-depth study and direct application directed for the assessment and management of the critically ill patient. Laboratory experience provides a hands-on approach to ventilator set-up, management, and troubleshooting. Specific topics will include advanced modes of ventilation and use of ventilator graphics to assess ventilator dyssynchrony, patient response to therapy, ventilator weaning, and extubation.

RESB 408 Clinical 4 Respiratory Critical Care   **2 credits**

16 hours of clinical experience per week performing ventilator initiation, patient-ventilator assessments, care of the ventilator patient, ventilator weaning, ventilator troubleshooting in the critical care and sub-acute care settings, and endotracheal intubation in the operating room. Clinical rotations will also include pediatric acute care experience.

RESB 410 Outpatient Respiratory Care Services   **2 credits**

Study of the application of respiratory care protocols and use of equipment related to assisting the respiratory care patient in the outpatient settings. Special emphasis is placed on home care equipment, rehabilitation services, smoking cessation techniques, breathing techniques, patient education, case management, and disaster planning.

RESB 417 Advanced Practice in Neonatal Pediatric Respiratory Care   **3 credits**

Study of pathologies associated with congenital malformation of the newborn. Students develop an understanding of surgical interventions and the implications for the respiratory care management of critically ill patients. Laboratory experience includes neonatal assessment, managing invasive and noninvasive mechanical ventilation, high-frequency oscillatory ventilation, medical gas administration, and bubble CPAP. Students are expected to complete the American Heart Association NRP and PALS provider training.

RESB 418 Clinical 5 Advanced Critical Care   **2 credits**

Students will receive 16 hours of clinical experience per week. Critical care rotations may include ventilator initiation; patient-ventilator assessments; ventilator patient care; weaning; and troubleshooting in the critical care and sub-acute care settings. Specialty rotations may include neonatal intensive care, labor and delivery, pulmonary rehabilitation, and home healthcare. Students will serve as clinical teaching assistants (under the direction of the onsite clinical instructor) to junior respiratory care students in the general medical surgical areas. Students will complete and present a patient case study.

RESB 420 Respiratory Care Capstone   **2 credits**

A study of professional topics as they relate to respiratory care. Emphasis on therapist-patient relations, ethical issues, cultural competence, and professionalism. Students will prepare a resume and practice interviewing. Directed study assists in preparation for the NBRC credentialing examinations.

RESB 425 Respiratory Care Summative Practicum   **5 credits**

Concentrated clinical experience (360 hours) in all areas of respiratory care. Emphasis is on the development of independence in the practice of adult, pediatric, and neonatal respiratory care.

RTCA 114 Practicum I   **1 credit**

An introductory internship of supervised practicum hours where the student acquires the knowledge and skills relevant to the use of radiologic methods and techniques. Focus is on the upper and lower extremities and the respiratory and abdominal systems and is correlated with RTCA 117 through demonstrations, practice sessions, and laboratory simulations.

Corequisite: RTCA 117

RTCA 115 Radiology in the Modern Medical World   **1 credit**

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

Corequisites: RTCA 114, RTCA 117

RTCA 117 Radiologic Technology I   **3 credits**

An introduction to the field of radiography, including: basic radiographic terms and principles; radiation safety and protection; radiation exposure and techniques; gross and radiographic anatomy of the chest, abdomen, upper and lower extremities and the bony thorax; radiographic positioning skills; professional patient care skills; radiographic terminology; and radiographic image identification and evaluation of the anatomic areas listed above. A laboratory component is included in this course.

Corequisites: RTCA 114, RTCA 115

RTCA 120 Patient Care   **2 credits**

Basic patient care for the healthcare worker. One hour of lecture and two hours of skills laboratory each week. Sessions include discussions, demonstrations, and competency examinations covering: communication skills, vital signs, patient assessment, patient histories, body mechanics, infection control, oxygen administration, sterile procedures, techniques and setups.

RTCA 121 Medical Terminology   **1 credit**

Basic medical terminology used in healthcare professions, including correct spelling, abbreviations, word roots, and definitions. Includes lecture, assigned workbook exercises, and written tests.

RTCA 123 Practicum II   **2 credits**

A continuing internship of supervised clinical practicum hours for acquiring the knowledge and skills relevant to the usage of radiologic methods and techniques. Focuses on the genitourinary system, spinal column, alimentary tract, and cranium, and is correlated with RTCA 127 through demonstrations, practice sessions, and laboratory simulations.

Prerequisite: RTCA 114
Corequisite: RTCA 127

RTCA 127 Radiologic Technology II   **3 credits**

A continuation of Radiologic Technology I. Includes discussions, demonstrations, radiographic image critique, and practice sessions over the radiologic examinations of the urinary system, alimentary tract, spinal column, and cranium. A laboratory component is included in this course.

Prerequisites: RTCA 117, 120
Corequisite: RTCA 123

RTCA 131 Practicum III   **2 credits**

A continuing internship of supervised clinical practicum hours for acquiring the knowledge and skills relevant to the usage of radiologic methods and techniques. Focus is on portable/trauma, pediatric, surgical, and non-routine radiography and is correlated with RTCA 133 through demonstrations, practice sessions, and laboratory simulations. This course is competency-based.

Prerequisite: RTCA 123
Corequisite: RTCA 133

RTCA 133 Radiologic Technology III   **2 credits**

A continuation of the radiologic technology procedural courses. This course will review portable/trma/surgical procedures and situations, pediatric and geriatric radiography; the biliary system; and additional diagnostic and therapeutic modalities, including nuclear medicine, PET, radiation oncology and medical sonography. A portable/trauma/surgical lab demonstration will be presented along with discussions and demonstrations of radiographic image critique. A typed paper is required.

Prerequisites: RTCA 127

Corequisite: RTCA 131

RTCA 135 Fundamentals of Radiation and Generation I   **2 credits**

An introductory study of X-ray generation, including fundamentals of radiation physics; radiation protection; control of high voltage and electrical hazards; and methods of rectification. The student receives an introduction to the x-ray machine as well as an in-depth knowledge of the structure of matter, electricity, magnetism, electromagnetism, electromagnetic radiation, and the x-ray imaging system.

Prerequisites: MATH 105, PHYS 131

RTCA 137 Formulating Radiographic Technique   **2 credits**

A study of the fundamental methods of producing high-quality radiographs while minimizing patient exposure. Reviews image quality factors and the exposure factor variables that affect each, the effects of radiation on digital imaging receptors, and how grids, filters, and artifacts affect image quality. Also includes a discussion of automatic exposure control, how exposure technique is affected by digital imaging systems, and quality assurance and quality control issues related to radiographic exposure. Knowledge of word processing and spreadsheets is required.

Prerequisite: RTCA 127

RTCA 210 Advanced Patient Care   **2 credits**

Advanced skills and knowledge in patient care. Includes but is not limited to basic pharmacology for radiographers, emergency procedures, venipuncture, patient assessment and monitoring, drug administration, sterile procedures and setups, and basic laboratory values.

Prerequisites: RTCA 120, 121

RTCA 215 Practicum IV   **3 credits**

A continuing internship of supervised clinical practicum hours for acquiring the knowledge and skills relevant to the use of radiologic techniques. Focus is on mastering routine radiographic procedures covered in previous courses: trauma, surgery, and portable radiography; and semi-special radiologic procedures. Course is correlated with RTCA 221.

Prerequisite: RTCA 131

Corequisite: RTCA 221

RTCA 217 Pathology for Radiographers   **2 credits**

A study of structural and functional manifestations of diseases that includes pathologic processes of all major anatomic systems and developmental, acute, chronic, traumatic, and neoplastic diseases. Discussion centers on diseases related to imaging sciences. Lectures, discussions, and case study presentations will enhance the students' critical thinking skills.

Prerequisite: RTCA 133

RTCA 218 Fundamentals of Radiation and Generation II   **3 credits**

A continuation of Fundamentals of Radiation and Generation I with special emphasis on modern X-ray tubes; x-ray production and interaction with matter; digital imaging applications; grids; three-phase generators; basic x-ray circuits; fluoroscopy; and image intensifiers.

Prerequisite: RTCA 135

RTCA 221 Radiologic Technology IV   **1 credit**

A continuation of Radiologic Technology I, II, and III with emphasis on special radiographic imaging procedures and advanced imaging modalities. Subjects include, but are not limited to: medical ethics and legal issues, vascular and cardiac angiography, interventional procedures, myelography, arthrography, conventional tomography, computed tomography, digital radiography, magnetic resonance imaging, mammography, and examinations of the reproductive system.

Prerequisites: RTCA 133, 137

Corequisite: RTCA 215

RTCA 222 Principles of Radiobiology   **1 credit**

A study of the biological effects of ionizing radiation. Emphasizes the basic concept of radiation dose and the interactions of ionizing radiation on living tissue. Mutagenesis, carcinogenesis, embryonic and fetal effects, and other topics relevant to medical applications of ionizing radiation are stressed, as well as developing strategies for applying proper radiation

protection principles for the patient, occupational personnel and the general public. A typed paper is required.

Prerequisites: RTCA 218,

RTCA 239 Practicum V   **3 credits**

The fifth semester of supervised clinical practicum hours. Focus is on the application of knowledge and skills relevant to the usage of radiologic methods and techniques. The student demonstrates final competency in a wide variety of radiographic procedures.

Prerequisite: RTCA 215

RTCA 292 Radiology Simulated Registry   **2 credits**

Prepares the second-year student radiographer for the ARRT national certification exam through review and simulated comprehensive examinations.

Prerequisite: All RTCA courses from semesters 1 to 4

Corequisite: RTCA 217

RTCA 295 Independent Study in Radiologic Technology   **1-3 credits**

An individualized independent study with the advice and approval of the radiologic sciences and imaging department faculty. The student may pursue the study of a specific area of radiologic technology such as research, laboratory experimentation, or both. Topics must be mutually agreed upon by the student and the instructor before registration.

SLHP 330 Global Health   **2 credits**

Introduction to the global healthcare system, especially as it pertains to developing countries. Health and illness issues are discussed in relation to the world community. Application of the topics discussed is pursued in a service-learning international experience. Students are expected to travel outside the United States. Course includes service-learning hours completed after the conclusion of all didactic materials. Students not enrolled as service learning honors scholars may take course with permission of instructor(s) and their academic advisors.

SLHP 331 Healthcare Needs of Underserved Populations   **2 credits**

Introduction to the healthcare needs of underserved populations in the United States. Health and illness problems of diverse groups in the United States are discussed, including but not limited to: the homeless, migrant workers, urban poor, and those living in rural settings. Application of the topics discussed results in a service-learning experience in a local community.

SLHP 332 Leadership in Service   **2 credits**

Introduction to the development and application of leadership skills with an emphasis on service in the local community. Students interact with College administration and Kettering Health Network leaders. Application of the topics includes contributing to and leading service

projects. Students set goals and collectively perform beyond the limits of individual accomplishment.

SLHP 333 Scholarship and Service   **2 credits**

Introduction to the development of primary research in a healthcare environment with a commitment to the role of research in advancing healthcare. Students can participate in and shape a scholarly project with Kettering Health Network leadership through the Innovation Center.

SOCI 115 Principles of Sociology   **3 credits**

A general introduction to the basic forms of human association and interaction, dealing with social processes, institutions, cultures, and personality.

SOCI 226 Marriage and the Family   **3 credits**

A study of the family as a social institution with emphasis on dating, love, courtship and marriage, sex, child-rearing, marital problems, and divorce.

SOCI 295 Independent Study in Sociology   **1-3 credits**

Independent study is available primarily for transfer students whose previous coursework does not meet content or credit equivalency. Other extenuating circumstances may also require the use of an independent study. A student must submit the independent study request form, available from the records office, before an independent study is granted. Permission is given on an individual basis.

SOCI 304 Modern Social Problems   **3 credits**

A concentration on major social problems in America. Content varies from semester to semester. Includes historical development, current status, and analysis using major social theories.

SOCI 320 Topics in Social Science   **3 credits**

An exploration of various issues associated with sociology and psychology.

SOCI 325 Topics in Cultural Studies   **1-4 credits**

Study of one of the traditional areas of cultural studies. Lectures, laboratory times, and prerequisites will vary according to the topic offered.

SOCI 375 Cultural Diversity in Healthcare   **3 credits**

Study of the principles of cultural diversity specifically applied to the healthcare setting. Explores social and cultural dimensions of health and healthcare and assessment and intervention techniques appropriate to specific cultural groups.

Prerequisites: ENGL 101 or equivalent and acceptance into a College major

SONO 205 Introduction to Sonography   **2 credit**

An introduction to the profession of diagnostic medical sonography and the role of the sonographer. Emphasis on sonographic terminology, basic protocols, communication, and professionalism in the clinical setting; history of ultrasound, accreditation, professional organizations, and registry significance will be presented. Trajecsys, an online clinical tracking tool, will be introduced.

SONO 300, 305, 310 Clinical Sonography I, II, III   **4 credits each**

Consecutive clinical sonography courses are an internship of supervised clinical practicum hours in which the student acquires the knowledge and skills relevant to abdominal, vascular, and gynecological sonography specialties. Students must achieve specific levels of clinical competence before advancing to the next clinical course.

SONO 301 Sonographic Physics and Instrumentation I   **2 credits**

The first course in a two-course series of sonographic physics and instrumentation covering basic principles. Topics include sound wave anatomy and properties, attenuation, echoes, piezoelectricity, transducers, focus, resolution, and imaging instruments.

SONO 302 Sonographic Physics and Instrumentation II   **2 credits**

The second course in a two-course series of sonographic physics and instrumentation covering basic principles. Topics include hemodynamics, Doppler equation, Doppler angle, color Doppler principles, color maps, continuous-wave and pulsed-wave Doppler, spectral analysis, spectral display, ultrasound artifacts, and bioeffects.

Prerequisite: SONO 301

SONO 305 Clinical Sonography II   **4 credits**

See description for SONO 300, 305, 310 Clinical Sonography I, II, III

SONO 306 Abdominal Sonography I   **4 credits**

The first course in a two-course series covering sonographic imaging of the abdomen and small parts. General principles of sonography scanning procedures, lab values related to patient disease processes, ultrasound characteristics of the various organs, and pathology of the abdominal vasculature, liver, biliary system, pancreas, and spleen will be discussed.

SONO 307 Abdominal Sonography II   **3 credits**

The second course in a two-course series covering sonographic imaging of the abdomen and small parts. Scanning procedures, lab values, ultrasound characteristics, and pathology of the gastrointestinal tract, kidneys, urinary tract, adrenal glands, prostate, thyroid, breast, and scrotum will be discussed.

Prerequisite: SONO 306

SONO 310 Clinical Sonography III   **4 credits**

See description for SONO 300, 305, 310 Clinical Sonography I, II, III

SONO 311 Vascular Sonography I   **4 credits**

The first course in a two-course series covering the study and uses of sonography in the diagnosis of vascular disease. Basic protocols for performing vascular sonography including carotid, lower-extremity, and upper-extremity arterial testing will be discussed. Indications, patient history, physical examinations, imaging techniques, and arterial pathology will be covered in depth.

SONO 312 Vascular Sonography II   **3 credits**

The second course in a two-course series covering the study and uses of sonography in the diagnosis of vascular diseases. Duplex, pulsed, and continuous-wave Doppler velocimetry and plethysmography testing of peripheral, intra/extracranial systems will be studied. Test validation, disease epidemiology, and therapeutic intervention in vascular disease will also be presented.

Prerequisite: SONO 311

SONO 316 Cardiac Testing   **1 credit**

An introductory course that covers various forms of cardiac testing excluding echocardiography. Basic ECG interpretation and the principles of ECG, Holter monitoring, an introduction to cardiac catheterization, and cardiac stress testing will be covered.

SONO 321 Gynecological Sonography   **2 credits**

Applications and scanning methods including transabdominal and transvaginal imaging of the female pelvis. Gynecologic pathology including tumors, pelvic inflammatory diseases, and congenital pelvic pathology will be presented. The menstrual cycle and its relationship to the sonographic appearance of reproductive organs and surrounding anatomy will be studied in depth.

SONO 395 Independent Study in Sonography   **1-3 credits**

An individualized course in which the student may investigate a special topic related to diagnostic medical sonography. The student will design a project and present it to the instructor for final approval.

Prerequisite: Approval from department chair

SONO 400, 405 Clinical Sonography IV, V   **4 credits**

each Consecutive clinical sonography courses are an internship of supervised clinical practicum hours in which the student acquires the knowledge and skills relevant to obstetrical sonography and echocardiography specialties. Students must achieve specific levels of clinical competence before advancing to the next clinical course and final clinical externship.

Prerequisite: SONO 310

SONO 401 Echocardiography I   **4 credits**

The first course in a two-course series covering the study and use of sonographic imaging as it relates specifically to the heart. Two-dimensional imaging as well as M-mode and Doppler testing in the detection of diastolic dysfunction and valvular and ischemic heart disease will be studied. Specialty echocardiographic examinations such as transesophageal, stress, and contrast studies will be introduced.

SONO 402 Echocardiography II   **3 credits**

The second course in a two-course series covering the study and use of sonographic imaging as it relates specifically to the heart. Pathophysiology of cardiac and pericardial disease processes, prosthetic heart valves, and cardiac tumors will be covered. An introduction to pediatric echocardiography and congenital heart defects will also be included in this course.

Prerequisite: SONO 401

SONO 405 Clinical Sonography V   **4 credits**

See description for SONO 400, 405 Clinical Sonography IV, V

SONO 406 Registry Review   **2 credits**

A review class to prepare for the sonography registry examinations offered by the American Registry of Diagnostic Medical Sonography (ARDMS). This course consists of comprehensive review and simulated examinations in abdomen and small parts, vascular, obstetrics and gynecology, and adult echocardiography.

Prerequisite: SONO 405

SONO 408 Seminar/Capstone   **1 credit**

A senior capstone course that emphasizes professional ethics, legal issues in sonography, informatics, resume writing, and employment opportunities.

SONO 410 Clinical Externship   **4 credits**

A final clinical practice experience offered during the final semester of the sonography curriculum. Students may use this practicum as an opportunity to integrate their experience from the previous two years and select a sonography specialty or specialties in which to do their rotations. Practicum experiences may take place at any site in which the students are under the supervision of a physician or registered sonographer, vascular technologist, or echocardiographer. New outside clinical affiliations may be sought. The student is responsible (under the guidance of the clinical coordinator) for the arrangement of these experiences.

Prerequisite: SONO 405

SONO 411 Special Project in Sonography   **2 credits**

Allows students to pursue advanced learning experiences in various aspects of diagnostic

medical sonography. Students will develop a project in consultation with a sonography faculty advisor. This course is offered as a senior project course but may be substituted with a sonography specialty course.

SONO 425 Obstetrical Sonography I   **3 credits**

Applications and scanning methods of obstetrical sonography will be the focus of this course. Sonographic examination in early pregnancy, estimation of gestational age, first-trimester screening, and fetal anatomy will be presented. Pathology associated with pregnancy will be discussed. Maternal disease and its role in pregnancy will be studied.

Prerequisite: SONO 321

SONO 426 Obstetrical Sonography II   **3 credits**

A continuation of Obstetrical Sonography I. The placenta, late pregnancy, abnormal growth and development, and special procedures will be presented. The application of sonography in the diagnosis and treatment of infertility will also be studied.

Prerequisite: SONO 425

SPAN 101 Spanish Culture and Communication I   **3 credits**

Designed to develop basic communication skills in speaking, listening, reading, and writing the Spanish language. Strong emphasis will be given to cultural aspects of the language and Spanish-speaking communities. This course is for beginners with no previous exposure to the Spanish language.

SPAN 102 Spanish Culture and Communication II   **3 credits**

Designed to continue developing basic communication skills in speaking, listening, reading, and writing the Spanish language. Strong emphasis will be giving to understanding and producing conversations and dialogues in the target language. Culture continues to be an important component of the course. Previous knowledge of Spanish is required.

Prerequisite: SPAN 101

SPAN 301 Spanish for Health Professions   **3 credits**

A hands-on study of the Spanish language and culture related to health professions. Students gain familiarity with basic written and oral vocabulary for the assessment of Spanish-speaking patients in a variety of settings. A major component of the course is a service-oriented project in the community. Previous basic experience with the Spanish language is required.

Prerequisites: placement exam; one semester of college-level Spanish.

Administration

BOARD OF DIRECTORS: OFFICERS

SHARLET BRIGGS, PHD, CHAIR
President
Kettering Health Main Campus

MICHAEL MEWHIRTER, VICE CHAIR
Interim CEO
Kettering Health

NATE BRANDSTATER, PHD, SECRETARY
President
Kettering College

MEMBERS

CELESTE RYAN BLYDEN, MS, MPM
Executive Secretary
Columbia Union Conference, SDA
Columbia, MD

MADELYN CALLENDER, RN, MSN, CNP
Kettering, Ohio

ROBERT CUNDIFF, MDIV
President
Ohio Conference, SDA
Dayton, Ohio

JOHN W. JERVIS, CIMA
Vice President, Financial Consultant
Merrill Lynch
Dayton, Ohio

BRENDA KUHN, PHD, RN
Chief Clinical Officer
Kettering Health

GEORGE LEWIS
President
Kettering Physician Network

DEREK MORGAN, MED
Vice President, Human Resources
Kettering Health

PHILLIP PARKER, CAE, CCE
President and CEO
Dayton Area Chamber of Commerce, retired
Dayton, Ohio

DONOVAN ROSS, PHD
Vice President for Education
Columbia Union Conference, SDA
Columbia, Md.

ROBERT SMITH, MD
Director of Medical Education
Kettering Health

DONALD WILLIAMS, PHD
Retired University Executive
Dayton, Ohio

INVITEES

WENDI BARBER, CPA, MBA
Chief Financial Officer
Kettering Health Main Campus

SCOTT BENNIE, DSC

Dean of Academic Affairs

Kettering College

ADAM BROWN, MS

Dean of Student Success

Kettering College

NICHOLAS HENSON, MBA

Director of Finance and Administration

Kettering College

PAULA REAMS, PHD, APRN, CNP, CNE, LMT

Dean of Nursing

Kettering College

RICK THIE, CHFC, CWS

President

Kettering Health Foundation

THE COLLEGE

Kettering College is the educational division of Kettering Health Main Campus, which in turn is part of Kettering Health.

The College opened in 1967, and like the hospital next door, it was part of the original vision of Eugene and Virginia Kettering, Charles F. Kettering's son and daughter-in-law. Eugene and Virginia Kettering wanted education to be a key feature of the institution they worked so hard to establish, and programs in nursing, respiratory care, and radiologic technology came into being at the start. In 1969, 66 students made up the first graduating class.

The physician assistant program started in 1973; the diagnostic medical sonography program began in 1981. The College's first four-year degree, in health professions, came into being in 1997, and a bachelor's degree in nursing followed in 2001. In 2006, the College began offering a bachelor's in human biology and a master's degree in physician assistant studies. The College welcomed its first doctoral degree students in occupational therapy in 2015.

OFFICERS OF THE COLLEGE

Chairman of the Board: Sharlet Briggs, PhD

President: Nate Brandstater, PhD

EXECUTIVE TEAM

Dean of Student Success: Adam Brown, MS

Director of Finance and Administration: Nicholas Henson, MBA

Dean of Academic Affairs: Scott Bennie, DSc

Dean of Nursing: Paula Reams, PhD, APRN, CNP, CNE, LMT

GENERAL STAFF

ADMISSIONS AND RECORDS

Associate Dean of Enrollment Management and Communication: Jessica Beans, MS

Registrar: Robert Reeder, MA

Director of Admissions: Katrina Hill, BS

LIBRARIES

Senior Information Officer: Jim Nesbit, MBA

STUDENT SUCCESS

Associate Dean of Students: Ben Hotelling, MS

BUSINESS

Director of Finance and Administration: Nicholas Henson, MBA

Director of Student Finance: Kim Rawlins, BS

ACCREDITATIONS

THE COLLEGE

Kettering College is accredited by the Higher Learning Commission (HLC; 1230 S. LaSalle St., Suite 7-500, Chicago, IL 60604-1413; 800-621-7440; hlcommission.org), an institutional accreditation agency recognized by the U.S. Department of Education.

The college is accredited by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities (AAA; 12501 Old Columbia Pike, Silver Spring, MD 20904; 301-680-5068; fax: 301-622-9627; adventistaccreditingassociation.org), the denominational accrediting authority for all tertiary and graduate educational programs and institutions owned by Seventh-day Adventist Church entities. It evaluates the quality of the denominational institutions' programs and their implementation of the Seventh-day Adventist philosophy of education in order to foster the unity and mission of the Church.

The college is authorized by the Ohio Department of Higher Education (ODHE; 25 S. Front St., Columbus, OH 43215; 614-466-6000; fax: 614-466-5866; highered.ohio.gov) to offer the following degrees: Associate of Science, Bachelor of Science, Bachelor of Science in Health Sciences, Bachelor of Science in Nursing, Master of Physician Assistant Studies, and Doctor of Occupational Therapy.

The College has been approved by the respective U.S. government agencies for acceptance of foreign students and for student eligibility under the U.S. Department of Veterans Affairs education benefits and the U.S. Department of Education and Health and Human Services loans and grants. Individual professional curricula are approved as follows:

DIAGNOSTIC MEDICAL SONOGRAPHY

The diagnostic medical sonography program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP, 9355 113th St. N, No. 7709, Seminole, FL 33775; 727-210-2350; fax: 727-210-2354; mail@caahep.org) upon recommendation by the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS, 6021 University Blvd., Suite 500, Ellicott City, MD 21043; phone: 443-973-3251; fax: 866-738-3444; jrcdms.org).

NURSING

The Bachelor of Science in Nursing (BSN) prelicensure (BSN-P), the Accelerated BSN-P, and the LPN-to-BSN tracks have been granted full approval from the Ohio Board of Nursing (OBON, 17 S. High St., Suite 660, Columbus, OH 43215). The BSN-P, Accelerated BSN-P, LPN-to-BSN, and the RN-to-BSN completion tracks are accredited by the Accreditation

Commission for Education in Nursing (ACEN; 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326; 404-975-5000; acenursing.org).

OCCUPATIONAL THERAPY

The entry-level occupational therapy doctoral degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA, 6116 Executive Blvd., Suite 200, North Bethesda, MD 20852-4929; 301-652-AOTA; www.acoteonline.org). Graduates of the program are eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual is an Occupational Therapist, Registered (OTR). All states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT certification examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

PHYSICIAN ASSISTANT STUDIES

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the Master of Physician Assistant Studies Program sponsored by Kettering College. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The date for the next validation review of the program by the ARC-PA is September 2023. The review date is contingent upon continued compliance with the accreditation standards and ARC-PA policy.

RADIOLOGIC SCIENCES AND IMAGING

Opened in 1965 as the Kettering Memorial Hospital School of Radiologic Technology, the radiologic technology course of study is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT; 20 N. Wacker Drive, Suite 2850, Chicago, IL 60606-3182; 312-704-5300; jrcert.org) and by the Ohio Department of Health X-Ray Control Program. The advanced imaging programs are accredited within the scope of the College's regional accreditation process. The nuclear medicine program is accredited by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT; 2000 W. Danforth Road, Suite 130, No. 203, Edmond, OK 73003; 405-285-0546; jrcnmt.org/).

RESPIRATORY CARE

The Commission on Accreditation for Respiratory Care (CoARC, 264 Precision Blvd., Telford, TN 37690; 817-283-2835; www.coarc.com) has granted Accreditation-Continued status to the Entry into Respiratory Care Bachelor of Science Degree Program (Program No. 200073) and granted provisional Accreditation status to the Degree Advancement Respiratory Care Program Bachelor of Science in Health Sciences (Program No. 510004) sponsored by Kettering College.

The respiratory care program is approved by the State Medical Board of Ohio, 30 E. Broad St., 3rd Floor, Columbus, OH 43215.

Faculty

The date following the name indicates the year the faculty member began employment at Kettering College. The date following the faculty member's academic rank indicates the year in which that rank was granted.

SUSAN AEBKER, 2014
OTR/L
DHSc University of Indianapolis MHS University of Indianapolis BS-OT Ohio State University AS Kettering College
Professor, Occupational Therapy, 2018
Academic Fieldwork Coordinator, Occupational Therapy, 2023

HOPE APPELBAUM, 2003
RRT-ACCS
MEd Northcentral University
BS Wright State University
AS Kettering College
Associate Professor, Respiratory Care, 2021
Chair, Respiratory Care, 2023

ASHLEY BARNETT, 2018
RN
MS Wright State University
BSN Wright State University
Assistant Professor, Nursing, 2018

LOREN BARNHURST, 2019
PhD University of Denver
BS Andrews University
Professor, Sciences and Mathematics, 2019

SCOTT BENNIE, 2019
PT, FNAP
DSc Loma Linda University
MBA La Sierra University
MPT Loma Linda University
BS Loma Linda University
Dean, Academic Affairs, 2021

MARISA BLAHOVICH, 2015
RN, CHSE
MS Nursing Education Andrews University
BSN Faculdade Adventista de Enfermagem
Associate Professor, Nursing, 2015
Chair, BSN-P and LPN to BSN-P, 2022

MEGAN BONK, 2018

PA-C

MPAS Kettering College

BS Kettering College

Assistant Professor, Physician Assistant
Studies, 2018

SARAH BRANDELL, 2020

PA-C

MPAS Kettering College

BS Ohio State University

Assistant Professor, Physician Assistant
Studies, 2020

NATE BRANDSTATER, 2014

PhD University of California, Los Angeles

MBA La Sierra University

AB Occidental College

President, 2014

LAURIE BROMAGEN, 2004

MS University of Maryland

BS Wright State University

Associate Professor, Sciences and
Mathematics, 2017

JERRY CERVANTES, 2022

RN

MSN Northern Kentucky University

BSN Ohio University

AAS Sinclair Community College

Assistant Professor, Nursing, 2022

DUANE COVRIG, 2022

PhD University of California,
Riverside

MA Loma Linda University

BA Weimar College

Professor, Humanities, 2022

MICHAEL DAVIS-CHESHIRE, 2016

OTR/L

OTD Indiana University

MOT Texas Woman's University

BA University of Texas at Arlington

Professor, Occupational Therapy, 2023

RHONDA DAVIS-CHESHIRE, 2015

OTR/L

OTD Indiana University

MOT Texas Woman's University

BS Atlantic Union College

Associate Professor, Occupational Therapy,
2021

PAUL DELANGE, 1982

PhD University of Dayton

MS Miami University

BA Cedarville College

Professor, Sciences and Mathematics, 1995

Chair, Sciences and Mathematics, 2011

ELIZABETH DIEM, 2018

PA-C

MPAS Kettering College

BS Wright State University

Assistant Professor, Physician Assistant
Studies, 2018

KRISTIN DORSEY, 2011

MS Wright State University

BS The Ohio State University

Visiting Assistant Professor, Sciences and
Mathematics, 2023

ADELAIDE DURKIN, 2007

RN, COI, CNE, DipACLM

DNP Southern Adventist University

MS Loma Linda University

BSN Centro Universitario Adventista

Associate Professor, Nursing, 2010

Chair, RN-to-BSN-P, 2022

JONATHAN ENGELMAN, 2011

PhD University of Cincinnati

MA Western Michigan University

BS Walla Walla University

Professor, Sciences and Mathematics, 2022

KATHERINE FERRELL, 2021

RN, OMS, WCC

MSN Chamberlain University

BSN Kettering College

RN Kettering College

Assistant Professor, Nursing, 2021

SAMANTHA FULLEN, 2022

RT(R)(CT)(MR)

BSHS, Kettering College, 2016

AS, Kettering College, 2014

Instructor, Radiologic Sciences and

Imaging, 2022

SCOTT GARDNER, 2018

FACS

MD Loma Linda University

BS Andrews University

Board Certification: General Surgery

Professor, Physician Assistant

Studies, 2018

Medical Director, Physician Assistant

Studies, 2018

LIZ GOLBA, 2013

RRT-NPS, RPFT, COI

EdD University of Dayton

MEd Northcentral University

BS University of Dayton

AS Sinclair Community College

Professor, Health Sciences, 2023

Chair, Health Sciences, 2021

JILL-RENAE GULCZINSKI, 2006

PA-C

MSHS George Washington University

BS State University of New York-

Binghamton

Associate Professor, Physician Assistant

Studies, 2015

JOSHUA HAMILTON, 2022

MD Texas A&M University Health Science

Center

MS Baylor University

BS Baylor University

Board Certification: Neurological Critical

Care, Critical Care Medicine, Pulmonary

Medicine, Internal Medicine

Medical Director, Respiratory Care, 2022

KIMBERLY HATCHER, 2017

RN, CCRN-CMC

MSN Ohio University

BSN Ohio University

ADN Cape Fear Community College

Assistant Professor, Nursing 2022

SHANESE HIGGINS, 2014
OTR/L, BCMH
DHSc University of Indianapolis
MOT University of Indianapolis
BS University of Dayton
Professor, Occupational Therapy, 2023
Chair, Occupational Therapy, 2018

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

MELINDA HOPKINS, 2016
RN
DNP Chamberlain College of Nursing
MSN Chamberlain College of Nursing
BSN Chamberlain College of Nursing
ASN Kettering College
Assistant Professor, Nursing, 2016

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

TUTA IONESCU, 2011
RT(R)(CT)
EdD University of Phoenix
MSHSA University of St. Francis
BS University of St. Francis
AS Sinclair Community College
Professor, Radiologic Sciences and
Imaging, 2016
Chair, Radiologic Sciences and Imaging,
2017

IDAMAE JENKINS, 2017
RT(R)
MA Northern Arizona University
BS Andrews University
AS Kettering College
Assistant Professor, Radiologic Sciences and
Imaging, 2017
Clinical Coordinator, Radiologic Sciences and
Imaging, 2017

NICHOLAS JOHNSTON, 2021
RRT-ACCS
MBA Indiana Wesleyan University
BS Boise State University
AS Kettering College
Assistant Professor, Respiratory Care, 2021
Director of Clinical Education, Respiratory Care,
2023

ANGELA KUCK, 2020
RNC-MNN
MS Wright State University
BSN Wright State University
Assistant Professor, Nursing, 2022

CHIOMA LINDO, 2018

OTR/L

MS D'Youville College

BS D'Youville College

BA University of Windsor

Assistant Professor, Occupational Therapy, 2018

JEANNETTE LITTLE, 2018

RN, FACHE, NEA-BC

DNP Wright State University

MSN University of New Mexico

MS Michigan State University

BSN Wright State University

Associate Professor, Nursing, 2018

Chair, Nursing Clinical Practice, 2022

CHRISTINE MARRIOTT, 2020

PA-C

MPAS Kettering College

BS Cedarville University

Assistant Professor, Physician Assistant

Studies, 2020

BETH MAXWELL, 1999

RVT, RDCS, RDMS(AB/OB)

BS University of Dayton

AS Kettering College

Assistant Professor, Diagnostic Medical

Sonography, 2005

VAIL MCGUIRE, 1988

PhD Miami University

MA Wright State University

BA Wittenberg University

Professor, Humanities, 2008

BEVERLEY MCLEAN, 2006

RN, CHSE

MS Walden University BS

Rutgers University BS

Gordon College

Associate Professor, Nursing 2015

Nursing Coordinator, IPE Simulation Center, 2019

DANIELLE MCPECK, 2017

OTR/L

OTD University of Toledo

BS Bowling Green State University

Assistant Professor, Occupational Therapy, 2017

Doctoral Capstone Coordinator, Occupational Therapy, 2023

LAURA MILLER, 2013

MA University of Dayton

BA Cedarville University

Associate Professor, Humanities, 2017

RACHEL MOUTOUX, 2008

RDMS(AB/OB)

MEd Wright State University

BS Kettering College

AS Kettering College

Associate Professor, Diagnostic Medical

Sonography, 2017

Clinical Coordinator, Diagnostic Medical

Sonography, 2020

JANE NESBIT, 2004

MA Ohio State University

BS Columbia Union College

Associate Professor, Sciences and

Mathematics, 2008

JOHN NUNES, 2018

PhD Capella University

MBA Old Dominion University

BS University of TN-Chattanooga

Professor, Health Sciences, 2018 Director,

Online, Professional, and Continuing

Education, 2020

JUSTINA OR, 2022

PhD Grand Canyon University

MS University of Edinburgh

MSA Central Michigan University

BS Ashworth College

BS Hong Kong Polytechnic University

Assistant Professor, Humanities, 2022

NICOLE ORIAN, 2021

RN

DNP University of Pittsburgh

MSN Nebraska Wesleyan University

BSN Union College

AS Union College

Professor, Nursing,

2021

Chair, Graduate Nursing Programs, 2021

CAROLINE PALMER, 2022

PA-C

MPAS Kettering College

MA Wright State University

BA Miami University

Assistant Professor, Physician Assistant
Studies, 2022

CYNTHIA PARKER, 2000

RN, COI

PhD Walden University MS Andrews University

MSPH Walden University BSN Andrews

University

AS Sinclair Community College Professor,

Nursing, 2014

DAVID PRICE, 2005

MS Central Michigan University

BS Park College

AS Park College

Associate Professor, Humanities, 2013

L. SUSAN MCLAUGHLIN PRICE, 1991

RRDMS, RVT

PhD University of Dayton

MS University of Dayton

BS Park College

AS Central Ohio Technical College

AS Kettering College

Professor, Diagnostic Medical Sonography,

2009

Chair, Diagnostic Medical Sonography, 1999

RANDA K. QUALE, 1993

MS Wright State University

BS Dana College

Associate Professor, Sciences and

Mathematics, 2006

Associate Dean, Assessment and Accreditation,

2022

MARIA RANKIN-BROWN, 2021

PhD Indiana University of Pennsylvania

MA University of Northern Colorado

BS Pacific Union College

Professor, Humanities, 2021

PAULA K. REAMS, 1987

AAPRN, CNP, CNE

NP Certificate Indiana State University

PhD University of Dayton

MS Wright State University

BSN University of Cincinnati

Professor, Nursing, 2006

Dean of Nursing, 2020

VANESSA ROGERS, 2018

MPA-C

MPAS Kettering College

BSN University of Cincinnati

Assistant Professor, Physician Assistant
Studies, 2018

KATHLEEN SALGADO, 2001

MLS Kent State University

BS University of Dayton

Associate Professor, College Library, 2006

TIM SCANLON, 2013

PA-C

MS A.T. Still University

BS Kettering College

AS Kettering College

Associate Professor, Physician Assistant
Studies, 2017

Chair, Physician Assistant Studies, 2020

DANIEL L. SCHOUN, 1999

MS Wright State University

MS Andrews University

BS Andrews University

Associate Professor, Sciences and
Mathematics, 2013

ERIC SCOTT, 2023

DMin Fuller Theological Seminary

MDiv Andrews University

BA Loma Linda University

Assistant Professor Humanities, 2023

DEVON SKINNER, 2018

RN

MSN Jacksonville University

BSN Cedarville University

Assistant Professor, Nursing, 2019

JEAN STIVERS, 2011

RN, RNC-OB, CNE

MS Regis University

BSN Andrews University

Associate Professor, Nursing, 2011

KEREN TANGUAY, 2022

PhD Ohio State University

MDiv Fuller Theological Seminary

BA Southern Adventist University

Assistant Professor, Humanities, 2022

SUKIRA TOTTY, 2018

RN

MA Ohio State University

BSN Kettering College

Assistant Professor, Nursing, 2022

JOAN K. ULLOTH, 1983

RN, CNE

PhD Andrews University

MSN Loyola University

BSN Southern College

AS Southern College

Professor, Nursing, 1999

DEBORAH WARREN, 2011

RN, CNS

MSN-CNS Wright State University

MSN Wright State University

AS Kettering College

Assistant Professor, Nursing, 2020

CORY WETTERLIN, 2018

PhD Andrews University

MDiv Andrews University

BA in Religion Andrews University

Associate Professor, Humanities, 2023

Chair, Humanities, 2021

SHAWNYA WILBORNE, 2021

RDMS, RDCS, RVT

BA Virginia Polytechnic Institute & State
University

AS Kettering College

Assistant Professor, Diagnostic Medical
Sonography, 2021

LYNETTE WILLIAMS, 2013

RN-BC, CCRN-K

DNP Xavier University

MSN Xavier University

AS Sinclair Community College

Associate Professor, Nursing, 2021

Chair, Accelerated BSN-P

PAMELA WIREMAN, 2020

PA-C

MPAS Kettering College

BS Kettering College

Assistant Professor, Physician Assistant
Studies, 2020

ADJUNCT FACULTY

Delaine Adrian, MS, RN
Amanda Albright, PharmD
Raj Attiken, DMin
Tricia Baldosser, MSN, RN
Laura Barajas, MSN, RN
Lee Bricker, PA-C
Audrey Brown, PA-C
Amber Byrd, OTD, OTR/L
Kathy Cameron, BS
Michelle Clark, MSN, RN
Erica Coverstone, OTD, OTR/L
Kathy Craft, BSN, RN
Lauren Dynes, MSN, RN
Hannah Fender, OTD, OTR/L
Don Flowers, DO
Alyssa Foll, MA
Carolyn Gersch, PhD
Sarah Gould, PA-C
Casey Harnly, PA-C
Brittany Hauk, MSN, RN
Jayme Hawrylak, OTD, OTR/L
Sara Hoar, MS, BSN, RN
Diana Hollen, BSN, RN
Terri Hoover, BSN, RN
Christine Howell, OTD, OTR/L
Rachelle Janning, OTD, OTR/L
Kristen Jewett, BSN, RN
Faith Jimenez, BSN, RN
Stephen Kathman, PA-C
Emily Kesner, MSN, RN
Megan Kreill, MS, OTR/L
Courtney Laczko, PA-C
Tiffany Lester, OTD, OTR/L
Michelle Magnuson, BSN, RN
Pam Marion, MSN, RN
Kaylynn Michael, OTD, OTR/L
Valerie Moren, MD
Kelcey Nazareno, PA-C

Emma Norris, OTD, OTR/L
Siv Nyanzi, DNP
Marie Oram, PA-C
Chelsea Pfeiffer, BSN, RN
Kristina Philips, BSN, RN
Marsha Pippinger, MA
Alex Rank, PA-C
Robert Reeder, MA
Rebecca Reitzel, BS, OTR/L
Cheryl Rotterman, PhD, RN
Steven Sassaman, BSN, RN
Caitlin Shortslef, BSN, RN
Jacob Sillaman, PA-C
Sandhu Smanpreet, PA-C
Susan Smith, MS, RN
Van Spitler, BSN, RN
Taylor Stanford, OTD, OTR/L
Kaleigh Strayer, MSN, RN-BC
Debra Stump, MSN, RN
Johannon Tate, DMin
Ashley Thorsky, OTD, OTR/L
Jenni Townsend, BSN, RN
Jude Venanzi, MSN, RN
Jodi Vogel, OTD, OTR/L
Lisa Wiggerhaus, BSN, RN
Jessica Wilson, PA-C
Holly Woods, BSN, RN

Staff

ACADEMIC OFFICES

Dean of Academic Affairs, Administrative
Assistant: Heather Jones, 2022

Division of Arts and Sciences/Radiologic
Technology, Office Assistant: Cathy
Roth, 2011
AS Grand Rapids Baptist College (now
Cornerstone University)

Health Sciences, Office Assistant: Renee
Fite, 2021

Nursing, Office Assistant: Jessica Allen,
2018
BS Wright State University

Nursing, Administrative Assistant: Alba
Santana, 2024

Nursing Clinical Coordinator: Mary Harden,
2017

Occupational Therapy, Office Assistant:
Mary Kay Cobb, 2016
BA Wright State University

Occupational Therapy, Site Office
Coordinator/Academic Advisor and
Ponitz Pipeline Coordinator: Pamela
Wilson, 2001
BS Wilberforce University

Physician Assistant, Office Assistant:
Juliana Sundgaard, 2023
BS Miami University

Physician Assistant, Clinical Coordinator:
Valerie Pequignot, 2023
AS Sinclair Community College

Physician Assistant, Admissions
Coordinator: Mary Guzman, 2009
BA Western Michigan University

Respiratory Care / Sonography, Office
Assistant: Sandy Tuttle, 2012
AS Milligan College

ACADEMIC SUPPORT

Associate Director of Student Success
Brittany Seeger, 2022
MEd Wright State University
BA Wright State University

Director of Disability/Title IX Coordinator:
Emily Cowell, 2022
MEd Antioch
BA Wright State University

ADMISSIONS

Director of Admissions: Katrina Hill, 2014
BS Pacific Union College
Assistant Director of Admissions: Heather
Mays, 2016
BS Andrews University
Admissions Counselor: Sarah Schultz, 2007
AS Sinclair Community College
College Recruiter: Janice Cosme, 2022
MS Southern Adventist University
College Recruiter: Hillary Allen, 2021
MA California State University-
Stanislaus
BA Pacific Union College
College Recruiter: Samantha Seaman
BA Western Washington University
CRN Administrator: Haritha Moturi, 2020
MBA Washington Adventist University

ALUMNI

Director of Alumni Relations and Career
Services: Ashley Neu, 2020
BS Andrews University

BUSINESS

Director of Finance and Administration:
Nicholas Henson, 2015
MBA Webster University
BBA Southern Adventist University

CAREER SERVICES

Ashley Neu, 2020
BS Andrews University

CHAPLAIN

Campus Chaplain: Judith Mendoza, 2021
BA Pacific Union College
MA Andrews University

ENROLLMENT SERVICES

Dean of Student Success: Adam Brown,
2016
MS Bay Path University
BS Southern Adventist University

INFORMATION TECHNOLOGY

Senior Information Officer: Jim Nesbit, 2005
MBA Washington State University
BS Walla Walla University
A+/CompTIA
MCP (Microsoft Certified Professional/
Microsoft)
CCNA (Cisco Certified Network
Association/ Cisco)
Instructional Technologist: Mia
Pomales, 2022
MA Baldwin Wallace
BA Western Governor's University
College Workstation Administrator: Drew
Kistler, 2022
Help Desk: Matt Doucette, 2018
Senior Information Analyst: Vic Kovacs,
2021

INTERPROFESSIONAL EDUCATION CENTER SIMULATION

IPE Simulation Center Co-Coordinator:
Phillip Smith, CHSOS, EMT-P
BA

IPE Simulation Technician: Gerson Hortua, 2020
BM, Adventist University of Colombia

LIBRARIES

Senior Information Officer: Jim Nesbit, 2005
MBA Washington State University
BS Walla Walla University

Reference Librarian: Kathy Salgado (Faculty), 2001
MLS Kent State University
BS University of Dayton

Circulation Services Librarian: Pamela Stevens, 2014
MLIS Wayne State University
BA Andrews University

Library Technician II: Stella Freeman, 1982

PRESIDENT'S OFFICE

Executive Assistant: Diane Bartram, 2019
BA Georgetown College

PUBLIC RELATIONS

Director of Public Relations and Marketing:
Courtney Dove, 2021
MA Southern New Hampshire University
BA Central State University

Communications Specialist: Joel Granados, 2022
BA Southwestern Adventist University

Communications Specialist: Rebecca Ingle, 2021
MA Roosevelt University
BS Ohio University

Communications Specialist: Ariana Jervis, 2022
BS Wright State University

RECORDS

Director of Records (Registrar): Robert Reeder, 2001
MA Wright State University
BS (2) Ohio State University

Associate Registrar: Josie Burns, 2017
BA Andrews University

Associate Registrar: Sarah Bayer, 2003
MEd University of Dayton
BS Andrews University

Admissions Counselor: Bridget Aiello, 2015

RECRUITMENT

Associate Dean of Enrollment Management and Communication: Jessica Beans, 2014

 MS Colorado State University

 BS Southern Adventist University

Recruiter: Hillary Allen, 2022

 MA California State University

 BA Pacific Union College

Front Desk/Assistant to Recruitment:

RESIDENCE HALL

Director of Student Life and Residence Hall: Courtney Sewell, 2023

 BS Cedarville University

RETAIL SALES

Manager: Jessica Oldfield, 2014

STUDENT AFFAIRS

Associate Dean of Students: Ben Hotelling, 2016

 MS Wright State University

 BS Andrews University

STUDENT FINANCE

Director of Student Finance: Kim Rawlins, 1991

Associate Director of Financial Aid: Shannon Hammons, 2007

 BS Urbana University

Financial Aid Counselor, VA Certifying Official: Melissa Franklin, 2006

Associate Director of Financial Aid: Robin Clinefelter, 2003

 BS Wright State University

Student Account Representative: Michele Dock, 2022

STUDENT HEALTH

Student Health Coordinator: Sarah Bayer, 2003

 MEd University of Dayton

 BS Andrews University

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