



Academic Bulletin  
for Undergraduate and Graduate Studies  
  
2025 – 2026

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Note: 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. Any changes made to policies in this Academic Bulletin during the academic year will come into effect upon their approval. If changes occur, these will be publicized through normal College communication channels and included in the next edition of the Academic Bulletin.

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## Academic Calendars

### Traditional Programs

#### FALL SEMESTER 2025-2026\*\*

Monday, Aug 18–Wednesday, Aug 20 .....	Faculty and staff pre-week
Friday, Aug. 22 .....	Fall welcome
Monday, Aug. 25.....	Classes begin
Tuesday, Aug. 26 .....	Convocation
Wednesday, Aug. 27 .....	Last day to add a class*
Monday, Sept. 1.....	Labor Day; no classes***
Monday, Sept. 8.....	Last day to drop with 100% refund *
Thursday, Oct. 9–Friday, Oct. 10.....	Fall break***
Monday, Oct. 13 .....	Classes resume
Friday, Oct. 17 .....	Semester midpoint
Monday, Oct. 27 .....	SP-25/26 Registration Opens
Friday, Nov. 21 .....	Last day to drop with W
Wednesday, Nov. 26–Friday, Nov. 28.....	Thanksgiving break; no classes
Monday, Dec. 1.....	Classes resume
Thursday, Dec. 11.....	Nursing Pinning
Friday, Dec. 12 .....	Last Day of the semester
Grades collected Dec.15 & 16 .....	Grades due by 12 noon on the 16th
Saturday, Dec. 13–Sunday Jan. 11 .....	Christmas break

#### SPRING SEMESTER 2025-2026\*\*

Friday, Jan. 9 .....	Spring welcome
Monday, Jan. 12.....	Classes begin
Wednesday, Jan. 14 .....	Last day to add a class*
Monday, Jan. 19.....	Martin Luther King Jr. Day; no classes***
Monday, Jan. 26.....	Last day to drop with 100% refund *
Friday, Feb. 27.....	Semester midpoint
Monday, March 9–Friday, March 13.....	Spring break for all undergraduates, first-year PA students, and OTD students in semesters 2, 5 (clinical group 2 only); classes resume Monday, March 16
Monday, March 16–Friday, March 20.....	Spring break for OTD students in semesters 2, 5 (clinical group 1 only)
Monday, March 23–Friday, March 27.....	Spring break for second-year PA students
Friday, April 3 .....	Good Friday; no classes***
Friday, April 10 .....	Last day to drop with W
Thursday, April 30 .....	Last Day of the semester
Friday, May 1.....	Spring graduation
Monday, May 4–Friday, May 8.....	Break

\*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.

## SUMMER SEMESTER 2025-2026\*\*

Monday, May 4 .....	Second-year PA cohort semester start date
Friday, May 8.....	Summer welcome
Monday, May 11.....	Classes begin
Wednesday, May 13.....	Last day to add a class*
Friday, May 22 .....	Last day to drop with 100% refund
Monday, May 25 .....	Memorial Day; no classes***
Wednesday, June 24 .....	Last day to drop with W*
Friday, July 3 .....	Independence Day; no classes***
Friday, July 17 .....	Last Day of classes for standard programs
Friday, July 17 .....	Summer graduation
Saturday, July 18–Sunday, Aug. 25.....	Break for students in standard programs
Friday, July 31 .....	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 2025-2026

Monday, Aug. 25.....	First seven-week session starts
Wednesday, Aug. 27 .....	Last day to add for first and second seven-week sessions (7A, 7B)
Friday, Aug. 29 .....	Last day to drop a 7A course with 100% refund
Friday, Sept. 26 .....	Last day to drop a 7A course with W
Friday, Oct. 10.....	Last day of first seven-week session
Monday, Oct. 13–Friday, Oct. 17 .....	Break
Monday, Oct. 20 .....	Second seven-week session starts
Friday, Oct. 24.....	Last day to drop a 7B course with 100% refund and grade of Z
Friday, Nov. 21 .....	Last day to drop a 7B course with W
Monday, Nov. 24–Friday, Nov. 28 .....	Thanksgiving break; no classes
Thursday, Dec. 11.....	Nursing Pinning
Friday, Dec. 12 .....	Last Day of second seven-week session
Saturday, Dec. 13 – Sunday, Jan. 11.....	Christmas break

### SPRING SEMESTER 2025-2026

Monday, Jan. 12.....	First seven-week session starts
Wednesday, Jan. 14 .....	Last day to add for first and second seven-week sessions (7A, 7B)
Friday, Jan. 16 .....	Last day to drop a 7A course with 100% refund
Friday, Feb. 13.....	Last day to drop a 7A course with W
Friday, Feb. 27.....	Last Day of first seven-week session
Monday, March 2–Friday, March 13.....	Session break (including Spring break)
Monday, March 16.....	Second seven-week session starts
Friday, March 20 .....	Last day to drop a 7B course with 100% refund and grade of Z
Friday, April 17 .....	Last day to drop a 7B course with W
Thursday, April 30 .....	Last Day of second seven-week session
Friday, May 1.....	Spring graduation
Saturday, May 4–Sunday May 8.....	Break

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

## SUMMER SEMESTER 2025-2026

Monday, May 11 .....	First seven-week session starts
Wednesday, May 13.....	Last day to add for first and second seven-week sessions (7A, 7B)
Friday, May 15 .....	Last day to drop a 7A course with 100% refund
Friday, June 12 .....	Last day to drop a 7A course with W
Friday, June 26 .....	Last Day of first seven-week session
Monday, June 29.....	Second seven-week session starts
Monday, July 6 .....	Last day to drop a 7B course with 100% refund with a grade of Z
Friday, July 17 .....	Summer graduation
Friday, July 31 .....	Last day to drop a 7B course with W
Friday, Aug. 14 .....	Last Day of second seven-week session
Saturday, Aug. 15–Sunday, Aug. 28 .....	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 (KC) is owned by Kettering Health - Main Campus (KHMC) and chartered by the Seventh-day Adventist Church. It was the vision of Eugene W. Kettering, to establish a distinguished medical and educational center honoring the legacy of his father, revered inventor, Charles F. Kettering, and dedicated 35 acres of family estate for the KHMC, including KC, campus. Reflecting this vision, the campus was conceived to offer medical services and serve as an educational hub nurturing young minds for impactful service globally.

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 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. The campus in Kettering, Ohio, accessible from Interstate 75 and the Dayton International Airport, features classrooms, laboratories, libraries, the Residence Hall, lounges, auditoriums, a cafeteria, laundry, computer facilities, and other offices and services. Shopping centers and other amenities are also conveniently close to the College.

In 2015, Kettering College expanded by establishing a second facility in Greene County, Ohio, dedicated to the occupational therapy doctoral program, reflecting the institution's commitment to excellence and evolving educational needs.

## Accreditation

Kettering College is accredited by the Higher Learning Commission for degree programs through the doctoral level. Its offerings are approved by the Accrediting Association of Seventh-day Adventist Colleges, Schools, and Universities (AAA) and are authorized by the Ohio Department of Higher Education. Details and information on programmatic accreditation and approval by their respective professional organizations appear in this Academic Bulletin in the respective programs' sections and in the section on administration.

## Guiding Statements

### 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.

### Vision

We transform lives through innovative healthcare education.

### Values

As educators, we especially value:



### *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.

## Pillars and Institutional Outcomes

### [\(Back to Graduate Outcomes\)](#)

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.

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.

## Statement of Belonging

As a Christ-centric institution of higher education, Kettering College is committed to fostering a culture of belonging by treating all individuals with the love, dignity, and respect exemplified in the loving and healing ministries of Jesus. Following His example, we welcome and value each person as a reflection of God's creation.

## 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.

## Degrees and 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.

## 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.

### Computer and IT 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.

### Library

The College Library provides library resources, instruction, and services to support all academic programs offered by the College. The library's collection includes both print and e-books, streaming media, and an extensive collection of electronic journals. The library also provides access to numerous EBSCOhost research databases. Internet access is available on all public terminals. Through an affiliation with Wright State University, the Kettering College library participates in OhioLINK, a consortium of college and university libraries throughout the state of Ohio. OhioLINK enables students to extend their research beyond the walls of Kettering College through access to OhioLINK member library print collections. Students may also take advantage of a small collection of spiritual growth and self-help reading books and SDA magazines.

## Student Success Center

Student Success personnel are available to assist students in developing effective strategies for learning. Tutoring, group review, learning assessment, student success 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.

## Clinical Facilities and Resources

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

## 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.

## Department Contact Information

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

Department Name	Phone # or Ext	Department Name	Phone # or Ext
Academic Affairs	X58817	Online, Professional, & Continuing Education	X58837
Administration	X55684	Occupational Therapy	937-490-0208, X109
Admissions	X55684	Physician Assistant Studies	X55606
Alumni Engagement	X54911	President	X58618
Career Services	X54911	Public Relations and Marketing	X55611
Chaplain	X55665	Radiologic Sciences and Imaging	X55620
Community Outreach	X58837	Records/Registrar	X56615
Diagnostic Medical Sonography	X55656	Residence Hall	X55665
Enrollment Management & Recruitment	X55663	Respiratory Care	X55693
Financial Aid	X58610	Sciences and Mathematics	X55620
Health Sciences	X58837	Spiritual Life and Experiences	X55665
Humanities and Social Sciences	X55620	Student Affairs	X55712
IPE Simulation Center	X58642	Student Finance	X58610
IT	X55685	Student Success Center	X55646
Library	X55632	Title IX Program	X55646
Nursing	X58642		

## New Student Information

### Application

#### Requirements

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.

#### 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.org](http://www.jsilny.org) / email: [info@jsilny.org](mailto:info@jsilny.org) / telephone: 305-273-1616
  - World Education Services (WES)  
Bowling Green Station, P.O. Box 5087, New York, NY 10274-5087  
Website: [www.wes.org](http://www.wes.org) / email: [info@wes.org](mailto: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 Academic 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 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.

## Admission

### Admissions Decision and Communication

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

1. A subcommittee of the admissions committee will review the completed applicant file. This subcommittee meets on a regular basis throughout the year to determine the admissions status to the college for each applicant.
2. If the applicant is desiring admission to a professional program, their institutional application file and any additional program-specific requirements, will be evaluated by the respective program admissions committee. Please see program-specific requirements in the respective program section of this Academic Bulletin.
3. All college and program admission decisions are communicated through the College's admissions office.
4. Applicants to the college will be notified of committee action within approximately two weeks of the file being completed, while program notifications occur according to program-specific timeframes. Please contact your respective program to determine this timeframe.
5. The applicant will be notified by mail of any admissions action taken by the College.

### Admission Status

There are four possible admission statuses that may be assigned to an applicant after the review of their completed file:

- Regular Admission
- Contract for Success
- Non-degree Seeking (NDS)
- Conditional Admission

Applicants who do not provide ACT or SAT scores may be admitted under Contract for Success status (see below). These individuals may transition to regular admission status by taking the college's Math Placement Test by the fifth business day of the semester and scoring 40 or greater.

The only exception to the above ACT/SAT requirement is the applicant who has a minimum 3.0 cumulative high school GPA and earned at least 24 semester college credits at 3.0 or greater (no rounding will be applied). Please refer to the program of interest for specific application deadlines.

### 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 2.5 or GED score of 170 or above.
2. Minimum cumulative college GPA of 2.5 if applicable.
3. ACT composite score of 19 or above (math sub score must be 17 or higher) or SAT combined score of 995. (The written portion of the ACT is not required.)

Applicants who do not provide ACT or SAT scores may be admitted under Contract for Success status (see below). These individuals may transition to regular admission status by taking the college's Math Placement Test by the fifth business day of the semester and scoring 40 or greater.

The only exception to the above ACT/SAT requirement is the applicant who has:

- a minimum 3.0 cumulative high school GPA and
- earned at least 24 semester college credits at 3.0 or greater (no rounding will be applied).

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

### Contract for Success

Applicants who do not meet the minimum criteria for regular admission may be admitted under Contract for Success (CFS) status at the discretion of the admissions committee. Students placed on CFS status may register for a recommended maximum of 12 credits in their first semester of enrollment, though up to 15 credits may be approved by the student's coach to comply with program and/or admission planning.

CFS status provides students with additional resources to facilitate their success at Kettering College and are required to be completed successfully:

- KETC 099 Science and Math Refresher Workshop during pre-week;
- MATH 095 Math Companion Course
- An individualized contract for success developed collaboratively with the student's academic coach.

A student may remain on CFS status if they fulfill the following requirements in their first semester:

- Earn a minimum cumulative GPA of 2.00 or higher; and
- Receive no grades of F in any coursework.

Students who fail to meet the minimum GPA or grading requirements while on CFS status for more than one term may be subject to additional academic support, reassessment, or dismissal from the college. CFS status may not be maintained for more than two semesters.

To transition to regular admission, students must:

- Achieve a cumulative GPA of 2.50 or higher at Kettering College.

### Non-degree Seeking

Non-degree seeking (NDS) is a temporary enrollment status. Applicants granted NDS status are not eligible to use financial aid funds.

NDS 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 NDS 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.

NDS status is granted on a space-available basis. A maximum of 18 credits may be taken while a student has NDS 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.

### Additional Admissions Considerations

#### Advanced Placement (AP)

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)

### Admissions/Progression Examinations

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

#### Advanced Placement (AP)

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.

## Validation by Examination

Validation of coursework taken more than 10 years ago for natural sciences and mathematics.

## 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's personal statement.

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

## 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 (BSN): 65 transfer credits.
  - Completion for BSN: 3 transfer credits
  - Bachelor of Science in Health Sciences (BSHS): 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 requirements, 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.

## Residency Requirements

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.

## Alternative Credit

### College Level Examination Program (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, 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 Degree

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.

## 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 Academic 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.

## Pre-Enrollment

### Requirements of the Applicant after Admission

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.

### Technology Requirements

Kettering College embraces the integration of technology in our programs for enhanced learning. It is important that our students equip themselves with the technology tools they will need for success. Students are assumed to have the basic computer skills needed to operate these tools. For more details on the specific requirements go to [Technology Requirements for Students](#) on the kc.edu website.

## Enrollment

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

## Registration

Registration takes place prior to the beginning of each semester. Specific registration deadline dates are published on the College website, [www.kc.edu](http://www.kc.edu). Please note, if applicants to professional clinical programs do not register by the required date, the space reserved may be given to another applicant.

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.
- Students are expected to register online through the student portal; however, paper registration will also be available for those registering after the portal registration has closed.
- 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](http://www.kc.edu)) for specific dates. Note: This includes courses that begin in the second half of the semester.
- Late registration is after online registration through the portal is turned off and registration will need 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 a completely online program or a blended 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 for Registration

- 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.



## 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.

## Strategic Ohio Council for Higher Education (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](http://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.

## 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

(Back to [Graduate](#) section)

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.

<b>Course length</b>	<b>Last day to add a course</b>	<b>Last day to withdraw from course and receive a 100% refund</b>	<b>Last day to drop a course and receive a grade of W</b>
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 Academic 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](http://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](http://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.

## 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.

### Housing Deposit and Charges

Housing space may be requested by completing a housing application through the student portal under Residence Life and remitting a \$200 deposit. Early remittance of the deposit and the information card will help ensure lodging in Kettering College housing, since space is limited.

Lease agreements must be signed in order for students to reside in Kettering College housing.

At the beginning of each semester, a housing charge is applied to the student's account. Housing rate information is available on the website at <https://kc.edu/admissions/tuition-and-fees/>.

### 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.

### Undergraduate Tuition

Tuition is charged per credit. For more details on tuition rates and fees, go to <https://kc.edu/admissions/tuition-and-fees/>.

Tuition is payable by the deadline shown in the academic calendar. For more details on the academic calendar, go to: [kc.edu](https://kc.edu) and search, "Academic Calendar".

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).

<b>Course length</b>	<b>Last day to withdraw from course and receive 100% refund</b>
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 Student Enrollment and Fees

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 housing (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 housing. 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 Student Portal at <https://kmoportal.jenzabarcloud.com/ics/>. 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.

## Financial Clearance

To register each semester, students must receive financial clearance from the student finance office. The requirements are as follows:

- **Returning Students:** Students must have an account balance below \$100 and a signed payment plan agreement for the upcoming semester on file with the student finance office to receive clearance.
- **New Students and Students Absent for Two or More Semesters:** These students must remit a down payment of at least \$800 and have a signed payment plan agreement on file or have adequate financial assistance in place to cover 100% of the semester's tuition and fees at the time of registration. If a student cannot make the down payment or does not have sufficient financial aid, they must have an approved non-academic appeal on file to receive financial approval.
- **Missed Financial Clearance Deadline:** Students who do not obtain financial clearance by the registration deadline will be automatically withdrawn from their courses. They may re-register once clearance is obtained, but there is no guarantee of space in the original courses.
- **Payment Processing:** Payments can be made online and should allow two business days for processing.

## Financial Aid

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 <https://studentaid.gov/h/apply-for-aid/fafsa>. 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 (<https://studentaid.gov/h/apply-for-aid/fafsa>) 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 <https://studentaid.gov/understand-aid/types/loans/subsidized-unsubsidized#interest-rates>. <http://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 student aid index (SAI) (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 <sup>1</sup>
Independent undergraduates		
Student year	Annual limit	Aggregate limit
First year	\$9,500 <sup>2</sup>	
Second year	\$10,500 <sup>3</sup>	
Third, fourth, and fifth years	\$12,500 <sup>4</sup>	\$57,500 <sup>5</sup>

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

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

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

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

<sup>5</sup> 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 a student aid index (SAI) of \$3,750 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. (SAI and household income limits are based on the 2024-25 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 \$6,618 annually (based on 2024-25 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 (\$1,000 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 \$1,800 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/](http://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

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 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.

$$\text{Earned Percent} = \text{Number of Days Completed} \div \text{Total Days in Payment Period}$$

$$\text{Unearned Percent} = 100\% - \text{Earned Percent}$$

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 SAI 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 KC housing). 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](http://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 servicer 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 5 <sup>th</sup> business day (7, 10, and 15-week courses)	100% refund
Week 2 – through the 10 <sup>th</sup> business day (10 and 15-week courses)	100% refund

After the end of the 10<sup>th</sup> 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 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 of whether 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 is 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 ( $120 \times 150\% = 180$ )

### *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 Requirements*

#### *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 <https://kc.edu/admissions/student-financial-services/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.

## Academic Policies

### Academic Credit

(Back to [Graduate Academic Credit](#))

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 professional programs usually exceed this ratio.

### Academic Year

(Back to [Graduate Academic Year](#))

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.

### 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.

## Academic Status

### 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.

### 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.

## Appeals

### Academic Appeal

(Back to [Graduate 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.

This includes, but is not limited to, decisions related to academic standing, academic probation, or academic dismissal. For more details, including the procedure for filing an academic appeal, see [Academic Appeals Information](#).

### Non-academic Appeal

(Back to [Graduate Non-academic Appeal](#))

A student may appeal how non-academic decisions are processed and decided. For more details, including the procedure for filing a non-academic appeal, go to the KC Student Handbook or kc.edu and search, “Non-Academic Appeals”.

Records of any student appeal and documentation, student advising contracts, etc., will be maintained in the student’s record.

### Code of Conduct

Please see the Student Code of Conduct section of the Student Handbook, available at: [www.kc.edu](http://www.kc.edu). This includes policies and procedures on anti-discrimination, -harassment, and -bullying, and other violations (e.g., academic, research, clinical, and professional integrity), and related sanctions.

### 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 create incident report available through the Student Conduct Hub within Jenzabar One Web. 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 will the report be submitted without the student’s express notification. Once the incident report is created, the student will receive an automatic email with the opportunity to review and sign the report prior to College Registrar notification. Student disagreement may be filed through the institution’s normal grievance

channels. Once the report is final it will be, under case management, within care of 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.

### Family Rights and Privacy Act (FERPA)

Please see the Family Rights and Privacy Act (FERPA) section of the Student Handbook, available at: [www.kc.edu](http://www.kc.edu).

### 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://studentprivacy.ed.gov/ferpa>

## 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 programs, particularly at the graduate level, 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.

## Grading

### Grades and Quality Points

The grading system described below records the progress and achievement of undergraduate 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).

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.

### *W and Z*

- 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 Academic 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 Academic Bulletin on financial information for the tuition refund policy.

### *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*

To calculate a course's quality points, multiply the number of credits by the grade's quality point value (see the Grades and Quality Points table on a previous page).

To calculate a term GPA:

1. Add all attempted credits.
2. Add all quality points earned.
3. Divide total quality points by total credits.

Only courses taken at Kettering College count toward the cumulative GPA. GPAs are rounded to two decimal places.

The following is an example of how a grade-point average (GPA) 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
<b>GPA = 35.60 ÷ 16 = 2.23</b>			

### 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).

### Liability Insurance

(Back to [Graduate 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.

## Student Affairs

Student Affairs at Kettering College offers a comprehensive array of services and programs to support students throughout their academic experience. The college provides:

- orientation sessions to help students transition into college and program life;
- student conduct guidelines that emphasize the importance of maintaining integrity and adhering to the College's Christian values; and
- advising and coaching resources to assist with academic and personal development.

The student affairs team facilitates student participation in:

- Campus Ministries opportunities for spiritual growth and community engagement;
- student governance to influence campus life; and
- Residence Life options for on-campus living.

The College ensures student well-being through:

- Counseling Services;
- Student Health requirements; and
- a secure environment maintained by Security personnel.

Additional support includes:

- Tutoring Services;
- Automobile Regulations;
- access to textbooks through an online bookstore; and
- engagement in Cultural/Recreational Opportunities.

For details on these, or other student affairs-related topics, go to [kc.edu](http://kc.edu) and search, "Student Handbook".

## Students with Disability

(Back to [Graduate Students with Disability](#))

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 more details go to: [kc.edu](http://kc.edu) and search, "[Disability Assistance Policy](#)".

## Title IX

(Back to [Graduate Title IX](#))

Title IX protects those at Kettering College from being discriminated against, harassed, or assaulted on the basis of sex. 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. For more details go to: [kc.edu](http://kc.edu) and search, "[Title IX](#)".

## Progression

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 Academic 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.

### 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.

## Completion

### 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.

### 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 Academic 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 Academic Bulletin for any additional graduation requirements for the course of study from which graduation is planned.

### 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](http://www.kc.edu) under the link "[Records Office 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.

### [Maintaining Grades and Transcripts](#)

Kettering College maintains all grades earned in a course through the student information system. All grades earned by a student are shown on the student's transcript which is permanently kept. All transcripts sent to the college are kept for five years.

### [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.

## Core and Degree Requirements

(Back to [Residency Requirements](#))

To fulfill its mission and advance its vision, Kettering College has established core, degree, major, and emphasis curricula leading to associate, bachelor's, master's, and doctoral degrees. As a fully accredited institution of higher education, the College equips students with learning experiences that prepare them to become not only highly qualified professionals but also successful, adaptable citizens of character in a constantly changing world.

The following sections outline the core curriculum required for each degree level, including coursework, credits, and residency requirements for the associate and bachelor's degrees offered by the College. Additional coursework necessary for the completion of each degree, major, and/or emphasis is detailed separately in the relevant sections of the Academic Bulletin. Information about core requirements for graduate-level degrees can be found in the Division of Graduate Studies section of this Academic Bulletin.

Degree, major, and/or emphasis requirements exceed the core requirements, making the total number of credits required for graduation higher than the core requirements alone.

### Core Curriculum Outcomes

Upon the successful completion of the core curriculum, students will demonstrate mastery in the following areas and achievement of the desired level of competence in each of the four institutional learning outcomes ([F]aith, [S]ervice, [L]eadership, and [Sc]holarship).

- I. Physical and biological world
  - a. Demonstrate knowledge of chemistry or physics, and the human body (Sc)
  - b. Demonstrate knowledge of mathematical skills and reasoning (Sc)
- II. Human behavior and culture
  - a. Apply theories of individual behavior, social interactions, and history (L)
  - b. Interact effectively in a variety of sociological contexts (S)
  - 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 (Sc)
  - b. Deliver purposeful presentations that inform and persuade
- IV. Information literacy skills
  - a. Evaluate appropriate sources of information (Sc)
  - b. Ethically use sources of information (Sc)
- 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)

### Associate of Science Degree Core

#### **Statement of purpose:**

The Associate of Science degree offers students a high-quality prelicensure healthcare education that is integrated with Christian principles and values.

**Degree description:**

The prelicensure Associate of Science degree programs are designed to develop highly qualified and competent healthcare professionals who are dedicated to whole-person care and compassionate service. Graduates are prepared to be contributing members of both their profession and the community.

**Credits and residency requirements:**

- A minimum of 64 credits is required for graduation.
- At least 34 of these credits must be completed at Kettering College.

**Core curriculum:**

The core curriculum is foundational to Kettering College's mission, fostering interprofessional inquiry and learning. Associate of Science students must complete the required core courses and electives with a grade of C or higher. Higher-level courses with similar content, purpose, and learning outcomes may substitute, following the college's Transfer Credit policies. Each major has specific requirements, and the total credit hours for each category (e.g., Composition and Communication), that must be fulfilled for graduation.

**1. Composition and Communication (6 cr):****○ Required Course:**

- ENGL 101 Writing and Rhetoric I (3 cr)  
One additional course as prescribed by the major:
- ENGL 102 Writing and Rhetoric II (3 cr)
- COMM 215 Introduction to Human Communication (3 cr)

**2. Mathematics (3 cr):****○ Required Course:**

Choose one course from the following as prescribed by the major:

- MATH 105 Fundamentals of Mathematics (3 cr)
- MATH 155 College Algebra (3 cr)
- MATH 165 College Algebra and Trigonometry (3 cr)

**3. Natural Sciences (8 cr):****○ Required Courses:**

Choose two courses, each that includes a lab component and a biology-, chemistry-, or physics-related prefix as prescribed by the major

**4. Religion (6 cr):****○ Required Course:**

- RELB 101 Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ (3 cr)

Choose one additional course with RELB, RELP, or RELT prefix as prescribed by the major

*(Note: Only religion courses from faith-based institutions are eligible to be considered for transfer credit toward this requirement.)*

**5. Social Sciences (3 cr):****○ Required Course:**

Choose one course in psychology (PSYC) or sociology (SOCI) as prescribed by the major



## 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 120 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 core curriculum is foundational to Kettering College's mission, fostering interprofessional inquiry and learning. Bachelor of Science students must complete the required core courses and electives with a grade of C or higher. Higher-level courses with similar content, purpose, and learning outcomes may substitute for electives, following the college's Transfer Credit policies. Each major has specific requirements, and the total credit hours for each category (e.g., Composition and Communication), that must be fulfilled for graduation.

#### 1. Composition and Communication (9 cr):

##### ○ Required Courses:

- ENGL 101 Writing and Rhetoric I (3 cr)
- ENGL 102 Writing and Rhetoric II (3 cr)
- COMM 215 Introduction to Human Communication (3 cr)

#### 2. Humanities (9 cr):

##### ○ Required Courses:

The following distribution of humanities courses (e.g., literature, history, philosophy, fine arts, foreign language):

- One history course (3 cr)
- One non-history humanities course (3 cr)
- One additional humanities course from any of the areas listed above, as prescribed by the major (3 cr)

#### 3. Mathematics (3 cr):

##### ○ Required Course:

- MATH 105 Fundamentals of Mathematics (3 cr) or higher, as prescribed by the major

#### 4. Natural Sciences (11-12 cr)

##### ○ Required Courses:

- One-year course sequence with labs with biology-, chemistry-, or physics-related prefix as prescribed by the major (8 cr)
- Remaining credits as prescribed by the major (3-4 cr)

#### 6. Religion (12 cr):

##### ○ Required Courses:

- RELB 101 Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ (3 cr)

- RELP 316 Spirituality in Healing and Healthcare (3 cr)
- RELP 306 Spiritual Dimensions of Death and Dying (3 cr)
- **Elective Course:**  
Choose one additional course with RELB, RELP, or RELT prefix as prescribed by the major (3 cr)  
*(Note: Only religion courses from faith-based institutions are eligible to be considered for transfer credit toward this requirement.)*
- 5. **Social Sciences (9 cr)**
  - **Required Courses:**
    - PSYC 112 General Psychology (3 cr)
    - SOCI 115 Sociology (3 cr)
  - **Elective Course:**  
Choose one additional course in the social sciences as prescribed by the major (3 cr)

### Bachelor of Science in Nursing (Prelicensure) Degree Core

#### 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 120 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 core curriculum is foundational to Kettering College's mission, fostering interprofessional inquiry and learning. Bachelor of Science in Nursing (Prelicensure; "BSN-P") degree students must complete the required core courses and electives with a grade of C or higher. Higher-level courses with similar content, purpose, and learning outcomes may substitute for electives, following the college's Transfer Credit policies. Each major has specific requirements, and the total credit hours for each category (e.g., Composition and Communication), that must be fulfilled for graduation.

1. **Composition and Communication (9 cr):**
  - **Required Courses:**
    - ENGL 101 Writing and Rhetoric I (3 cr)
    - ENGL 102 Writing and Rhetoric II (3 cr)
    - COMM 215 Introduction to Human Communication (3 cr)
2. **Humanities (6 cr):**
  - May include literature, history, philosophy, fine arts, foreign language, as prescribed by the major (6 cr)
3. **Mathematics (3 cr):**
  - **Required Course:**
    - MATH 105 Fundamentals of Mathematics (3 cr) or higher, as prescribed by the major
4. **Natural Sciences (12 cr):**
  - **Required Courses (with labs):**
    - BIOL 119 Anatomy and Physiology I (4 cr)
    - BIOL 129 Anatomy and Physiology II (4 cr)
    - BIOL 151 Microbiology (4 cr)

5. **Religion (12 cr):**

○ **Required Courses:**

- RELB 101 Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ (3 cr)
- RELP 316 Spirituality in Healing and Healthcare (3 cr)
- RELP 306 Spiritual Dimensions of Death and Dying (3 cr)

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

○ **Elective Course:**

Choose one additional course with RELB, RELP, or RELT prefix as prescribed by the major (3 cr)

*(Note: Only religion courses from faith-based institutions are eligible to be considered for transfer credit toward this requirement.)*

6. **Social Sciences (9 cr):**

○ **Required Courses:**

- PSYC 112 General Psychology (3 cr)
- PSYC 138 Human Growth and Development (3 cr)
- SOCI 115 Sociology (3 cr)

**Students entering the Accelerated BSN-P degree program**, having earned a baccalaureate degree from a regionally accredited institution, are considered to have fulfilled the following BSN-P degree core curriculum requirements:

1. **Composition and Communication (9 cr),**
2. **Humanities (12 cr),**
3. **Mathematics (3 cr),**
5. **Religion (6 cr), and**
6. **Social Sciences (6 cr)**

For those BSN-P students with a baccalaureate degree, including those in the Accelerated BSN-P degree program, the following BSN-P degree core curriculum must be met to fulfill the core requirements:

4. **Natural Sciences (12 cr):**

○ **Required Courses (with labs):**

- BIOL 119 Anatomy and Physiology I (4 cr)
- BIOL 129 Anatomy and Physiology II (4 cr)
- BIOL 151 Microbiology (4 cr)

5. **Religion (6 cr):**

○ **Required Courses:**

- RELP 306 Spiritual Dimensions of Death and Dying (3 cr)
- RELB 316 Spirituality in Healing and Healthcare (3 cr)

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

6. **Social Sciences (3 cr):**

○ **Required Course:**

- PSYC 138 Human Growth and Development (3 cr)

## Bachelor of Science in Nursing (RN-to-BSN Completion) Degree Core

### 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 additional coursework to achieve the graduation requirement. The track requires 120 semester credits with 77 credits awarded for the previously earned associate degree in nursing or equivalent including 40 credits in nursing and 37 credits in Arts and Sciences. To achieve the 120 total credit hours required for graduation, students may need to take elective courses.

### Core curriculum:

The core curriculum is foundational to Kettering College's mission, fostering interprofessional inquiry and learning. Bachelor of Science in Nursing (RN to BSN track; "BSN-C") degree students must complete the required core courses and electives with a grade of C or higher. Higher-level courses with similar content, purpose, and learning outcomes may substitute for electives, following the college's Transfer Credit policies. Each major has specific requirements, and the total credit hours for each category (e.g., Composition and Communication), that must be fulfilled for graduation.

1. **Humanities (3 cr):**

May include courses from literature, history, philosophy, music, art, theater, or foreign language (3 cr). Any humanities credits earned as part of an associate degree program cannot be utilized as humanities credits for the BSN completion degree.

2. **Religion (3 cr):**

- **Required Courses:**

- RELP 306      Spiritual Dimensions of Death and Dying (3 cr)

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

3. **Mathematics (3 cr):**

- **Elective Course:**

- MATH 201      Probability and Statistics (3 cr)

## Bachelor of Science in Health Sciences (Non-Completion Track) Degree Core

### 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

**Core curriculum:**

The core curriculum is foundational to Kettering College's mission, fostering interprofessional inquiry and learning. Bachelor of Science in Health Sciences (Non-completion track) degree students must complete the required core courses and electives (50 cr) with a grade of C or higher. Higher-level courses with similar content, purpose, and learning outcomes may substitute for electives, following the college's Transfer Credit policies. Each major has specific requirements, and the total credit hours for each category (e.g., Composition and Communication), that must be fulfilled for graduation.

**1. Composition and communication (9 cr):****○ Required Courses:**

- ENGL 101 Writing and Rhetoric I (3 cr)
- ENGL 102 Writing and Rhetoric II (3 cr)
- COMM 215 Intro to Human Communication (3 cr)

**2. Humanities (9 cr):****○ Required Courses:**

- One history course (3 cr)
- Two non-history humanities courses (e.g., art, literature, music, philosophy, etc. as prescribed by the major) (6 cr)

**3. Mathematics (3 cr):****○ Required Course:**

- MATH 155 College Algebra (3 cr) or higher, as prescribed by the major

**4. Natural Sciences (8 cr)****○ Required Courses:**

- One-year course sequence with labs with biology-, chemistry-, or physics-related prefix as prescribed by the major (8 cr)

**5. Religion (12 cr):****○ Required Courses:**

- RELP 101 Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ (3 cr)
- RELP 254 Morality and Medicine (3 cr)
- RELP 306 Spiritual Dimensions of Death and Dying (3 cr)
- RELB 316 Spirituality in Healing and Healthcare (3 cr)

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

**6. Social Sciences (9 cr):****○ Required Courses:**

- PSYC 112 General Psychology (3 cr)
- SOCI 115 Sociology (3 cr)
- SOCI 370 Multicultural Perspectives in Healthcare (3 cr)

## Bachelor of Science in Health Sciences (Degree Completion Track) Degree Core

(Back to [Health Sciences](#))

### 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 parttime 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 up to 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:

The core curriculum is foundational to Kettering College's mission, fostering interprofessional inquiry and learning. Bachelor of Science in Health Sciences (Completion track) degree students must complete the required core courses and electives (50 cr) with a grade of C or higher. Higher-level courses with similar content, purpose, and learning outcomes may substitute for electives, following the college's Transfer Credit policies. Each major has specific requirements, and the total credit hours for each category (e.g., Composition and Communication), that must be fulfilled for graduation.

1. **Humanities (6 cr):**

May include courses from literature, history, philosophy, music, art, theater, or foreign language as prescribed by the major (6 cr).

2. **Mathematics (3 cr):**

○ **Required Course:**

- MATH 201      Probability and Statistics (3 cr)

Recommended prior coursework: a college-level mathematics course in the past five years.

3. **Religion (6 cr):**

○ **Required Courses:**

- RELP 306      Spiritual Dimensions of Death and Dying (3 cr)
- RELB 316      Spirituality in Healing and Healthcare (3 cr)

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

4. **Social Sciences (3 cr):**

○ **Required Course:**

- SOCI 370      Multicultural Perspectives in Healthcare (3 cr), or as prescribed by the major

## Division of Arts and Sciences

- Scott Bennie, DSc, Dean of Academic Affairs

### Staff

- Cathy Roth, Office Assistant

### Guiding Statements

#### Mission

The courses in the Division of Arts and Sciences meet two distinct needs. They are primarily designed to provide a liberal arts background on which to build technical information leading toward a degree in a healthcare field through Core curriculum. Additionally, they provide faith-based curriculum as an augment to the clinical programs.

#### Vision

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.

#### Values

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

#### Outcomes

Upon the successful completion of the core curriculum, students will demonstrate mastery in the following areas and achievement of the desired level of competence in each of the four institutional learning outcomes ([F]aith, [S]ervice, [L]eadership, and [Sc]holarship).

- I. Physical and biological world
  - a. Demonstrate knowledge of chemistry or physics, and the human body (Sc)
  - b. Demonstrate knowledge of mathematical skills and reasoning (Sc)
- II. Human behavior and culture
  - a. Apply theories of individual behavior, social interactions, and history (L)
  - b. Interact effectively in a variety of sociological contexts (S)
  - 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 (Sc)
  - b. Deliver purposeful presentations that inform and persuade
- IV. Information literacy skills
  - a. Evaluate appropriate sources of information (Sc)
  - b. Ethically use sources of information (Sc)
- 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)

## Department of Science and Mathematics

### *Faculty*

- Jonathan Engelman, PhD, Chair
- Elisoa Andrian, PhD
- Loren Barnhurst, PhD
- Laurie Bromagen, MS
- Kristin Dorsey, MS
- Jane Nesbit, MA
- Randi Quale, MS

## Department of Humanities and Social Sciences

### *Faculty*

- Cory Wetterlin, PhD, Chair
- Scott Calhoun, PhD
- Duane Covrig, PhD
- Laura Miller, MA
- David Price, MS
- Maria Rankin-Brown, PhD
- Eric Scott, DMin
- Luiz da Silva (Augusto Silvitze), MA

## Non-Degree Program – Minor in Spiritual Care

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.

### *Guiding Statements*

#### *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.

### *Admissions*

Students must be enrolled in a bachelor's program at Kettering College to declare the minor in Spiritual Care.

### *Program Admission Notes*

#### *Transfer Credit*

No transfer credits accepted.

### *Program Completion*

Minor will be completed within the progression of the student's major program.

### *Other Program-specific Guidance*

Students will complete an e-portfolio as a capstone project at the summary of their educational experience.

### *Program of Study*

#### **1. Religion (12 cr):**

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.

##### ○ **Required Courses:**

- RELB 101      Adventist Beliefs and Ministry of Jesus (3 cr)
- RELP 316      Spirituality in Healing and Healthcare (3 cr)

Take two of the following courses:

- RELP 306      Spiritual Dimensions of Death and Dying (3 cr)
- RELP 254      Morality and Medicine: Christian Perspective on Bioethical Issues (3 cr)
- RELT 305      World Religions for Healthcare Professionals (3 cr)

#### **2. Non-religion courses (3 cr):**

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.

##### ○ **Required Courses:**

Choose one of the two following options:

- SOCI 370      Multicultural Perspectives in Healthcare (3 cr)
- HUMN 301      Healthcare Humanities: Narrative Medicine (3 cr)

## Division of Health Professions

- Scott Bennie, DSc, Dean of Academic Affairs

### Department of Diagnostic Medical Sonography

#### *Faculty*

- Susan Price, PhD, RDMS (AB/OB), RVT, Chair
- Beth Maxwell, BS, RVT, RDCS, RDMS (AB/OB)
- Rachel Moutoux, BS, MEd, RDMS (AB/OB)
- Shawnya Wilbourne, BA, RDMS (AB/OB), RDCS, RVT

#### *Staff*

- Sandy Tuttle

#### *Bachelor of Science, Major in Diagnostic Medical Sonography*

Diagnostic medical sonography (“DMS” or “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.

#### *Accreditation*

The diagnostic medical sonography degree program meets the essentials of and is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP; 9355 – 113th St. N, #7709, Seminole, FL 33775. Phone: (727) 210-2350. <https://www.caahep.org/>) upon recommendation from the Joint Review Committee for Diagnostic Medical Sonography (JRCdms; 6021 University Blvd #500, Ellicott City, MD 21043. Phone: (443) 973-3251 <https://www.jrcdms.org/>).

#### *Guiding Statements*

##### *Mission*

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.

##### *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.

### Application

#### 1. College Admission Requirements

Applicants must first meet all Kettering College general admission requirements. Transfer students are encouraged to contact the Admissions Office for guidance on prerequisite course equivalency.

#### Prerequisite Courses

Applicants must complete the following prerequisite courses with a minimum grade of "C" (2.0) before an application is reviewed for admission. A GPA of 2.8 or above (on a 4.0 scale) is required for all prerequisite courses, with an overall GPA of 2.8 or higher in BIOL 119, BIOL 129, and PHYS 131.

- **BIOL 119** Human Anatomy and Physiology I (4 cr)
- **BIOL 129** Human Anatomy and Physiology II (4 cr)
- **ENGL 101** Writing and Rhetoric I (3 cr)
- **COMM 215** Introduction to Human Communication (3 cr)
- **MATH 155** College Algebra (3 cr)
- **PHYS 131** Survey of Physics (4 cr)
- **RTCA 121** Medical Terminology (1 cr)
- **SOCI 115** Principles of Sociology (3 cr)

Students who complete prerequisites at Kettering College receive points toward admission.

### Admissions

Admission to the DMS program at Kettering College is competitive, with one class accepted for Fall entry. Applicants are evaluated based on academic strength in prerequisite coursework, with preference given to those who excel in these areas.

### 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.
- 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.

#### Decision Deadlines

- **Early Action:** Applications from students completing prerequisites at Kettering College by January 31 are considered for early admission. Decisions are communicated via mail by the end of February, with admitted students required to accept or decline by May 1. Early admission is conditional upon successful completion of remaining prerequisites by May 25 in good standing.
- **Regular Decision:** Applications received by May 25 are considered to fill remaining spots after early decisions. Regular decision notifications are sent via mail by mid-June, with a 10-day response deadline.

#### Program Admission Notes

1. **Computer Proficiency:** All students must demonstrate proficiency in basic computer skills, including document preparation, internet research, and email. A laptop capable of running LockDown Browser is required.
2. **CPR Certification:** Students must complete cardiopulmonary resuscitation (CPR) certification during their first clinical course in the program. Certification before enrollment is not required.
3. **Background Check:** A criminal background check, performed by a College-approved service within six months before clinical experience, is mandatory. Clinical participation is contingent upon successful clearance. Students are responsible for ensuring no past legal issues restrict ARDMS registration.
4. **Technical Standards:** Applicants must meet physical and health requirements as outlined in the program's technical standards, available on the [sonography website](#) and in the [Student Handbook](#).

#### Transfer Credit

Kettering College requires all sonography courses, including clinical courses, to be completed at the institution and does not accept transfer credits from other sonography programs.

#### Pre-Enrollment

#### Progression

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 who are readmitted do so 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.

### *Program Completion*

To qualify for graduation, students must maintain a minimum cumulative GPA of 2.0 and achieve a grade of C or better in all Sonography (SONO) courses and all required arts and sciences courses. If a student earns a grade of C- or below in any arts and sciences course, the course must be retaken, and a grade of C or better must be achieved prior to graduation. In addition to these requirements, students must fulfill all other graduation criteria outlined in this Academic Bulletin to ensure they are fully prepared for professional success in their chosen field.

### *Other Program-specific Guidance*

#### *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. Clinical assignments are assigned within a 75-mile radius of the student's home address. 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.

#### *Clinical contact hours*

The student accumulates more than 1,900 clinical hours in diagnostic medical sonography. This makes the program highly rigorous.

#### *Reliable transportation*

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

#### *Attendance*

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

### *Program of Study*

Below is a recommended sequencing of prerequisites (year 1) and the required program 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.

## **Year 1**

### **Semester 1, Fall (11-14 cr)**

- BIOL 119      Anatomy and Physiology I (4 cr)
- ENGL 101      Writing and Rhetoric I (3 cr)
- MATH 105      Fundamentals of Mathematics (if needed; 0-3 cr)
- RTCA 121      Medical Terminology (1 cr)
- SOCI 115      Principles of Sociology (3 cr)

### **Semester 2, Spring (14 cr)**

- BIOL 129      Human Anatomy and Physiology II (4 cr)
- COMM 215      Introduction to Human Communication (3 cr)
- MATH 155      College Algebra (3 cr)
- PHYS 131      Survey of Physics (4 cr)

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 370 and RELP 316), but they may not be delayed.

## **Year 2**

### **Semester 4, Fall (18 cr)**

- BIOL 263      Sectional Anatomy (3 cr)
- ENGL 102      Writing and Rhetoric II (3 cr)
- HIST          History Sequence I (3 cr)
- HUMN          Humanities elective (literature, history, philosophy, music, art, theater, or foreign language; 3 cr)
- PSYC 112      General Psychology (3 cr)
- RELB 101      Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ (3 cr)

### **Semester 5, Spring (16 cr)**

- BIOL 350      Pathophysiology (3 cr)
- HIST          History Sequence II (3 cr)
- SOCI 370      Multicultural Perspectives in Healthcare (3 cr; may only be taken during this semester)
- RELP 254      Morality and Medicine (3 cr)
- RTCA 120      Basic Patient Care (2 cr)
- SONO 205      Introduction to Sonography (2 cr)

## **Year 3**

### **Semester 6, Fall (14 cr)**

- SONO 300      Clinical Sonography I (4 cr)
- SONO 301      Sonographic Physics and Instrumentation I (2 cr)
- SONO 306      Abdominal Sonography I (4 cr)
- SONO 311      Vascular Sonography I (4 cr)

### **Semester 7, Spring (15 cr)**

- RELT 305      World Religions for Healthcare Professionals (3 cr)
- SONO 302      Sonographic Physics and Instrumentation II (2 cr)
- SONO 305      Clinical Sonography II (4 cr)
- SONO 308      Abdominal Sonography II (3 cr)

- SONO 312 Vascular Sonography II (3 cr)

**Semester 8, Summer (8 cr)**

- SONO 309 Abdominal Sonography III (1 cr)
- SONO 310 Clinical Sonography III (4 cr)
- SONO 316 Cardiac Testing (1 cr)
- SONO 321 Gynecological Sonography (2 cr)

**Year 4**

**Semester 9, Fall (14 cr)**

- RELP 316 Spirituality in Healing and Healthcare (3 cr; may only be taken during this semester)
- SONO 400 Clinical Sonography IV (4 cr)
- SONO 401 Echocardiography I (4 cr)
- SONO 425 Obstetrical Sonography I (3 cr)

**Semester 10, Spring (14 cr)**

- HUMN Humanities elective (literature, history, philosophy, music, art, theater, or foreign language; 3 cr)
- SONO 402 Echocardiography II (3 cr)
- SONO 405 Clinical Sonography V (4 cr)
- SONO 408 Seminar/Capstone (1 cr)
- SONO 426 Obstetrical Sonography II (3 cr)

**Semester 11, Summer (6 cr)**

- SONO 410 Clinical Externship (4 cr)
- SONO 406 Registry Review (2 cr)

**TOTAL CREDITS FOR THE DEGREE: 132-135**

## Department of Health Sciences

### Faculty

- John Nunes, PhD, MBA, Chair
- Tesla Dafler, MHA

### Staff

- Renee Fite, Online and Outreach Coordinator

### Guiding Statements

#### Mission

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

#### Outcomes

##### 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 health care industry.
2. Incorporates information technology skills in a variety of health care settings.
3. Engages in critical thinking, reflection, and problem-solving skills through evidence-based practice in multiple health care settings.
4. Contributes to and advocates for continuous improvement of the health care system through promoting public policy.
5. Demonstrates respect and adaptability within a changing health care environment.
6. Incorporates current knowledge, theory, and research into the health profession's practice.
7. Demonstrates professional, ethical, spiritual, and compassionate service within the health care arena.
8. Integrates the Christian principles of service and citizenship for the benefit of society.
9. Empowers himself or herself and others through the integration of leadership, management, and teaching/learning skills in the health care environment.
10. Integrates population-based and preventative health care when working with individuals, families, and communities.
11. Integrates economic, accounting, financial and healthcare policy knowledge into the healthcare management practice (healthcare management and healthcare studies majors only).

### Pre-Enrollment

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.



## *Bachelor of Science in Health Sciences, Completion Track*

### *Description*

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.

Aptitude 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 to complete required coursework to earn an concentration in:

- Advanced imaging (see [Advanced Imaging](#) in the radiology section of this Academic Bulletin)
- Education
- Management
- Pre-MBA/Pre-MHA
- Respiratory care (any student taking this emphasis must be a Registered Respiratory Therapist [RRT]).

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.

### *Admissions*

To be admitted to the Bachelor of Science in Health Sciences, Completion Track, the applicant must:

1. Complete the student personal statement form online at <https://kc.edu/personalstatement/>.
2. Possess a current copy of a government-issued photo ID, which can be required to verify identity of students throughout the program.
3. Meet College admission requirements.
4. 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.
5. Fulfill one of the following:
  - a. 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.
  - b. Complete a certificate/diploma program (student may need to take additional hours to achieve graduation requirements)
  - c. Apply to the program in the following manner:
    - i. Students new to Kettering College must complete the new-student admission process.
    - ii. Students continuing from the radiology associate degree program may request conditional admission through the admissions office.

## Program Admission Notes

### Transfer Credit

- Students will receive up to 65 credits for their associate degree and credit for any other additional college credits towards the 120 credits required for a baccalaureate degree.
- Students whose associate degree is less than 65 credits will receive transfer credit for courses taken where the degree 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.)
- If a student believes they have equivalent courses, 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.

### Pre-Enrollment

- 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.

### Progression

- 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 Academic Bulletin they are readmitted under. A leave of absence request must be completed for shorter absences.
- 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, if 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.

### 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.

### *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 respective dean.

### *Program Completion*

To graduate with a Bachelor of Science in Health Sciences through the Completion track, students must:

- Complete the program of study for their chosen emphasis.
- Earn a grade of C or higher in all courses.
- Achieve a minimum of 120 credits hours for a baccalaureate degree.
  - Extra hours can be earned through transfer credits or CLEP tests.
  - 65 hours of the 120 hours are awarded as transfer credit for a completed associate degree.
- Take a minimum of 30 credit hours at Kettering College.
- Complete a minimum of 36 credit hours of upper-division level courses.
- Meet all other graduation requirements as specified in this Academic Bulletin.

### *Changing and/or Adding an Emphasis*

A student may change or add an emphasis once admitted to the program with approval of their advisor.

### *Other Program-specific Guidance*

If a student is dismissed from the clinical portion of the Advanced Imaging emphasis, the student will also be dismissed from the Health Sciences program.

### *Program of Study*

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).

4. Bachelor of science in health sciences required courses.
5. Courses as required by the emphasis (clinical required for advanced imaging only).
6. Additional health sciences electives to achieve a minimum of 58 credits (with at least 36 from upper division courses).

#### Bachelor of Science in Health Sciences Required Courses

##### Arts and Sciences Courses (18-21 cr):

Composition (3 cr) if not already completed prior to enrollment

- ENGL 102 Writing and Rhetoric II (if needed)

Humanities (6 cr)

- Literature, history, philosophy, music, art, theater, or foreign language (6 cr)

Religion (6 cr)

- RELP 316 Spirituality in Healing and Healthcare (3 cr)
- RELP 306 Spiritual Dimensions of Death and Dying (3 cr)

Mathematics (3 cr)

- MATH 201 Probability and Statistics or its equivalent (3 cr)

Social Sciences (3 cr)

- SOCI 370 Multicultural Perspectives in Healthcare (3 cr)

##### Health Sciences Required Courses (19 cr):

- HESC 381 Introduction to the Health Sciences Program (3 cr)
- HESC 310 Healthcare Economics and Finance (3 cr)
- HESC 318 Introduction to Healthcare Research (3 cr)
- HESC 340 Legal and Ethical Considerations in Healthcare (3 cr)
- HESC 348 Concepts of Management and Leadership in Healthcare (3 cr)
- HESC 435 Community Health Perspectives (3 cr)
- HESC 481 Capstone/Senior Project (1 cr)

##### Health Sciences Elective Courses:

Students choose from the following courses to fulfill total credit requirements and certain emphasis requirements:

- ACCT 201 Principles of Accounting (3 cr)
- ECON 101 Fundamentals of Economics (3 cr)
- FINC 301 Corporate Finance (3 cr) \*\*
- HESC 315 Communication, Negotiations, and Conflict Resolution in Healthcare Organizations (3 cr)
- HESC 326 Trends and Issues in Healthcare (3 cr)
- HESC 345 History of Healthcare in the United States (3 cr) \*\*\*
- HESC 370 Special Topics in Health Professions (3 cr)
- HESC 420 Healthcare Operations Problem & Lean Thinking (3 cr) #
- HESC 421 Healthcare Personnel Management (3 cr) \*
- HESC 430 Instructional Planning and Delivery (3 cr) \*
- HESC 431 Teaching Learners in Healthcare (3 cr) \*
- HESC 432 Professional Development in Healthcare (3 cr) \*
- HESC 440 Special Project in Health Professions (1-3 cr; may be repeated up to 6 credits with permission of advisor)

- HESC 448 Leadership Theory in Healthcare (3 cr) \*
- HESC 451 Interdisciplinary Team Practice in Community-Based Care (3 cr) \*
- HESC 491 Strategic Management in Healthcare (3 cr) #
- MKTG 301 Principles of Marketing (3 cr) \*\*
- PSYC 210 Social Psychology (3 cr)
- PSYC 220 Organizational Psychology (3 cr)

\* 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.

### Emphasis Requirements

**Advanced Imaging** (15-23 credits required; for more information, see the [Radiologic Sciences & Imaging](#) section of this Academic Bulletin):

- ADIM 300 CT Theory (3 cr)
- ADIM 404 Practicum I (CT; 3 cr)
- ADIM 328 Clinical Aspects of CT (3 cr)
- ADIM 305 MRI Theory (6 cr)
- ADIM 315 Practicum II (MRI; 3 cr)
- ADIM 425 Clinical Aspects of MRI (4.5 cr)
- ADIM 311 Vascular Interventional Technology (VIT; 3 cr)
- ADIM 321 Practicum III (VIT; 3 cr)
- ADIM 413 Cardiovascular Interventional Technology (CIT; 5 cr)
- ADIM 432 Practicum IV (CIT; 3 cr)
- BIOL 263 Sectional Anatomy (CT & MRI; 3 cr)

**Education** (9 cr):

- HESC 430 Instructional Planning and Delivery (3 cr)
- HESC 431 Teaching Learners in Healthcare (3 cr)
- HESC 432 Professional Development in Healthcare (3 cr)
- Additional elective credits (12)

**Management** (9 cr):

- HESC 421 Healthcare Personnel Management (3 cr)
- HESC 448 Leadership Theory in Healthcare (3 cr)
- HESC 451 Interdisciplinary Team Practice in Community-Based Care (3 cr)
- Additional elective credits (12)

**Pre-MBA/Pre-MHA** (12 cr):

- ECON 101 Fundamentals of Economics (3 cr)
- ACCT 201 Survey of Accounting (3 cr)
- MKTG 301 Marketing (3 cr)
- FINC 301 Corporate Finance (3 cr)
- Additional elective credits (9)

**Respiratory Care** (9 cr; choice of 3 courses from below; must have the RRT credential to take these courses):

- RESA 310 Cardiopulmonary Assessment (3 cr)
- RESA 311 Advanced Practice in Neonatal/Pediatric Respiratory Care (3 cr)
- RESA 320 Cardiopulmonary Monitoring (3 cr)
- RESA 321 Pediatric Respiratory Care Case Management (3 cr)
- RESA 330 Advanced Topics in Respiratory Care (3 cr)
- RESA 495 Independent Study (1-3 cr)
- Additional elective credits (12)

#### Course Availability

Most BSHS courses are offered online in one of the two 7-week sessions per semester, with most courses available only once per year.

#### Arts & Sciences Courses

Fall		Spring		Summer	
Session 7A	Session 7B	Session 7A	Session 7B	Session 7A	Session 7B
REL 316 Spirituality in Healing & Healthcare (3 cr)	REL 306 Spiritual Dimensions of Death & Dying (3 cr)	REL 316 Spirituality in Healing & Healthcare (3 cr)	REL 306 Spiritual Dimensions of Death & Dying (3 cr)	REL 306 Spiritual Dimensions of Death & Dying (3 cr)	REL 316 Spirituality in Healing & Healthcare (3 cr)
HUMN Humanities elective (3 cr)	SOCI 370 Multicultural Perspectives in Healthcare (3 cr)	HUMN Humanities elective (3 cr)	SOCI 370 Multicultural Perspectives in Healthcare (3 cr)	HUMN Humanities elective (3 cr)	SOCI 370 Multicultural Perspectives in Healthcare (3 cr)
MATH 201 Probability & Statistics (3 cr; full Fall term, 15 wks)		MATH 201 Probability & Statistics (3 cr; full Spring term, 15 wks)		MATH 201 Probability & Statistics (3 cr; full Summer term, 10 wks)	
				BIOL 263 Sectional Anatomy (3 cr; only offered Summer term; full Summer term, 10 wks)	

### Health Sciences Required Courses

Fall		Spring		Summer	
Session 7A	Session 7B	Session 7A	Session 7B	Session 7A	Session 7B
HESC 381 Introduction to Health Sciences Program (3 cr)	HESC 340 Legal & Ethical Considerations in Healthcare (3 cr)	HESC 381 Introduction to Health Sciences Program (3 cr)	HESC 318 Introduction to Healthcare Research (3 cr)	HESC 381 Introduction to Health Sciences Program (3 cr)	
HESC 310 Healthcare Economics & Finance (3 cr)	HESC 481 Capstone/ Senior Project (1 cr)	HESC 435 Community Health Perspectives (3 cr)	HESC 481 Capstone/ Senior Project (1 cr)	HESC 318 Introduction to Healthcare Research (3 cr)	
HESC 348 Concepts of Management & Leadership in Healthcare (3 cr)		HESC 348 Concepts of Management & Leadership in Healthcare (3 cr; full Spring term 15 wks)		HESC 481 Capstone/ Senior Project (1 cr; full Summer term, 10 wks)	

### Health Sciences Elective Courses

Fall		Spring		Summer	
Session 7A	Session 7B	Session 7A	Session 7B	Session 7A	Session 7B
HESC 440 Special Project in Healthcare (1-3 cr)	HESC 326 Trends & Issues in Healthcare (3 cr)	HESC 445 Healthcare & Government (3 cr)		HESC 345 History of Healthcare in the United States (3 cr)	HESC 440 Special Project in Healthcare (1-3 cr)
	HESC 420 Healthcare Operations Problems and Lean Thinking (3 cr)	HESC 440 Special Project in Healthcare (1-3 cr)			

## Health Sciences Emphasis Courses

### Advanced Imaging

Fall	Spring	Summer
ADIM 305 MRI Theory (6 cr)	ADIM 396 Variable Independent Clinical (1-4 cr)	ADIM 300 CT Theory (3 cr)
ADIM 315 Practicum II (MRI) (3 cr)	ADIM 413 Cardiovascular Interventional Technology (5 cr)	ADIM 328 Clinical Aspects of CT (4 cr)
ADIM 425 Clinical Aspects of MRI (5 cr)	ADIM 432 Practicum IV (Cardiovascular Interventional Technology) (3 cr)	ADIM 404 Practicum I (CT) (3 cr)
ADIM 396 Variable Independent Clinical (1-4 cr)		ADIM 396 Variable Independent Clinical (1-4 cr)
ADIM 311 Vascular Interventional Technology (3 cr)		
ADIM 321 Practicum III (Vascular Interventional Technology) (4 cr)		

### Education

Fall		Spring		Summer	
Session 7A	Session 7B	Session 7A	Session 7B	Session 7A	Session 7B
	HESC 431 Teaching Learners in Healthcare (3 cr)		HESC 432 Professional Development in Healthcare (3 cr)		HESC 430 Instructional Planning & Delivery (3 cr)

### Management

Fall		Spring		Summer	
Session 7A	Session 7B	Session 7A	Session 7B	Session 7A	Session 7B
	HESC 448 Leadership Theory in Healthcare (3 cr)		HESC 451 Interdisciplinary Team Practice in Community Based Care (3 cr)	HESC 421 Healthcare Personnel Management (3 cr; 10-wk format)	



**Pre-MBA/Pre-MHA**

Fall	Spring	Summer
ECON 101 Fundamentals of Economics (3 cr)	ACCT 201 Principles of Accounting (3 cr)	MKTG 301 Principles of Marketing (3 cr)
FINC 301 Corporate Finance (3 cr)		

**Respiratory Care**

Fall		Spring		Summer	
Session 7A	Session 7B	Session 7A	Session 7B	Session 7A	Session 7B
	RESA 320 Cardiopulmonary Monitoring (3 cr)		RESA 310 Cardiopulmonary Assessment (3 cr)		RESA 311 Neonatal/ Pediatric Respiratory Care (3 cr; offered odd years)
	RESA 495 Independent Study (3 cr)		RESA 495 Independent Study (3 cr)		RESA 321 Pediatric Respiratory Care Case Mgt (3 cr; offered even years)
					RESA 495 Independent Study (3 cr)

*Bachelor of Science in Health Sciences**Description*

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.

*Admissions*

To be admitted to the Bachelor of Science in Health Sciences the applicant must:

1. Complete the student personal statement online at [www.kc.edu/personalstatement](http://www.kc.edu/personalstatement).
2. Meet College admission requirements.
3. Take the math placement exam, if needed\*

\*Note: 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.

### *Progression*

- 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.

### *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.

### *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 respective dean.

### *Program Completion*

To graduate with a Bachelor of Science in Health Sciences degree, students must:

- Complete the program of study for their chosen major and emphasis.
- Earn a grade of C or higher in all courses.

## *Bachelor of Science in Health Sciences, Major in Healthcare Management*

### *Description*

Kettering College offers a three-year, full-time Bachelor of Science in Health Sciences degree with a major in healthcare management, which is ideal for those pursuing a career in healthcare management.

An emphasis in pre-occupational therapy may be completed by students planning to apply to an occupational therapy doctoral program. Students in this emphasis must take a full sequence of anatomy and physiology, medical terminology, abnormal psychology, and human growth and development. Students should refer to the admission requirements for the Occupational Therapy program to which they are applying to ensure prerequisite courses align with their chosen institution's requirements.

### *Program of Study: Major in Healthcare Management*

#### **Year 1**

##### **Semester 1, Fall (13-16 cr)**

- BIOL 119           Anatomy and Physiology I (4 cr) \*
- COMM 215       Intro to Human Communications (3 cr)
- ECON 101       Fundamentals of Economics (3 cr)
- MATH 105       Fundamentals of Mathematics (if needed) (3 cr)
- RELB 101       Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ (3 cr)

\* Science course required for the OTD track; others may seek permission for other science courses.

##### **Semester 2, Spring (16 cr)**

- BIOL 129       Human Anatomy and Physiology II (4 cr) \*
- ACCT 201       Survey of Accounting (3 cr)
- ENGL 101       Writing and Rhetoric I (3 cr)
- HIST 102 or 152   History sequence II (3 cr)
- MATH 155       College Algebra (3 cr)

\* Science course required for the OTD track; others may seek permission for other science courses.

##### **Semester 3, Summer (13 cr)**

- ENGL 102       Writing and Rhetoric II (3 cr)
- HESC 381       Introduction to the Health Sciences Program (3 cr)
- KETC 101       Medical Terminology (1 cr)
- RELB 254       Morality and Medicine: Christian Perspective on Bioethical Issues (3 cr)
- SOCI 115       Principles of Sociology (3 cr)

#### **Year 2**

##### **Semester 4, Fall (15 cr)**

- HESC 340       Legal and Ethical Considerations in Healthcare (3 cr)
- HESC 348       Concepts of Management and Leadership in Healthcare (3 cr)
- MATH 201       Probability and Statistics (3 cr)
- PSYC 112       General Psychology (3 cr)
- PSYC 220       Organizational Psychology (3 cr)

**Semester 5, Spring (15 cr)**

- HESC 318 Introduction to Healthcare Research (3 cr)
- HESC 435 Community Health Perspectives (3 cr)
- HUMN XXX Humanities Group II elective (literature, history, philosophy, music, art, theater, or foreign language) (3 cr)
- PSYC 210 Social Psychology (3 cr)
- RELP 306 Spiritual Dimensions of Death and Dying (3 cr)

**Semester 6, Summer (12 cr)**

- HESC 421 Healthcare Personnel Management (3 cr)
- HUMN XXX Humanities Group II elective (literature, history, philosophy, music, art, theater, or foreign language) (3 cr)
- MKTG 301 Principles of Marketing (3 cr)
- SOCI 370 Multicultural Perspectives in Healthcare (3 cr)

**Year 3****Semester 7, Fall (15 cr)**

- FINC 301 Corporate Finance (3 cr)
- HESC 310 Healthcare Economics and Finance (3 cr)
- HESC 326 Issues and Trends in Healthcare (3 cr)
- HESC 420 Healthcare Operations Problem & Lean Thinking (3 cr)
- HESC 448 Leadership Theory in Healthcare (3 cr)

**Semester 8, Spring (15 cr)**

- HESC 315 Communication, Negotiations, and Conflict Resolution in Healthcare Organizations (3 cr)
- HESC 451 Interdisciplinary Team Practice in Community-Based Care (3 cr)
- HESC 491 Strategic Management in Healthcare (3 cr)
- HESC XXX HESC Elective (or PSYC 138 if pre-OTD) (3 cr)
- RELP 316 Spirituality in Healing and Healthcare (3 cr)

**Semester 9, Summer (6-9 cr)**

- HESC 475 Healthcare Management Internship (2 cr)
- HESC 481 Capstone (1 cr)
- HESC XXX HESC elective (3 cr)
- PSYC 230 Abnormal Psychology (pre-OTD only) (3 cr) \*

\*Required prerequisite for OTD.

**TOTAL CREDITS FOR THE MAJOR: 120 (or 123 credits for OTD emphasis)**

## *Bachelor of Science in Health Sciences, Major in Healthcare Studies*

### *Description*

Kettering College offers a Bachelor of Science in Health Sciences degree with a major in Healthcare Studies, providing specialized emphases to prepare students for advanced healthcare education.

- Pre-Medicine/Pre-Dentistry – Prepares students for medical or dental graduate programs.
- Pre-Pharmacy – Prepares students for a pharmacy doctoral program.
- Pre-Physical Therapy – Prepares students for a physical therapy doctoral program.
- Pre-Physician Assistant – Prepares students for a physician assistant graduate program.

This three-year, full-time program equips students with the necessary coursework for their chosen healthcare career path. (Pre-occupational therapy students should refer to the major in [Healthcare Management](#).)

### *Other Program-specific Guidance*

Students in this major are responsible for identifying the prerequisites required by the graduate program(s) to which they plan to apply and ensuring that all prerequisites are included in their individual plan for graduation. In some cases, substitutions may be made to courses in the program of study listed below to facilitate this. All substitutions require permission from the chair of the Health Sciences department or their designee.

### *Program of Study: Pre-Medicine/Pre-Dentistry Degree Program*

#### **Year 1**

##### **Semester 1, Fall (14 cr)**

- CHEM 121            General Chemistry I (4 cr) \*
- ECON 101           Fundamentals of Economics (3 cr)
- ENGL 101           Writing and Rhetoric I (3 cr)
- KETC 101           Medical Terminology (1 cr)
- MATH 165           College Algebra and Trigonometry (3 cr)

##### **Semester 2, Spring (16 cr)**

- CHEM 122           General Chemistry II (4 cr) \*
- ENGL 102           Writing and Rhetoric II (3 cr)
- HIST 102 or 152    History sequence II (3 cr)
- RELB 101           Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ (3 cr)
- SOCI 115           Principles of Sociology (3 cr)

#### **Year 2**

##### **Semester 3, Fall (17 cr)**

- BIOL 105           Foundations of Biology I (4 cr) \*
- CHEM 221           Organic Chemistry I (4 cr) \*
- COMM 215           Introduction to Human Communications (3 cr)
- HESC 381           Introduction to the Health Sciences Programs (3 cr)
- PSYC 112           General Psychology (3 cr)

##### **Semester 4, Spring (13-17 cr)**

- ACCT 201           Principles of Accounting (3 cr)
- CHEM 222           Organic Chemistry II (4 cr) \*
- HESC 348           Concepts of Management and Leadership in Healthcare (3 cr)
- RELP 254           Morality and Medicine: Christian Perspectives on Bioethical Issues (3 cr)
- BIOL                General Biology II (4 cr) \* #

### **Year 3**

#### **Semester 5, Fall (12-16 cr)**

- FINC 301 Corporate Finance (3 cr)
- HESC 310 Healthcare Economics & Finance (3 cr)
- HESC 340 Legal & Ethical Considerations in Healthcare (3 cr)
- MATH 201 Probability and Statistics (3 cr)
- PHYS General Physics I (4 cr) \* #

#### **Semester 6, Spring (6-14 cr)**

- HUMN XXX Humanities Group II elective (literature, history, philosophy, music, art, theater, or foreign language) (3 cr)
- RELP 306 Spiritual Dimensions of Death and Dying (3 cr)
- BIOL/CHEM Biochemistry (4 cr) \* #
- PHYS General Physics II (3 cr) \* #

#### **Semester 7, Summer (9 cr)**

- HESC 318 Introduction to Healthcare Research (3 cr)
- HESC 421 Healthcare Personnel Management (3 cr)
- or
- MKTG 301 Principles of Marketing (3 cr)
- PSYC 138 Human Growth & Development (3 cr)

### **Year 4**

#### **Semester 8, Fall (12 cr)**

- HESC 420 Healthcare Operational Problems and Lean Thinking (3 cr)
- or
- HESC 448 Leadership Theory in Healthcare (3 cr)
- HUMN XXX Humanities Group II elective (literature, history, philosophy, music, art, theater, or foreign language) (3 cr)
- RELP 316 Spirituality in Healing and Healthcare (3 cr)
- SOCI 370 Multicultural Perspectives in Healthcare (3 cr)

#### **Semester 9, Spring (9 cr)**

- HESC 435 Community Health Perspectives (3 cr)
- HESC 475 Healthcare Management Internship (2 cr)
- HESC 481 Capstone (1 cr)
- HESC 491 Strategic Management in Healthcare (3 cr)

### **TOTAL CREDITS FOR THE EMPHASIS: 124**

\*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.

*Program of Study: Pre-Pharmacy Degree Program*

**Year 1**

**Semester 1, Fall (14 cr)**

- CHEM 121 General Chemistry I (4 cr) \*
- ECON 101 Fundamentals of Economics (3 cr)
- ENGL 101 Writing and Rhetoric I (3 cr)
- KETC 101 Medical Terminology (1 cr)
- MATH 165 College Algebra and Trigonometry (3 cr)

**Semester 2, Spring (16 cr)**

- CHEM 122 General Chemistry II (4 cr) \*
- ENGL 102 Writing and Rhetoric II (3 cr)
- HIST 102 or 152 History sequence II (3 cr)
- RELB 101 Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ (3 cr)
- SOCI 115 Principles of Sociology (3 cr)

**Year 2**

**Semester 3, Fall (17 cr)**

- BIOL 105 Foundations of Biology I (4 cr) \*
- CHEM 221 Organic Chemistry I (4 cr) \*
- COMM 215 Introduction to Human Communications (3 cr)
- HESC 381 Introduction to the Health Sciences Programs (3 cr)
- PSYC 112 General Psychology (3 cr)

**Semester 4, Spring (13-17 cr)**

- ACCT 201 Principles of Accounting (3 cr)
- CHEM 222 Organic Chemistry II (4 cr) \*
- HESC 348 Concepts of Management and Leadership in Healthcare (3 cr)
- RELP 254 Morality and Medicine: Christian Perspectives on Bioethical Issues (3 cr)
- BIOL General Biology II (4 cr) \* #

**Semester 5, Summer (7 cr)**

- BIO 151 Microbiology (4 cr)
- PSYC 138 Human Growth & Development (3 cr)

**Year 3**

**Semester 6, Fall (12-16 cr)**

- FINC 301 Corporate Finance (3 cr)
- HESC 310 Healthcare Economics & Finance (3 cr)
- HESC 340 Legal & Ethical Considerations in Healthcare (3 cr)
- MATH 201 Probability and Statistics (3 cr)
- BIOL Cell & Molecular Biology (4 cr) \* #

**Semester 7, Spring (10-14 cr)**

- HUMN XXX Humanities Group II elective (literature, history, philosophy, music, art, theater, or foreign language) (3 cr)
- PHYS 131 Survey of Physics (4 cr)
- RELP 306 Spiritual Dimensions of Death and Dying (3 cr)
- BIOL/CHEM Biochemistry (4 cr) #

**Semester 8, Summer (6 cr)**

- HESC 318 Introduction to Healthcare Research (3 cr)
- HESC 421 Healthcare Personnel Management (3 cr)
- or
- MKTG 301 Principles of Marketing (3 cr)

**Year 4****Semester 9, Fall (12 cr)**

- HESC 420 Healthcare Operational Problems and Lean Thinking (3 cr)
- or
- HESC 448 Leadership Theory in Healthcare (3 cr)
- HUMN XXX Humanities Group II elective (literature, history, philosophy, music, art, theater, or foreign language) (3 cr)
- RELP 316 Spirituality in Healing and Healthcare (3 cr)
- SOCI 370 Multicultural Perspectives in Healthcare (3 cr)

**Semester 10, Spring (9 cr)**

- HESC 435 Community Health Perspectives (3 cr)
- HESC 475 Healthcare Management Internship (2 cr)
- HESC 481 Capstone (1 cr)
- HESC 491 Strategic Management in Healthcare (3 cr)

**TOTAL CREDITS FOR THE EMPHASIS: 124**

\*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.



*Program of Study: Pre-Physical Therapy Degree Program*

**Year 1**

**Semester 1, Fall (14 cr)**

- CHEM 121 General Chemistry I (4 cr) \*
- ECON 101 Fundamentals of Economics (3 cr)
- ENGL 101 Writing and Rhetoric I (3 cr)
- KETC 101 Medical Terminology (1 cr)
- MATH 165 College Algebra and Trigonometry (3 cr)

**Semester 2, Spring (16 cr)**

- CHEM 122 General Chemistry II (4 cr) \*
- ENGL 102 Writing and Rhetoric II (3 cr)
- HIST 102 or 152 History sequence II (3 cr)
- RELB 101 Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ (3 cr)
- SOCI 115 Principles of Sociology (3 cr)

**Year 2**

**Semester 3, Fall (13-17 cr)**

- BIOL 105 Foundations of Biology I (4 cr) \*
- COMM 215 Introduction to Human Communications (3 cr)
- HESC 381 Introduction to the Health Sciences Programs (3 cr)
- PSYC 112 General Psychology (3 cr)
- PHYS General Physics I (4 cr) \* #

**Semester 4, Spring (9-17 cr)**

- ACCT 201 Principles of Accounting (3 cr)
- HESC 348 Concepts of Management and Leadership in Healthcare (3 cr)
- RELP 254 Morality and Medicine: Christian Perspectives on Bioethical Issues (3 cr)
- BIOL General Biology II (4 cr) \* #
- PHYS General Physics II (4 cr) \* #

**Year 3**

**Semester 5, Fall (16 cr)**

- BIOL 119 Human Anatomy and Physiology I (4 cr)
- FINC 301 Corporate Finance (3 cr)
- HESC 310 Healthcare Economics & Finance (3 cr)
- HESC 340 Legal & Ethical Considerations in Healthcare (3 cr)
- MATH 201 Probability and Statistics (3 cr)

**Semester 6, Spring (13 cr)**

- BIOL 129 Human Anatomy and Physiology II (4 cr)
- HESC 435 Community Health Perspectives (3 cr)
- HUMN XXX Humanities Group II elective (literature, history, philosophy, music, art, theater, or foreign language) (3 cr)
- RELP 306 Spiritual Dimensions of Death and Dying (3 cr)

**Semester 7, Summer (9 cr)**

- HESC 318 Introduction to Healthcare Research (3 cr)
- HESC 421 Healthcare Personnel Management (3 cr)
- or
- MKTG 301 Principles of Marketing (3 cr)
- PSYC 138 Human Growth & Development (3 cr)

**Year 4****Semester 8, Fall (12 cr)**

- HESC 420 Healthcare Operational Problems and Lean Thinking (3 cr)
- or
- HESC 448 Leadership Theory in Healthcare (3 cr)
- HUMN XXX Humanities Group II elective (literature, history, philosophy, music, art, theater, or foreign language) (3 cr)
- RELP 316 Spirituality in Healing and Healthcare (3 cr)
- SOCI 370 Multicultural Perspectives in Healthcare (3 cr)

**Semester 9, Spring (6 cr)**

- HESC 475 Healthcare Management Internship (2 cr)
- HESC 481 Capstone (1 cr)
- HESC 491 Strategic Management in Healthcare (3 cr)

**TOTAL CREDITS FOR THE EMPHASIS: 120**

\*Common pre-physical therapy 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.

*Program of Study: Pre-Physician Assistant Degree Program*

**Year 1**

**Semester 1, Fall (14 cr)**

- CHEM 121 General Chemistry I (4 cr) \*
- ECON 101 Fundamentals of Economics (3 cr)
- ENGL 101 Writing and Rhetoric I (3 cr)
- KETC 101 Medical Terminology (1 cr)
- MATH 155 College Algebra (3 cr)

**Semester 2, Spring (16 cr)**

- CHEM 122 General Chemistry II (4 cr) \*
- ENGL 102 Writing and Rhetoric II (3 cr)
- HIST 102 or 152 History sequence II (3 cr)
- RELB 101 Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ (3 cr)
- SOCI 115 Principles of Sociology (3 cr)

**Year 2**

**Semester 3, Fall (17 cr)**

- BIOL 105 Foundations of Biology I (4 cr) \*
- CHEM 221 Organic Chemistry I (4 cr) \*
- COMM 215 Introduction to Human Communications (3 cr)
- HESC 381 Introduction to the Health Sciences Programs (3 cr)
- PSYC 112 General Psychology (3 cr)

**Semester 4, Spring (17 cr)**

- ACCT 201 Principles of Accounting (3 cr)
- BIOL 151 Microbiology (4 cr)
- CHEM 222 Organic Chemistry II (4 cr) \*
- HESC 348 Concepts of Management and Leadership in Healthcare (3 cr)
- RELP 254 Morality and Medicine: Christian Perspectives on Bioethical Issues (3 cr)

**Year 3**

**Semester 5, Fall (12-16 cr)**

- BIOL 119 Human Anatomy and Physiology I (4 cr)
- FINC 301 Corporate Finance (3 cr)
- HESC 310 Healthcare Economics & Finance (3 cr)
- HESC 340 Legal & Ethical Considerations in Healthcare (3 cr)
- MATH 201 Probability and Statistics (3 cr)

**Semester 6, Spring (10-14 cr)**

- BIOL/CHEM Biochemistry (4 cr) \* #
- BIOL 129 Human Anatomy and Physiology II (4 cr)
- HUMN XXX Humanities Group II elective (literature, history, philosophy, music, art, theater, or foreign language) (3 cr)
- RELP 306 Spiritual Dimensions of Death and Dying (3 cr)

**Semester 7, Summer (9 cr)**

- HESC 318 Introduction to Healthcare Research (3 cr)
- HESC 421 Healthcare Personnel Management (3 cr)
- or
- MKTG 301 Principles of Marketing (3 cr)
- PSYC 138 Human Growth & Development (3 cr)
- or
- PSYC 230 Abnormal Psychology (3 cr)

**Year 4****Semester 8, Fall (12 cr)**

- HESC 420 Healthcare Operational Problems and Lean Thinking (3 cr)
- or
- HESC 448 Leadership Theory in Healthcare (3 cr)
- HUMN XXX Humanities Group II elective (literature, history, philosophy, music, art, theater, or foreign language) (3 cr)
- RELP 316 Spirituality in Healing and Healthcare (3 cr)
- SOCI 370 Multicultural Perspectives in Healthcare (3 cr)

**Semester 9, Spring (9 cr)**

- HESC 435 Community Health Perspectives (3 cr)
- HESC 475 Healthcare Management Internship (2 cr)
- HESC 481 Capstone (1 cr)
- HESC 491 Strategic Management in Healthcare (3 cr)

**TOTAL CREDITS FOR THE EMPHASIS: 124**

\*Common pre-physician assistant 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.

## Department of Radiologic Sciences and Imaging

### Faculty

- Tuta Ionescu, EdD, RT(R)(CT), Chair
- Rob Hoover, MA, RT(R)
- Idamae Jenkins, MA, RT(R)

### Staff

- Cathy Roth

### Description

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 programs:

- 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.

### Guiding Statements

#### Mission

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.

### End-of-Degree Student Learning Goals and Outcomes

- **Goal 1: Clinical Competency:** Graduates of the program will demonstrate technical and clinical competence.
  - Outcome: Students will apply appropriate positioning skills and central ray alignment.
  - Outcome: Students create an exposure technique chart that can be used in the clinical setting.
  - Outcome: Students will properly evaluate radiographic images for diagnostic value.
- **Goal 2: Critical Thinking:** Graduates of the program will demonstrate critical thinking and problem-solving skills.
  - Outcome: Students will accurately manipulate exposure factors in non-routine/trauma situations.
  - Outcome: Students will adjust positioning techniques in non-routine/trauma procedures.
  - Outcome: Students will answer questions about radiation exposure and dose from the general public.

- **Goal 3: Interpersonal Communication:** Graduates of the program will demonstrate effective interpersonal skills by adapting terminology and knowledge to their field of study.
  - Outcome: Students will demonstrate effective writing skills.
  - Outcome: Students will demonstrate effective verbal communication skills.
- **Goal 4: Ethical principles:** Graduates of the program will function within the medical imaging profession's ethical principles by providing professional and compassionate care to patients.
  - Outcome: Students will demonstrate knowledge of and practice compassionate care as they apply it consistently to direct patient care.
  - Outcome: Students will recognize and maintain patient information security at the clinical site.

### *Associate of Science, Major in Radiologic Technology*

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

### *Accreditation*

The radiologic technology program 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/>; also accredited by the Ohio Department of Health X-Ray Control

### *Professional Registration*

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.

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

### *Application*

Applicants to radiologic technology must meet the following requirements:

- Meet all Kettering College admission requirements.
- Maintain a cumulative GPA of at least 2.50 during the application/pre-enrollment period and throughout the program.
- Applicants with less than 24 college credit hours must demonstrate 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.
- Application materials, including transcripts and personal statement forms, must be received by January 31. Early admission decisions will be communicated by the end of April.

### *Admissions*

- Early admission based on superior academic performance will occur between late January and March prior to matriculation into the program in the Fall term. Criteria include:
  - Strength in math and science courses.
  - An overall GPA of 3.0 or higher.
  - Minimum ACT composite score of 25 or SAT equivalent.

- Attendance records, personal statements, and status as a current Kettering College student.
- Regular acceptance: Applications received by May 25 will be considered for any remaining openings. Regular admission decisions will be communicated by mid-June, with a 10-day window to accept or decline.

#### Program Admission Notes

- Patterns of withdrawal and/or repeated courses, especially in math and science, will negatively impact acceptance decisions.
- 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.
- 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 September 1 during the first semester in the program.

#### Transfer Credit

Kettering College requires all Radiologic Technology courses, including clinical courses, to be completed at the institution and does not accept transfer credits from other radiologic technology programs.

#### Pre-Enrollment

##### Immunizations

All required immunizations must be completed before beginning the clinical experience. Additional immunizations may be required by individual clinical sites.

##### Background Checks

Accepted students must request and pay for a background check performed by a college-approved service. Background checks must be completed between June 1 and August 31 prior to enrollment.

##### Personal Health Insurance

All students must be covered by health insurance to cover any costs associated with injuries or illness sustained during clinical assignments.

#### Progression

- Students must complete the core curriculum.
- To remain in the program, students must earn a grade of C or higher in all coursework and maintain a minimum GPA of 2.00 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, with certain conditions.
- CPR/BLS certification: Students must document current CPR/BLS certification before starting the clinical portion of the program and maintain it throughout their enrollment.
- Attendance:
  - Didactic: A student with absences equal to or exceeding one-fourth of class meetings may not take the final exam or receive credit without department chair approval.
  - Clinical: Refer to the Clinical Education Handbook for the clinical attendance policy.
- 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." 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.

#### *Leave of Absence*

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 out of the program for one year or less may be required to repeat some courses.
- Students out for more than one year must reapply through the regular admissions process; prior RTCA courses will not be transferable.
- Requests for readmission will be evaluated individually based on various criteria, including cumulative GPA, available space in the program, and evaluation of the student's previous academic and clinical performance.

#### *Program Completion*

- Clinical contact hours: Radiologic technology students will accumulate approximately 1,300 hours in clinical activities. Clinical hours are outlined in the "Clinical Hours for Radiologic Technology" section. Evening clinical experience is included each semester.
- Students will not replace paid hospital staff and will not receive financial remuneration for clinical hours.
- To be eligible for the ARRT national certification examination, students must meet all program and Associate of Science degree requirements.

#### *Other Program-specific Guidance*

- 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.

#### *Clinical Education Sites*

Various clinical education sites include hospitals, independent imaging centers, and physician offices within a 70-mile radius of the College. Students must provide their own transportation.



### 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: Hours are approximate and may vary due to scheduled recesses and holidays. Students may be granted more time to complete clinical competencies if needed but shall not exceed 40 hours of combined clinical and didactic contact hours per week.

### Computer Skills

It is recommended that all students entering the program have computer skills that enable them to use Windows, word processing, spreadsheet, and PowerPoint operations. Please refer to specific course descriptions for more details.

### Program Size

Enrollment is limited by credentialing agencies and the availability of clinical rotations.

### Program of Study

#### Year 1

##### **Semester 1, Fall (15 cr)**

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

##### **Semester 2, Spring (16 cr)**

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

##### **Semester 3, Summer (8 cr)**

- RTCA 131 Practicum III (2 cr)
- RTCA 133 Radiologic Technology III (2 cr)
- RTCA 135 Fundamentals of Radiation and Generation I (2 cr)
- RTCA 137 Formulating Radiographic Technique (2 cr)

## **Year 2**

### **Semester 4, Fall (16 cr)**

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

### **Semester 5, Spring (15 cr)**

- BIOL 263 Sectional Anatomy (3 cr)
- RTCA 292 Radiology Simulated Registry (1 cr)
- RTCA 217 Pathology for Radiographers (2 cr)
- RTCA 239 Practicum V (3 cr)
- RELP 254 Morality and Medicine (3 cr)
- SOCI 115 Principles of Sociology (3 cr)

**TOTAL CREDITS FOR THE DEGREE: 70**

## Advanced Imaging

### Description

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).

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:

- Bachelor of Science in Health Sciences (BSHS)
  - 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)
  - 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 Academic Bulletin section)
  - 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 Academic Bulletin for more information.
- Modality programs in the following are offered as one-semester courses of study:
  - CT (10 weeks),
  - VIT (16 weeks), and
  - CIT (16 weeks)

The modality program in MRI is offered in a semester and a half. (See the advanced imaging track at the end of this Academic 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.

### Accreditation

All Advanced Imaging programs meet American Registry of Radiologic Technologists' (ARRT) structural educational requirements for certification and registration.

### Professional Registration

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.

### *Application*

Applicants to the Bachelor of Science in Health Sciences with an emphasis in advanced imaging or to one of the advanced imaging certificate (modality) programs must satisfy the following criteria to be considered for admission:

- 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.

### *Admissions*

#### *Transfer Credit*

Kettering College requires all Advanced Imaging courses, including clinical courses, to be completed at the institution and does not accept transfer credits from other advanced imaging programs.

### *Pre-Enrollment*

#### *Progression*

- 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
- A student may enroll in a course no more than twice; a grade of W counts as enrollment.
- Failure or withdrawal from an advanced imaging course requires repeating all courses in the modality.

### *Leave of Absence*

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.

#### *Program Completion*

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).

#### *Other Program-specific Guidance*

##### *Advanced Placement*

ARRT-registered professionals in CT, MRI, VIT, or CIT may receive upper-division credit toward a Bachelor of Science in Health Sciences with an emphasis in advanced imaging.

##### *Clinical Education*

All advanced imaging programs require clinical experience, with contact hours varying by modality and semester length.

Students must pass each clinical course with a grade of C or higher.

**Attendance:** All clinical absences must be made up, scheduled with the clinical coordinator and site, and completed before academic credit is granted.

**Transportation:** Students are responsible for their own transportation to clinical sites.

**Clinical Rotations:** To enhance versatility and skills, students rotate through hospitals, independent imaging centers, and physicians' offices within 70 miles of Kettering College.

**Clinical Hours:** Advanced imaging modalities (CT, MRI, VIT, CIT) require varying clinical hours (up to 300) based on modality and semester length, with a minimum of three 8- to 10-hour days per clinical week.

**Previous Experience:** Students may petition for clinical credit based on prior training or experience if cross-trained or working in the field and needing ARRT structured education for registry eligibility. Approval depends on employment records, recommendations, and supervisor verification of at least one year of relevant employment (or part-time equivalent of 20+ hours/week).

**Modality Credits:** Clinical hours determine credit allocation, ranging from 3 to 11 credits per modality.

**Competency-Based Evaluation:** Practicum experience is required in semesters with clinical courses. Students must complete 50 ARRT competencies and earn at least 75% on clinical paperwork and evaluations to pass. See the course syllabus for details.

### Computer Skills

It is recommended that all students entering the program have computer skills that enable them to use Windows, word processing, spreadsheet, and PowerPoint operations. Please refer to specific course descriptions for more details.

### Space Availability

Program capacity is limited by accreditation and clinical site availability.

### *Bachelor of Science in Health Sciences, Emphasis in Advanced Imaging*

(Back to [Health Sciences Completion](#))

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

**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 cr  
                      Option 2: VIT, CIT 51-53 cr  
                      Option 3: VIT, CT 52-53 cr  
                      Option 4: VIT, MRI 57-58 cr  
                      Option 5: CT, CIT 54-56 cr  
                      Option 6: MR, CIT 59-61 cr

### COURSE REQUIREMENTS

#### Degree core

- Humanities electives (6 cr): literature, history, philosophy, music, art, theater, or foreign language
- Religion (6 cr; RELP 316 Spirituality in Healing and Healthcare and RELP 306 Spiritual Dimensions and Death and Dying are required)
- Mathematics (3 cr, MATH 201)
- Social sciences (3 cr, SOCI 370)

#### 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 cr)
- Option 2: VIT, CIT — ADIM 311, 321, 413, 432, ADIM 360 as needed/required (14-15 cr)
- Option 3: VIT, CT — ADIM 311, 321, 300, 328, 404 (15 cr)
- Option 4: VIT, MRI — ADIM 311, 321, 305, 425, 315 (20 cr)
- Option 5: CT, CIT — ADIM 300, 328, 404, 413, 432, ADIM 360 as needed/required (17-18 cr)

## Advanced Imaging Modalities

### Computed Tomography (CT)

- ADIM 300 CT Theory (3 cr)\*
- ADIM 328 Clinical Aspects of CT (3 cr)\*
- ADIM 404 Practicum I (CT; 3 cr)

#### **TOTAL CREDITS FOR THE MODALITY: 9**

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

### Magnetic Resonance Imaging (MRI)

- ADIM 305 MRI Theory (6 cr)\*
- ADIM 425 Clinical Aspects of MRI (5 cr)\*
- ADIM 315 Practicum II (MRI; 3 cr)

#### **TOTAL CREDITS FOR THE MODALITY: 14**

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

### Vascular Interventional Technology (VIT)

- ADIM 311 Vascular Interventional Technology (3 cr)\* §
- ADIM 321 Practicum III (VIT; 3 cr) §

#### **TOTAL CREDITS FOR THE MODALITY: 6**

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

§ Course availability is subject to minimum student enrollment.

### Cardiovascular Interventional Technology (CIT)

- ADIM 413 Cardiovascular Interventional Technology (5 cr)\* §
- ADIM 432 Practicum IV (CIT; 3 cr) §
- ADIM 360 Advanced Cardiac Life Support (as needed; 1 cr) §

#### **TOTAL CREDITS FOR THE MODALITY: 8-9**

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

§ Course availability is subject to minimum student enrollment.

## Department of Respiratory Care

### Faculty

- Hope Appelbaum, MEd, RRT-ACCS, Chair
- Nick Johnston, PhD, MBA, BSRT, RRT-ACCS, Director of Clinical Education
- Tanya McCray, MSc, RRT

### Staff

- Sandy Tuttle

### *Bachelor of Science, Major in Respiratory Care*

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.

### *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](http://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.

### *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.

### *Guiding Statements*

#### *Mission*

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.

### Outcomes

The goals of the respiratory care program are to:

1. Prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs).
2. Prepare leaders for the field of respiratory care by providing curricular content that includes objectives related to acquisition of skills in one or more of the following: management; education; research; advanced clinical practice (which may include an area of clinical specialization).

All graduates will demonstrate:

1. Ability to recall, apply, and analyze information required of advanced-level respiratory therapists.
2. Manual dexterity and technical proficiency necessary to perform as competent advanced level respiratory therapists.
3. Caring and positive attitude necessary for continued employment as advanced-level respiratory therapists.
4. Ability to engage in critical thinking, reflection, and problem solving through evidence- based practice in multiple healthcare settings.
5. Respect and adaptability 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.

### Application

To apply, candidates must submit the following materials:

- Transcripts (high school and/or college).
- A completed student personal statement.
- Any additional documents required for the program, such as evidence of job shadow experience (if applicable).

### Admissions

Admission eligibility is based on the following academic and proficiency criteria:

- **Academic Background:**
  - A holistic evaluation of GPA (high school or college) and test scores through the ACT or SAT (CR+M).
  - 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 grade of C in all college-level courses, whether completed at Kettering College or elsewhere.
- **Mathematics Proficiency:**
  - A score of at least 70% on the Kettering College math placement exam.
- **Test Scores:**
  - The ACT is optional for students with a minimum 3.0 high school GPA applying to complete general education prerequisite courses.

### Selection Process

The selection process evaluates applicants holistically, with additional considerations that may influence acceptance:

- Completion of a job shadow experience.
- Status as a current Kettering College student.
- ACT composite and/or SAT scores.

### Decision Deadlines

- **Early Action:** Applications submitted by January 31 will be reviewed for early admission. Decisions will be communicated by the end of February. Admitted students must accept or decline their offer by May 1.
- **Regular Decision:** Applications submitted by May 25 will be reviewed for program admission to fill any remaining spots after early action decisions. Decisions will be communicated by mid-June. Admitted students must accept or decline their offer within 10 days of receiving the decision.

### Program Admission Notes

All admitted students are expected to demonstrate computer proficiency in document preparation, internet usage, and emailing.

### Pre-Enrollment

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.

### Progression

To progress to the next term in the Bachelor of Science, major in respiratory care program, 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.

## Program 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:** 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.

## Other Program-specific Guidance

### 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.

### 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, major in respiratory care program, 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.

### *Program of Study*

#### **Year 1**

##### **Semester 1, Fall (13-16 cr)**

- BIOL 119 Human Anatomy and Physiology I (4 cr)
- ENGL 101 Writing and Rhetoric I (3 cr)
- HIST History elective (3 cr)
- MATH 105 Fundamentals of Math (if needed; 3 cr)
- COMM 215 Introduction to Human Communication (3 cr)

##### **Semester 2, Spring (16 cr)**

- BIOL 129 Human Anatomy and Physiology II (4 cr)
- ENGL 102 Writing and Rhetoric II (3 cr)
- PSYC 112 General Psychology (3 cr)
- MATH 155 College Algebra (3 cr)
- SOCI 115 Sociology (3 cr)

##### **Semester 3, Summer (7 cr)**

- CHEM 101 Chemistry for Health Sciences (3 cr)
- HUMN Humanities elective (literature, history, philosophy, music, art, theater, or foreign language; 3 cr)
- KETC 101 Medical Terminology (1 cr)

#### **Year 2**

##### **Semester 4, Fall (16 cr)**

- RELB 101 Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ (3 cr)
- RESB 100 Survey of Respiratory Care (1 cr)
- RESB 110 Integrated Respiratory Care Sciences (2 cr)
- RESB 205 Cardiopulmonary Anatomy and Physiology (3 cr)
- RESB 307 Respiratory Protocols I (with lab; 3 cr)
- RESB 309 Clinical 1 Respiratory Protocols (1 cr)
- RESB 310 Cardiopulmonary Assessment (3 cr)

##### **Semester 5, Spring (17 cr)**

- MATH 201 Probability and Statistics (3 cr)
- RELP 316 Spirituality in Healing and Healthcare (3 cr)
- RESB 312 Cardiopulmonary Pathology (3 cr)
- RESB 317 Respiratory Care Protocols II (with lab; 3 cr)
- RESB 318 Clinical 2 Respiratory Protocols (2 cr)
- RESB 330 Respiratory Care Pharmacology (3 cr)

##### **Semester 6, Summer (11 cr)**

- RELP 254 Morality and Medicine: Christian Perspective on Bioethical Issues (3 cr)
- RESB 324 Introduction to Critical Care (with lab; 3 cr)
- RESB 326 Clinical 3 Diagnostics and Critical Care (2 cr)
- RESB 335 Pulmonary Diagnostics (3 cr)

### **Year 3**

#### **Semester 7, Fall (14 cr)**

- RESB 320      Cardiopulmonary Monitoring (3 cr)
- RESB 344      Introduction to Neonatal Pediatric Respiratory Care (3 cr)
- RESB 407      Critical Care Case Management (with lab; 3 cr)
- RESB 408      Clinical 4 Respiratory Critical Care (2 cr)
- SOCI 370      Multicultural Perspectives in Healthcare (3 cr)

#### **Semester 8, Spring (15 cr)**

- HESC 348      Concepts of Management and Leadership in Healthcare (3 cr)
- HUMN          Humanities elective (literature, history, philosophy, music, art, theater, or foreign language; 3 cr)
- RESB 410      Outpatient Respiratory Care Services (2 cr)
- RESB 417      Advanced Practice in Neonatal Pediatric Respiratory Care (with lab; 3 cr)
- RESB 418      Clinical 5 Advanced Critical Care (2 cr)
- RESB 420      Respiratory Care Capstone (2 cr)

#### **Semester 9, Summer (11 cr)**

- HESC 318      Introduction to Healthcare Research (3 cr)
- RELP 306      Spiritual Dimensions of Death and Dying (3 cr)
- RESB 425      Respiratory Care Summative Practicum (5 cr)

**TOTAL CREDITS FOR THE DEGREE: 120-123**

## Division of Nursing

- Paula Reams, PhD, APRN, CNP, CNE, LMT, Dean of Nursing

## Department of Nursing

- Paula Reams, PhD, APRN, CNP, CNE, LMT, Dean of Nursing

### Faculty

- Lynette Williams, DNP, RN-BC, CCRN-K, Chair of Undergraduate Prelicensure BSN, LPN to BSN and Accelerated Prelicensure BSN
- Devon Skinner, MSN, RN, CNE, Undergraduate Assistant Chair of Undergraduate Prelicensure BSN, LPN to BSN and Accelerated Prelicensure BSN
- Angela Kuck, MS, RNC-MNN, Clinical Practice Coordinator
- Adelaide Durkin, DNP, RN, COI, CNE, DipACLM, Chair, RN-to-BSN
- Jeanette Little, DNP, RN, FACHE, NEA-BC, FABC, CHW Director
- Nicole Orian, DNP, RN, Chair, Graduate Nursing
- Beverley McLean, MSN, RN, CHSE, Interprofessional Education Center Simulation Co- Coordinator
- Phillip Smith, BA, CHSOS, EMT-P, Interprofessional Education Center Simulation Co- Coordinator
- Ashley Barnett, MS, RNC-OB, C-EFM
- Jerry Cervantes, MSN, RN
- Katherine Ferrell, MSN, RN, OMS, WCC
- Kim Hatcher, MSN, RN, CCRN- CMC
- Brittany Hauk, MSN, RN
- Melinda Hopkins, DNP, RN
- Lisa Huber, MSN, RN, COI
- Sukira Totty, MA, RN
- Deborah Warren, MS, RN

### Staff

- Jessica Allen, BA
- Mary Harden
- Gerson Hortua, BA
- Lisette Santana Torres, BS
- Phil Smith, BA, CHSOS, EMT-P

### Guiding Statements

(Back to [Master 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 differences, 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 grace toward humanity. Essential values that exemplify Christian professional values include, but are not limited to, trustworthiness, innovation, caring, competence, and collaboration.

### **Professionalism**

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

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

### **Evidence-Based Practice & Quality Improvement**

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

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



## **Leadership**

Leadership begins with the willingness and ability to learn new skills and includes the agility to adapt to change from the bedside to the boardroom. Leadership is revealed in nurses participating in and creating safe, positive, 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 all 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) Track (BSN-P)*

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 61 credits from arts and sciences courses and 63 nursing credits.

### *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](http://www.acenursing.org).

### *Guiding Statements*

Please refer to the Division of Nursing's [Guiding Statements](#).

### *End of Program Student Learning Outcomes (SLO)*

1. Synthesizes knowledge from the arts and sciences and from nursing theory, practice, and evidenced-based research to provide and to manage the health care needs of diverse community populations, patients, and families across the continuum of health care.
2. Uses professional nursing judgment, informed by Christian principles, moral and ethical reasoning, professional nursing standards, and evidence-based practice to promote health, prevent disease, and provide safe, competent, whole-person nursing care across the continuum of health care.
3. Is a compassionate and conscientious nurse who serves humanity and the profession of nursing in the spirit of Christian caring.
4. Uses written, verbal, non-verbal, and emerging technological methods to communicate effectively in the provision, management, and coordination health care across the life span.
5. Functions as a collaborative member of the interdisciplinary health care team to promote health, prevent disease, and provide evidence-based nursing care to individuals, families, communities, and populations across the continuum of health care.
6. Incorporates leadership and management skills, and an understanding of organizations, to promote safety and quality care for individuals, families, communities, and populations.
7. Designs care based upon an understanding of how regulatory policies, economic, political, and socio-cultural forces directly and indirectly influence the health care system and professional nursing practice.
8. Engages in learning-centered experiences that promote lifelong personal and professional growth within the scope of baccalaureate nursing practice.

### *Admissions*

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.

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 semester entry.

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 cr)
    - BIOL 129 Human Anatomy and Physiology II (4 cr)
    - CHEM 101 Chemistry for the Health Sciences (3 cr)
    - BIOL 151 Microbiology (4 cr)
  - Other required general education prerequisite courses (minimum grade of C):
    - ENGL 101 Writing and Rhetoric I (3 cr)
    - ENGL 102 Writing and Rhetoric II (3 cr)
    - MATH 105 Fundamentals of Mathematics (3 cr)
    - MATH 201 Probability and Statistics (3 cr)
    - PSYC 112 General Psychology (3 cr)
    - PSYC 138 Human Growth and Development (3 cr)
    - SOCI 115 Sociology (3 cr)
    - HUMN Humanities elective (Literature, history, philosophy, music, art, theater, or foreign language; 3 cr)
    - KETC 101 Medical Terminology (1 cr)
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 college's admissions office and the 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.

### *Transfer Credit*

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.

### *Pre-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.

### *Program Completion*

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*

This degree program offers multiple start terms and flexible enrollment options, including full-time and part-time study. While students may follow different tracks, all complete the same prerequisite and programmatic coursework requirements, though the sequence and duration may vary based on their chosen track and enrollment status.

### *Fall Cohort (Full-time)*

This cohort is divided into two tracks for the first year of the program: A and B. Students in both tracks take the same series of prerequisite courses over the first three terms but do so in a different sequence. The tracks combine into a single cohort beginning year 2, for the remainder of the degree program.

## **Year 1**

### ***Track A***

#### **Semester 1, Fall (14 cr)**

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

#### **Semester 2, Spring (14 cr)**

- BIOL 129 Human Anatomy and Physiology II (4 cr)
- BIOL 151 Microbiology (4 cr)
- ENGL 102 Writing and Rhetoric II (3 cr)
- MATH 201 Probability and Statistics (3 cr)

**Semester 3, Summer (12 cr)**

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

**Track B****Semester 1, Fall (13 cr)**

- BIOL 151 Microbiology (4 cr)
- MATH 105 Fundamentals of Mathematics (3 cr)
- ENGL 101 Writing and Rhetoric I (3 cr)
- PSYC 112 General Psychology (3 cr)

**Semester 2, Spring (14 cr)**

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

**Semester 3, Summer (13 cr)**

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

**Year 2****Semester 4, Fall (15 cr)**

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

**Semester 5, Spring (15 cr)**

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

**Semester 6, Fall (12 cr)**

- NRSB 335 Medical Surgical Nursing 2 (8 cr)
- NRSB 355 Population Health Concepts (4 cr)



### **Year 3**

#### **Semester 7, Fall (16 cr)**

- NRSB 331 Psychiatric/Mental Health Nursing Concepts (4 cr)
- NRSB 341 Family Nursing Concepts (6 cr)
- NRSB 371 Nursing Research (3 cr)
- RELP 316 Spirituality in Healing and Healthcare (3 cr)

#### **Semester 8, Spring (15 cr)**

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

#### **Semester 9, Summer (11 cr)**

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

### **Spring Cohort (Full-time)**

Students in this cohort complete the same series of prerequisite courses in a unified sequence throughout the entire plan of study.

### **Year 1**

#### **Semester 1, Spring (13 cr)**

- BIOL 119 Human Anatomy and Physiology I (4 cr)
- CHEM 101 Chemistry for Health Sciences (3 cr)
- ENGL 101 Writing and Rhetoric I (3 cr)
- MATH 105 Fundamentals of Mathematics (3 cr)

#### **Semester 2, Summer (13 cr)**

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

#### **Semester 3, Fall (14 cr)**

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

### **Year 2**

#### **Semester 4, Spring (15 cr)**

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

**Semester 5, Summer (15 cr)**

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

**Semester 6, Fall (15 cr)**

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

**Year 3****Semester 7, Spring (16 cr)**

- NRSB 331 Psychiatric/Mental Health Nursing Concepts (4 cr)
- NRSB 341 Family Nursing Concepts (6 cr)
- NRSB 371 Nursing Research (3 cr)
- RELP 316 Spirituality in Healing and Healthcare (3 cr)

**Semester 8, Summer (12 cr)**

- NRSB 405 Medical Surgical Nursing 3 (9 cr)
- NRSB 411 Essentials of Nursing Leadership, Management, and Informatics (3 cr)

**Semester 9, Fall (11 cr)**

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

**Fall Cohort (Part-time)**

Students in this cohort complete the same series of prerequisite courses in a unified sequence throughout the entire plan of study.

**Year 1****Semester 1, Fall (6 cr)**

- ENGL 101 Writing and Rhetoric I (3 cr)
- MATH 105 Fundamentals of Mathematics (3 cr)

**Semester 2, Spring (9 cr)**

- CHEM 101 Chemistry for Health Sciences (3 cr)
- COMM 215 Introduction to Human Communication (3 cr)
- ENGL 102 Writing and Rhetoric I (3 cr)

**Semester 3, Summer (7 cr)**

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

## **Year 2**

### **Semester 4, Fall (7 cr)**

- BIOL 151 Microbiology (4 cr)
- PSYC 112 General Psychology (3 cr)

### **Semester 5, Spring (10 cr)**

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

### **Semester 6, Summer (7 cr)**

- BIOL 129 Human Anatomy and Physiology II (4 cr)
- PSYC 138 Human Growth and Development (3 cr)

## **Year 3**

### **Semester 7, Fall (9 cr)**

- BIOL 350 Pathophysiology (3 cr)
- NRSB 315 Foundations of Nursing (6 cr)

### **Semester 8, Spring (9 cr)**

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

### **Semester 9, Summer (9 cr)**

- NRSB 325 Medical Surgical Nursing 1 (6 cr)
- RELX Religion elective (3 cr)

## **Year 4**

### **Semester 10, Fall (12 cr)**

- NRSB 335 Medical Surgical Nursing 2 (8 cr)
- NRSB 355 Population Health Concepts (4 cr)

### **Semester 11, Spring (7 cr)**

- NRSB 331 Psychiatric/Mental Health Nursing Concepts (4 cr)
- NRSB 371 Nursing Research (3 cr)

### **Semester 12, Summer (6 cr)**

- NRSB 411 Essentials of Nursing Leadership, Management, and Informatics (3 cr)
- RELP 306 Spiritual Dimensions of Death and Dying (3 cr)

## **Year 5**

### **Semester 13, Fall (9 cr)**

- NRSB 341 Family Nursing Concepts (6 cr)
- RELP 316 Spirituality in Healing and Healthcare (3 cr)

### **Semester 14, Spring (9 cr)**

- NRSB 405 Medical Surgical Nursing 3 (9 cr)

### **Semester 15, Summer (8 cr)**

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

**TOTAL CREDITS FOR THE DEGREE: 124**

### *LPN-to-Bachelor of Science in Nursing (LPN-to-BSN) Track*

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 127 semester credits, including 61 credits from arts and sciences courses and 66 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.

#### *Guiding Statements*

Please refer to the Division of Nursing's [Guiding Statements](#).

#### *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.

#### *Admission Deadlines\**

- Admission occurs once a year in Fall semester.
- Application materials, including transcripts and student personal statement forms, are due by the deadlines outlined in the Fall Admission Deadlines for the BSNP.

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

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

1. Present official transcript from a state-approved practical nurse program showing date of graduation.
2. Possess and maintain a valid, unrestricted, and unencumbered LPN license.

#### *Transfer Credit*

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.

### *Program of Study*

#### **Year 1**

##### **Semester 1, Fall (14 cr)**

- BIOL 119<sup>+</sup> Human Anatomy and Physiology I (4 cr)
- ENGL 101 Writing and Rhetoric I (3 cr)
- KETC 101<sup>+</sup> Medical Terminology (1 cr)
- MATH 105 Fundamentals of Mathematics (3 cr)
- PSYC 112 General Psychology (3 cr)

##### **Semester 2, Spring (14 cr)**

- BIOL 129 Human Anatomy and Physiology II (4 cr)
- BIOL 151 Microbiology (4 cr)
- ENGL 102 Writing and Rhetoric II (3 cr)
- MATH 201 Probability and Statistics (3 cr)

##### **Semester 3, Summer (12 cr)**

- CHEM 101 Chemistry for Health Sciences (3 cr)
- HUMN Humanities elective (literature, history, philosophy, music, art, theater, or foreign language; 3 cr)
- PSYC 138<sup>+</sup> Human Growth and Development (3 cr)
- SOCI 115 Principles of Sociology (3 cr)

#### **Year 2**

##### **Semester 4, Fall (15 cr)**

- BIOL 350 Pathophysiology (3 cr)
- NRSB 305<sup>+</sup> Pharmacology in Nursing (3 cr)
- NRSB 315<sup>+</sup> Foundations of Nursing (6 cr)
- RELB 101 Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ (3 cr)

##### **Semester 5, Spring (15 cr)**

- COMM 215 Introduction to Human Communication (3 cr)
- NRSB 301<sup>+</sup> Wellness and Health Promotion (3 cr)
- NRSB 325 Medical Surgical Nursing 1 (6 cr)
- RELX Religion elective (3 cr)

##### **Semester 5, Fall (12 cr)**

- NRSB 335 Medical Surgical Nursing 2 (8 cr)
- NRSB 355 Population Health Concepts (4 cr)

### **Year 3**

#### **Semester 7, Fall (16 cr)**

- NRSB 331 Psychiatric/Mental Health Nursing Concepts (4 cr)
- NRSB 341 Family Nursing Concepts (6 cr)
- NRSB 371 Nursing Research (3 cr)
- RELP 316 Spirituality in Healing and Healthcare (3 cr)

#### **Semester 8, Spring (15 cr)**

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

#### **Semester 9, Summer (11 cr)**

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

### **TOTAL CREDITS FOR THE DEGREE: 124**

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

- BIOL 119 Human Anatomy and Physiology I (4 cr)
- PSYC 138 Human Growth and Development (3 cr)
- KETC 101 Medical Terminology (1 cr)
- NRSB 301 Wellness and Health Promotion (3 cr)
- NRSB 305 Pharmacology in Nursing (3 cr)
- NRSB 315 Foundations of Nursing (6 cr)

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

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 full-time 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 55 credits awarded for the previously earned bachelor's degree and completion of prerequisite courses.

#### *Guiding Statements*

Please refer to the Division of Nursing's [Guiding Statements](#).

#### *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.

#### *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 cr)
    - BIOL 129 Human Anatomy and Physiology II (4 cr)
    - CHEM 101 Chemistry for the Health Sciences (3 cr)
    - BIOL 151 Microbiology (4 cr)
  - Other required general education prerequisite courses (minimum grade of C)
    - BIOL 350 Pathophysiology (3 cr)
    - MATH 201 Probability and Statistics (3 cr)
    - PSYC 138 Human Growth and Development (3 cr)
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.

### Admission 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.

### 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.

### Readmission Criteria

(\*Specific to the Accelerated BSNP Track)

- 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.

### *Program of Study*

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.

Students pursuing the Accelerated BSN degree do not have required core courses; however, each student must complete all prerequisites and all courses required for the completion of the program.

### **Year 1**

#### **Semester 1, Fall (18 cr)**

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

#### **Semester 2, Spring (18 cr)**

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

#### **Semester 3, Summer (16 cr)**

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

### **Year 2**

#### **Semester 4, Fall (17 cr)**

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

**TOTAL CREDITS FOR THE DEGREE: 124**

### *RN-to-Bachelor of Science in Nursing (RN-to-BSN) Track*

The RN-to-Bachelor of Science in Nursing (BSN) track at Kettering College prepares 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.

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.

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 place of residence depending on state and institution regulations. If the state board of nursing or institution does not allow for practicum experiences to be performed from an out-of-state education program, the student will be required to complete the practicum experience at Kettering Health facilities or in a facility where we have affiliation agreement.

#### *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](http://www.acenursing.org).

#### *Guiding Statements*

Please refer to the Division of Nursing's [Guiding Statements](#).

#### *Application*

##### *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

#### *Admissions*

##### *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.

### Program Admission Notes

#### Transfer Credit

- Students will receive up to 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. Pathophysiology) 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.

#### 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 of 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.
- 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 and an unrestricted RN license.

### 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.

### Program Completion

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

### *Other Program-specific Guidance*

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. (Note: The background requirement is waved for registered nurses who are Kettering Health employees and hold an active license.)
2. These requirements may be met through employment as an RN in an acute care facility and on a case-by-case basis.

### *Program of Study*

#### **Prerequisites (3 cr)**

- Statistics            One course (3 cr)

#### **Required General Education Courses (9 cr)**

- BIOL 350            Pathophysiology (3 cr)
- RELP 306            Spiritual Dimensions of Death & Dying (3 cr)
- HUMN                Humanities elective (literature, history, philosophy, music, art, theater, or foreign language; 3 cr)

#### **Required Nursing Courses (22 cr)**

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

**TOTAL CREDITS FOR THE DEGREE: 34**

## Course Availability

### Prerequisites:

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

### Fall entry:

Fall Entry – Year 1					
Fall		Spring		Summer	
Session 7A	Session 7B	Session 7A	Session 7B	Session 7A	Session 7B
NRSA 311 BSN Success Strategies (3 cr)	NRSA 326 Trends & Issues in Healthcare (3 cr)	NRSA 420 Population Health (4 cr)	NRSA 340 Evidence-Based Nursing Practice (4 cr)	NRSA 350 Health Assessment & Promotion (3 cr)	REL 306 Spiritual Dimensions of Death & Dying (3 cr)
BIOL 350 Pathophysiology (3 cr)				Humanities Elective (3 cr)	

Fall Entry – Year 2					
Fall		Spring		Summer	
Session 7B	Session 7A	Session 7B	Session 7B	Session 7A	Session 7B
NRSA 440 Leadership in Healthcare (4 c)	NRSA 450 Leadership Seminar & Capstone (2 cr)				

**Spring entry:**

Spring Entry – Year 1					
Spring		Summer		Fall	
Session 7A	Session 7B	Session 7A	Session 7B	Session 7A	Session 7B
NRSA 311 BSN Success Strategies (3 cr)	NRSA 340 Evidence-Based Nursing Practice (4 cr)	NRSA 350 Health Assessment & Promotion (3 cr)		NRSA 440 Leadership in Healthcare (4 cr)	NRSA 326 Trends & Issues in Healthcare (3 cr)
Humanities Elective (3 cr)		BIOL 350 Pathophysiology (3 cr)	RELP 306 Spiritual Dimensions of Death & Dying (3 cr)		

Spring Entry – Year 2					
Spring		Summer		Fall	
Session 7A	Session 7B	Session 7A	Session 7A	Session 7B	Session 7A
NRSA 420 Population Health (4 cr)	NRSA 450 Leadership Seminar & Capstone (2 cr)				

## Division of Graduate Studies

- Scott Bennie, DSc, Dean of Academic Affairs

This section of the Academic 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 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.

### Outcomes

Refer to the undergraduate section of this Academic Bulletin for the [Institutional Learning Outcomes](#) for students in graduate programs, as the guidelines remain consistent for both undergraduate and graduate students. 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 institutional learning outcome.

### Application

To apply to a graduate program, a student must follow the program-specific application guidelines outlined in the respective program's application section of this Academic Bulletin.

### Admission

To be admitted to a graduate program, a student must meet the program-specific admission requirements outlined in the respective program's admissions section of this Academic Bulletin.

Students admitted to a graduate program are classified as degree-seeking and may be eligible for financial aid.

### Non-degree Seeking Status

Non-degree seeking (NDS) is a temporary enrollment status. Applicants granted NDS status are classified as students not seeking a degree from Kettering College and are not eligible to use financial aid funds. NDS 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 NDS status on a space-available basis. A maximum of 18 credits may be taken while a student has NDS 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).



### Admissions Decisions

The respective programs' 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 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 this 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.

### Pre-enrollment

Prior to enrollment and registration, students are encouraged to review the *Student Handbook*, available at [www.kc.edu](http://www.kc.edu).

### Enrollment

#### Registration for Classes

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 Academic Bulletin.

## Graduate Academic Policies

### Academic Credit

Refer to the undergraduate section of this Academic Bulletin for the [Academic Credit](#) policy, as the guidelines remain consistent for both undergraduate and graduate students and programs.

### Academic Year

Refer to the undergraduate section of this Academic Bulletin for the [Academic Year](#) policy, as the guidelines remain consistent for both undergraduate and graduate students and programs.

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.

### Appeals

#### Academic

Refer to the undergraduate section of this Academic Bulletin for the [Academic Appeals](#) policy, as the guidelines remain consistent for both undergraduate and graduate students and programs.

#### Non-academic

Refer to the undergraduate section of this Academic Bulletin for the [Non-academic Appeals](#) policy, as the guidelines remain consistent for both undergraduate and graduate students and programs.

### Code of Conduct

Please see the Student Code of Conduct section of the Student Handbook, available at: [www.kc.edu](http://www.kc.edu). This includes policies and procedures on anti-discrimination, -harassment, and -bullying, and other violations (e.g., academic, research, clinical, and professional integrity), and related sanctions.

### Reporting Violations of Integrity

Violations of academic integrity should be reported using the Create Incident Report available through the Student Conduct Hub within Jenzabar One Web. 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 will the report be submitted without the student's express notification. Once the incident report is created, the student will receive an automatic email with the opportunity to review and sign the report prior to College Registrar notification. Student disagreement may be filed through the institution's normal grievance channels. Once the report is final it will be under case management, within care of 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.

### Family Rights and Privacy Act (FERPA)

Please see the Family Rights and Privacy Act (FERPA) section of the Student Handbook, available at: [www.kc.edu](http://www.kc.edu).

### Liability Insurance

Refer to the undergraduate section of this Academic Bulletin for the [Liability Insurance](#) policy, as the guidelines remain consistent for both undergraduate and graduate students and programs.

### 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.

### Students with Disability

Refer to the undergraduate section of this Academic Bulletin for the [Students with Disability](#) policy, as the guidelines remain consistent for both undergraduate and graduate students and programs. Please also see the Disability Services section of the Student Handbook, available at: <https://kc.edu/campus-resources/student-success/studentaffairs/student-handbook/>.

### Title IX

Refer to the undergraduate section of this Academic Bulletin for the [Title IX](#) policy, as the guidelines remain consistent for both undergraduate and graduate students and programs.

### 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 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.

### 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 Academic Bulletin for additional information.

### Registration Process

The registration process takes place prior to each semester. Please see the Academic Calendar on Kettering College's website ([www.kc.edu](http://www.kc.edu)) for specific dates. To enhance and streamline the registration experience for students, the College has established these policies and processes:

- Prior to designated registration dates, a student must meet with their academic advisor for approval of the term schedule. The student's academic advisor is responsible for updating the online registration status for current students.
- Students 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](http://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 a 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 Academic Bulletin. Taking courses later than the sequence outlined in the Academic 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  $\frac{3}{4}$ -time; four credits is considered half-time. Unless required by a department or program of study, a student may not carry more than 18 credits in a Fall or 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

Generally, graduate programs do not accept transfer credit.

If applicable, Kettering College will accept transfer credit from a regionally accredited institution under the following policies:

- Transfer credit must come from an institution accredited by one of the six regional accrediting bodies, 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 the 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.

## 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.

### Housing Deposit and Charges

Housing space may be requested by completing a housing application through the student portal under Residence Life and remitting a \$200 deposit. Early remittance of the deposit and the information card will help ensure lodging in Kettering College housing, since space is limited.

Lease agreements must be signed in order for students to reside in the Kettering College housing.

At the beginning of each semester, a housing charge is applied to the student account. Housing rate information is available on the website at <https://kc.edu/admissions/tuition-and-fees/>.

### Deposit for International Students

In addition to program and housing 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.

### 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

Tuition for the Master of Nursing program charges per credit hour. For more details on tuition rates and fees, go to <https://kc.edu/admissions/tuition-and-fees/>. Tuition is payable by the deadline shown in the academic calendar on the kc.edu website (search "Academic Calendar").

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 Academic Bulletin) to be completed in seven semesters, for which the tuition is \$15,000 per semester, would be calculated in the following manner:

- $\$15,000 \times 7 = \$105,000$
- $\$105,000 \div 100 = \$1,050$  per credit

For more details on tuition rates and fees, go to <https://kc.edu/admissions/tuition-and-fees/>. Tuition is payable by the deadline shown in the academic calendar on the kc.edu website (search “Academic Calendar”).

### Tuition Refund

Master of Physician Assistant Studies and Occupational Therapy Doctoral tuition and fees for full-semester courses (15-week Fall and Spring courses, 10-week Summer courses) will be refunded 100% up to the close of the 10<sup>th</sup> business day of the semester in which the class is taught. After the end of the 10<sup>th</sup> business day of classes, no refunds will be made for full semester courses. Master of Science in Nursing courses taught in a 7-week format will be refunded 100% up to the close of the 5<sup>th</sup> business day of the semester in which the class is taught. After the end of the 5<sup>th</sup> business day of classes, no refunds will be made for 7-week courses. 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 10<sup>th</sup> 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 <https://kc.edu/admissions/tuition-and-fees/> for current rates. Equipment and/or software fees are nonrefundable.

Students who withdraw from all courses after the 10<sup>th</sup> 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 “Enrollment” portion of the undergraduate section of this Academic Bulletin (see table under “[Changes in Registration](#)”). 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. For more details on tuition rates and fees, go to <https://kc.edu/admissions/tuition-and-fees/>.

## Payment Options

Kettering College offers students two payment options.

- Students may elect to pay their entire tuition, fee, and housing (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 housing. 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, 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, 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 Student Portal at <https://kmoportal.jenzabarcloud.com/ics/>. 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.

## Financial Clearance

To register each semester, students must receive financial clearance from the student finance office. The requirements are as follows:

- **Returning Students:** Students must have an account balance below \$100 and a signed payment plan agreement for the upcoming semester on file with the student finance office to receive clearance.
- **New Students and Students Absent for Two or More Semesters:** These students must remit a down payment of at least \$800 and have a signed payment plan agreement on file or have adequate financial assistance in place to cover 100% of the semester's tuition and fees at the time of registration. If a student cannot make the down payment or does not have sufficient financial aid, they must have an approved non-academic appeal on file to receive financial approval.
- **Missed Financial Clearance Deadline:** Students who do not obtain financial clearance by the registration deadline will be automatically withdrawn from their courses. They may re-register once clearance is obtained, but there is no guarantee of space in the original courses.
- **Payment Processing:** Payments can be made online and should allow two business days for processing.

## Financial Aid

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](http://www.fafsa.ed.gov). [studentaid.gov/h/apply-for-aid/fafsa](http://studentaid.gov/h/apply-for-aid/fafsa). 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 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 aid 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 FAFSA.
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 <https://studentaid.gov/understand-aid/types/loans/subsidized-unsubsidized#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 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.
- 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.
- 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 must complete the FAFSA and apply for their annual loan maximum eligibility under the Direct Unsubsidized Loan program before applying for a Graduate PLUS Loan.

### 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

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 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.

$$\text{Earned Percent} = \text{Number of Days Completed} \div \text{Total Days in Payment Period}$$

$$\text{Unearned Percent} = 100\% - \text{Earned Percent}$$

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 if Kettering College receives a processed SAR/ISIR with an official SAI 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 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 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 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.

#### *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 graduate student's withdrawal in the following order:

- Federal Direct Unsubsidized Loan
- Federal Direct Subsidized Loan
- Federal Perkins Loan
- Federal Direct PLUS (graduate borrowers)

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, his/her loans will go into repayment. The student must complete Exit Loan Counseling at [www.studentaid.gov](http://www.studentaid.gov) and contact their servicer to make payment arrangements. Loans must be repaid by the loan borrower as outlined in the terms of the borrower's promissory note. The student should contact the servicer if they have questions regarding their 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 5 <sup>th</sup> business day (7, 10, and 15-week courses)	100% refund
Week 2 – through the 10 <sup>th</sup> business day (10 and 15-week courses)	100% refund

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

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

#### *Graduate Satisfactory Academic Progress Policy for Financial Aid*

Kettering College's satisfactory academic progress (SAP) policy for financial aid standard 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. The standards apply to a student's entire academic transcript, including terms in which financial aid was not received. All attempted courses taken for academic credit, regardless of whether 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 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 Graduate Academic Policies section). 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 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 qualitative and quantitative measurements. Minimum standards must be attained in all three areas.



### *Standard 1: Cumulative GPA (qualitative measurement)*

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

#### **Grades that impact a student's Kettering College cumulative GPA (qualitative measurement)**

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

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

#### **Grades that do not impact a student's Kettering College cumulative GPA (qualitative measurement)**

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

### *Standard 2: Pace (quantitative measurement)*

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

#### **Grades used in a student's Kettering College "pace" calculation each semester (quantitative measurement)**

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

#### **Grades used in a student's Kettering College "pace" calculation that have a negative impact on the quantitative measurement**

Grades of C+, C, C-, D, F, I, IP, NG, and W received at Kettering College will have a negative impact on a graduate 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 is 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 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 ( $120 \times 150\% = 180$ )

### ***Repeating Courses for a Better Grade***

Federal Regulations permit a student to repeat a class with a passing grade, B 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 Requirements**

### ***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/student-financial-services/financial-aid-forms/](http://kc.edu/admissions/student-financial-services/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.

## 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.)

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

A student who had financial aid suspended for failing to complete 67% of his/her attempted hours and since suspension, has brought the completion percentage to a minimum of 67%, may have financial aid reinstated the semester after he/she meets the standard, provided all other standards to receive financial aid are being met.

## Department of Nursing

- Paula Reams, PhD, APRN, CNP, CNE, LMT, Dean of Nursing

### *Master of Science in Nursing – Nursing Leadership*

#### *Faculty*

- Nicole Orian, DNP, MSN, RN, Program Chair
- Michelle Cox, DNP, RN
- Katherine Ferrell, PhD, RN, OMS, WCC

#### *Staff*

- Mary Kay Cobb, Admissions Coordinator

#### *Description*

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 430 practicum hours and 10 service-learning hours. There are 17 total courses scheduled for completion over a 2-year period. Practicum 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.

#### *Accreditation*

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

- This program is approved by the Higher Learning Commission and Ohio Department of Higher Education.
- Effective July 11, 2024, this nursing program is a candidate for initial accreditation by the Accreditation Commission for Education in Nursing. This candidacy status expires on July 11, 2026.
  - Accreditation Commission for Education in Nursing (ACEN)  
3390 Peachtree Road NE, Suite 1400  
Atlanta, GA 30326  
(404) 975-5000  
<http://www.acenursing.com/candidates/candidacy.asp>
  - Note: Upon granting of initial accreditation by the ACEN Board of Commissioners, the effective date of initial accreditation is the date on which the nursing program was approved by the ACEN as a candidate program that concluded in the Board of Commissioners granting initial accreditation.

### *Guiding Statements*

Please refer to the Division of Nursing's [Guiding Statements](#) in the undergraduate section of this Academic Bulletin.

### *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.

### *Admissions*

Minimum requirements for regular admission:

- A completed application by published deadlines.
- An active, unencumbered license as a registered nurse in the state where they practice and where practicum hours will be completed.
- A completed Bachelor of Science in Nursing degree from a regionally accredited higher education institution with a minimum of a 3.0 cumulative collegiate GPA on a 4.0 scale.
  - An applicant whose native language is not English must provide proof of English proficiency regardless of current residence.

Applicants who do not fully meet the minimum requirements for regular admission may be considered for conditional admission at the discretion of the Division of Nursing if there is sufficient evidence of their potential to succeed in graduate-level coursework. Applicants applying for conditional admission must have a cumulative collegiate GPA of 2.8 or above. In addition to the standard application materials, applicants for conditional admission must submit two letters of recommendation and a resume/curriculum vitae that highlights their accomplishments in professional nursing.

### *Program Admission Notes*

Applicants must complete the application process through NursingCAS 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 NursingCAS. Verified applications are reviewed, and applicants meeting requirements are considered for admission. The MSN 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 practicum experiences. Practicum placements in some states may not be able to be accommodated due to specific State Board of Nursing regulations.

### *Pre-Enrollment*

- Students recommended for admission must meet health and safety requirements by established deadlines, including satisfactory completion of a background check performed by the MSN program-approved service; documentation of immunizations, personal health insurance, and CPR certification; and, any other requirements for Kettering College or the MSN program. Additional information regarding pre-enrollment health and safety requirements is detailed in the MSN Student Handbook.
- 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 practicum requirements. Participation in the practicum requirements of the program is contingent upon clearance of the background check. Failure to complete the background check in a timely manner before scheduled practicum 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 practicum 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 practicum placements.
  - The student must further agree that all health and background results are available to the program and the clinical sites associated with the program as requested. It is also the student's responsibility to self-disclose to the Chair of Graduate Nursing 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.

### *Progression*

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 practicum 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 term may result in dismissal from the program.

### Conditions for Dismissal

- A student may be dismissed from the MSN program for:
  - Failing to provide background check clearance and/or meet health and safety requirements via MSN program-approved service 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 for ethical or unprofessional behavioral issues forfeit the ability to reapply.

### Readmission

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 Academic 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 practicum 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.

### Program Completion

Students graduating from the MSN program must:

- Satisfactorily complete all course and practicum 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.

### Other Program-specific Guidance

- Program Costs
  - Please refer to the [tuition and fee schedule](#) on the Kettering College website for details.
  - Students are required to have a desktop or laptop computer that meets the Kettering College Technology Requirements for Students as detailed on the KC website.
  - Incoming students are required to register with CastleBranch 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 practicum learning experiences.
- 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 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 MSN program. If reaccepted, students must meet the requirements of the current Academic 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.
- 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.

### *Program of Study*

#### **Year 1**

##### **Semester 1 (6 cr)**

- NRS 500 Professional Identity & The Leader Within (3 cr)
- NRS 520 Graduate Biostatistics (3 cr)

##### **Semester 2 (6cr)**

- NRS 525 Appraisal & Implementation of Evidence-Based Practice (3 cr)
- NRS 530 Organizational and Systems Management for Healthcare Leaders (3 cr)

##### **Semester 3 (8 cr)**

- NRS 540 Financial Management & Healthcare Economics (3 cr)
- NRS 550 Human Resources in Health Care (3 cr)
- RELP 520 Ethical Leadership in Health Care I (1 cr)
- RELP 605 Applied Spiritual Care in Healthcare Leadership I (1 cr)



## **Year 2**

### **Semester 4 (8 cr)**

- NRS 675 Health Promotion for Diverse Populations (3 cr)
- NRS 625 Quality Improvement & Patient Safety (3 cr)
- NRS 635 Education & Mentoring in Academic and Clinical Settings (2 cr)

### **Semester 5 (6 cr)**

- NRS 680 Nurse Executive Practice (3 cr)
- NRS 685 Nurse Executive Practice Immersion (3 cr)

### **Semester 6 (5 cr)**

- RELP 521 Ethical Leadership in Health Care II (1 cr)
- RELP 606 Applied Spiritual Care in Healthcare Leadership II (1 cr)
- NRS 690 MSN Capstone Project (3 cr)

**TOTAL CREDITS FOR THE DEGREE: 39**

## Department of Physician Assistant Studies

### *Faculty*

- Tim Scanlon, MPAS, PA-C, Chair & Program Director
- Elizabeth Diem, MPAS, PA-C, Associate Program Director
- Scott Gardner, MD, FACS, Medical Director
- Jill Gulczinski, MSHS, PA-C, Clinical Director
- Sarah Brandell, MPAS, PA-C, Academic Director
- Pamela Wireman, MPAS, PA-C, Director of Program Assessment
- Matt Allman, MPAS, PA-C
- Christine Marriott, MPAS, PA-C
- Caroline Palmer, MPAS, PA-C
- Katrina (Burgos) Raaf, PA-C, MPAS
- Breanna Veal, MHS, PA-C

### *Staff*

- Rebecca Gardner, BSN, RN
- Mary Guzman
- Joanie Haverstick
- Valerie Pequignot

## *Master of Physician Assistant Studies*

### *Description*

The Master of Physician Assistant Studies (MPAS) degree program is clinically based and provides the academic and clinical education necessary to become competent practicing physician assistants. 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.

### *Accreditation*

The MPAS program is accredited through the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

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 complies 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 will be March 2034. The review date is contingent upon continued compliance with the accreditation standards and ARC-PA policy.

The program's accreditation history can be viewed on the ARC-PA website at: <http://www.arc-pa.org/accreditation-history-kettering-college/>.

## *Guiding Statements*

### *Mission*

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.

### *Vision*

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.

### *Outcomes*

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. Correctly order and interpret diagnostic tests.
3. Utilize screening recommendations for disease prevention.
4. Create an appropriate differential diagnosis.
5. Recognize indications for therapeutic interventions and manage patients effectively using evidence-based guidelines

#### *Interpersonal and Communications Skills*

1. Appropriately document information regarding patient care.
2. Use interpersonal skills to effectively communicate with others.

#### *Patient-Centered Clinical Care*

1. Demonstrate knowledge of techniques for obtaining an accurate patient history.
2. Demonstrate knowledge of techniques and clinical reasoning in physical exams.
3. Make an appropriate referral and/or follow-up plan for patients.
4. Demonstrate caring and respectful behaviors when interacting with patients.
5. Competently perform medical and surgical procedures considered essential in the area of primary care.
6. Demonstrate empathetic professional health care that is passionate about service and advocacy for diverse patient populations.

#### *Professional and Legal Aspects of Healthcare*

1. Evaluate the impact of legal and regulatory requirements of the practice of medicine.
2. Exemplify professional behavior as expected of a PA.
3. 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. Appraise the systems that aid in providing optimal quality health care (global, national, local).

### *Application*

While the majority of students admitted to the program possess an undergraduate degree and apply through the Centralized Application Service for Physician Assistants (CASPA), a select group of high school students intending to major in the Master of Science in Physician Assistant Studies (MSPAS) at Kettering College may be admitted through the Direct Admission Status (DAS) program.

Applicants who are not enrolled under DAS to the MSPAS program must apply through the CASPA at [www.caspaonline.org](http://www.caspaonline.org). Applications must be officially submitted to CASPA no later than October 1 of the year prior to matriculation.

For students considering DAS, this pathway offers an opportunity for exceptional high school students to secure a spot in the MSPAS program through a streamlined admission process. To qualify, applicants must meet rigorous standards, including a minimum cumulative GPA of 3.8 and SAT or ACT scores at or above the 90th percentile. Students admitted under DAS will enroll at Kettering College as freshmen, complete their Bachelor of Science in Health Sciences with a pre-PA emphasis, and are expected to maintain a cumulative and science GPA of 3.8 throughout their undergraduate studies. Successful adherence to these requirements ensures a seamless transition into the MSPAS program.

For more information on eligibility, application requirements, and program expectations, please see the [MPAS Direct Admission Information](#).

### **International Medical Graduates (IMGs):**

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](http://www.wes.org) (preferred)
  - Josef Silny & Associates Inc.: <https://jsilny.org/>
- Applicants who are not permanent residents should refer to the admission section of the undergraduate Academic 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.

### *Admissions*

#### *Selection Process*

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
    - 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.
    - 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.
    - All prerequisite requirements are listed in semester credit hours.
    - Natural sciences prerequisites (all must include lab component except biochemistry; 28 total cr):
      - General biology (4 cr)
      - Organic chemistry (full sequence; 8 cr)
      - Biochemistry (lab preferred; 4 cr)
      - Human anatomy and physiology (full sequence; 8 cr)
      - Microbiology (4 cr)
    - Non-natural science prerequisites (9 total cr):
      - Psychology (3 cr)
      - Developmental OR abnormal psychology (3 cr)
      - Statistics (3 cr)
  - Recommendation letters
  - GRE scores
  - CASPer rating
  - Quality and quantity of patient care hours
    - Applicants will be rated on both the type of patient care hours and the number of completed experiential hours at the time of application. There is no requirement for a minimum number of patient care experience hours. However, it is highly recommended that applicants complete at least 250 hours, which could be obtained in but not limited to the following roles: STNA, CNA, EMT or paramedic, lab tech/phlebotomist, medical scribe, EKG technician, surgical technician, pharmacy

technician, respiratory care practitioner, radiological technologist, medical mission worker. It is also highly recommended that the applicant gain some exposure to the PA profession by shadowing a PA.

7. 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:

- Direct Admission Candidates
  - Students taking at least 12 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.

#### Decision Deadlines

Applicants will be notified by the PA program regarding their selection for admission to the PA program within one month of the interview process.

#### Program Admission Notes

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, including [technical standards](#).

#### 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).

#### Additional Technical Standards for MPAS Students

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.

\*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.

#### Transfer Credit

Kettering College requires all PA courses, including clinical courses, to be completed at the institution and does not accept transfer credits from other PA programs.

### *Pre-Enrollment*

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 include motor, sensory, communicative, intellectual, behavioral, and social functions.

### *Progression*

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.

### *Readmission*

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 Academic 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.

### *Program Completion*

To be granted the MPAS degree the student must:

- Complete didactic and clinical courses as outlined in the program of study.
- Successfully complete the summative evaluation.
- Complete all other College requirements for graduation.

### *Other Program-specific Guidance*

#### *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.

Note: Students dismissed under the first three criteria may reapply. Those dismissed for ethical or behavioral issues forfeit the ability to reapply.

#### Program Costs

Please refer to the [tuition and fee schedule](#) on the Kettering College website ([www.kc.edu](http://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/>

#### Program of Study

##### Year 1

##### **Semester 1, Summer (14 cr)**

- PHAS 500 Introduction to the PA Profession (1 cr)
- PHAS 502 Patient Interviewing and Documentation (2 cr)
- PHAS 512 CMM Dermatology (1 cr)
- PHAS 532 Introduction to Pathophysiology and Pharmacology (3 cr)
- PHAS 551 Behavioral Medicine (2 cr)
- PHAS 553 Clinical Genetics (2 cr)
- PHAS 570 CMM Hematology and Oncology (2 cr)
- RELP 507 Clinical Ethics I (1 cr)

##### **Semester 2, Fall (20.5 cr)**

- PHAS 516 CMM ENT (3 cr)
- PHAS 517 CMM Cardiovascular Medicine (9 cr)
- PHAS 522 CMM Endocrinology (3 cr)
- PHAS 529 CMM Nephrology (3 cr)
- PHAS 536 Evidence-Based Medicine I (0.5 cr)
- PHAS 571 CMM Infectious Disease (2 cr)

##### **Semester 3, Spring (22.5 cr)**

- PHAS 518 CMM Pulmonology (5 cr)
- PHAS 526 CMM Gastroenterology (6 cr)
- PHAS 533 CMM Musculoskeletal Medicine (5 cr)
- PHAS 534 CMM Neurology (6 cr)
- PHAS 537 Evidence-Based Medicine II (0.5 cr)

## **Year 2**

### **Semester 4, Summer (11 cr)**

- PHAS 561 Pediatrics (2 cr)
- PHAS 566 Surgical and Emergency Care (3 cr)
- PHAS 567 Integration of Clinical Medicine Seminar (1 cr)
- PHAS 574 Women's Health (3 cr)
- RELP 508 Clinical Ethics II (1 cr)
- RELP 601 Applied Spiritual Care I (1 cr)

### **Semester 5, Fall (11.5 cr)**

- PHAS 632 Health Policy and PA Professional Practice I (0.5 cr)
- PHAS 637 Capstone Prep I (1 cr)
- PHAS 650\* Inpatient Internal Medicine Clinical Rotation (3 cr)
- PHAS 651\* Family Medicine Clinical Rotation (3 cr)
- PHAS 652\* Surgery Clinical Rotation (3 cr)
- RELP 602 Applied Spiritual Care II (1 cr)

### **Semester 6, Spring (11.5 cr)**

- PHAS 615 Objective Structured Clinical Examination (1 cr)
- PHAS 633 Health Policy and PA Professional Practice II (0.5 cr)
- PHAS 638 Capstone Prep II (1 cr)
- PHAS 653\* Behavioral Medicine Clinical Rotation (3 cr)
- PHAS 654\* Pediatrics Clinical Rotation (1.5 cr)
- PHAS 655\* Women's Health Clinical Rotation (1.5 cr)
- PHAS 656\* Emergency Medicine Clinical Rotation (3 cr)

## **Year 3**

### **Semester 7, Summer (7 cr)**

- PHAS 657\* Elective Clinical Rotation I (1.5 cr)
- PHAS 658\* Elective Clinical Rotation II (1.5 cr)
- PHAS 659\* Elective Clinical Rotation III (3 cr)
- PHAS 641 Capstone Project (1 cr)

## **TOTAL CREDITS FOR THE DEGREE: 98**

\*The sequence of clinical rotations may vary. Students registering for rotations should contact the PA clinical office for course numbers.

## Department of Occupational Therapy

### *Faculty*

- Shanese Higgins, DHSc, OTR/L, BCMH, FAOTA, Chair & Program Director
- Susan Aebker, DHSc, OTR/L, CAS
- Michael Davis-Cheshire, OTD, OTR/L, CHT
- Rhonda Davis-Cheshire, OTD, OTR/L, FAOTA
- Chioma Lindo, DHSc, OTR/L
- Danielle McPeck, OTD, OTR/L

### *Staff*

- Lisette Santana Torres
- Pamela Wilson

### *Occupational Therapy Doctorate*

The three-year Occupational Therapy Doctoral Program at Kettering College prepares students to become culturally responsive, innovative practitioners equipped with superior clinical reasoning skills. Rooted in a mission to serve southern Ohio and beyond, the program emphasizes holistic care through occupation-based and faith-driven practice. The Kettering College OTD program faculty believe and value that students entering our program vary in their experiences, abilities, strengths, and needs. We believe human beings learn best when they are participating in education because it is a chosen and meaningful occupation for them. An ideal learning environment is one where students are challenged and can achieve success. We work to ensure our program is safe and supportive so student learning can flourish.

We believe, for students to learn and thereby successfully participate in the occupation of education, a dynamic interaction of the person, environment, and specific occupations must be considered. We have designed a curriculum and learning environment intended to promote building clinical skills, critical thinking skills, and gaining the ability for graduates to successfully engage with people from cultures similar to or different from their own.

### *Accreditation*

- The entry-level occupational therapy doctoral degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814; ACOTE's telephone number is (301) 652-6611 and its web address is [www.acoteonline.org](http://www.acoteonline.org).

**Please note:** Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

## *Guiding Statements*

### *Mission*

The Occupational Therapy Doctoral Program at Kettering College is committed to developing occupational therapists who are culturally responsive, demonstrate superior clinical reasoning skills, and are innovative practitioners prepared to answer God's call to serve.

### *Vision*

Our vision is to graduate culturally responsive occupational therapy practitioners who are open-minded, have a passion for life-long learning, and are committed to evidence- and occupation-based practices while serving all individuals and communities.

### *Values*

Trustworthy, Innovative, Caring, Competent, and Collaborative

### *The Profession*

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 their 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.

### *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 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).

Occupational therapy is unique in that it is the only health profession that uses meaningful occupational participation and performance to facilitate health and wellness. Occupational participation and engagement are also the desired outcome of therapeutic intervention whether we are serving an

individual, group or population. Occupations are the activities that people participate in that allow them to function and engage in life. The breadth of occupations that are meaningful and relevant for people are as varied as human beings themselves and are impacted by their unique culture and context, be it personal, physical, social, environmental or other.

We believe that all human beings have the right to engage fully in the occupations they value and find personally meaningful. Many individuals encounter barriers that limit their ability to participate in meaningful activities. To effectively support others, occupational therapists must develop cultural responsiveness alongside clinical skills to address the needs and promote the health and well-being of those they serve.

#### Fundamental Beliefs about Humans and How They Learn

The Kettering College OTD program faculty believe and value that students entering our program vary in their experiences, abilities, strengths, and needs. We believe human beings learn best when they are participating in education because it is a chosen and meaningful occupation for them. An ideal learning environment is one where students are challenged and can achieve success. We work to ensure our program is safe and supportive so student learning can flourish.

We believe, for students to learn and thereby successfully participate in the occupation of education, a dynamic interaction of the person, environment, and specific occupations must be considered. We have designed a curriculum and learning environment intended to promote building clinical skills, critical thinking skills, and gaining the ability for graduates to successfully engage with people from cultures similar to or different from their own. The curriculum builds student skills over time through introduction, development and reinforcement of information with opportunities for students to further enhance skills through hands-on practice, reflection, and assessment, supporting their synthesis.

Our threads of learning: occupation-based practice, evidence-based practice, social-cultural interactions, and faith-based service are the framework for creating the environment necessary to support the learning of our students to attain the desired outcomes for our program. In addition, our curriculum is intended to develop clinicians who are life-long learners so they can continue to be innovative practitioners throughout their careers.

#### 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 both personal factors and environmental factors on occupational performance during the life span of individuals. By recognizing that occupational performance and engagement are influenced by a variety of factors beyond the individual, we acknowledge that, even in the absence of disability or illness, and in the presence of wellness, not all individuals experience optimal occupational performance in their daily lives. This foundational framework allows students to develop critical thinking and clinical reasoning while also applying cultural proficiency in a client-centered manner.

Additionally, the three domains of Bloom's Taxonomy (knowledge, skills, and attitude), also guide the curriculum. The curriculum supports the acquisition of knowledge as well as the development and

shaping of intellectual skills, moving students from the memorization of facts to applying and engaging in critical thinking. The ability to critically examine information and create effective intervention is of utmost importance and opportunities to gain these skills are extensively incorporated into the curriculum. Personal attitude is important in all professions, and even more so in a clinical profession such as occupational therapy. Therefore, students' awareness of their personal and professional strengths and having opportunities to enhance their skills is strongly emphasized from day one of the curriculum. 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.

- **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
- **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.
- **Social-cultural interactions:** Throughout the curriculum, students gain an appreciation for cultures, interests, roles, abilities, and opportunities prevalent in society and 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.
- **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. Beginning the first semester, students explore whole-person wellness and how it relates to client beliefs, values, spirituality, and religious practices. Students also explore, within the curriculum, 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.

- **OTD student learning outcomes:** The student will uphold 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.

### Application

The minimum requirements for the applicant to be considered for admission include:

1. A bachelor's or master's degree from a regionally accredited higher education institution with a minimum cumulative GPA of 3.0 on a 4-point scale. For students with a degree in progress and admitted on a conditional basis, evidence of completing the bachelor's or master's degree with the minimum cumulative GPA of 3.0 on a 4-point scale must be submitted to the Kettering College Occupational Therapy Department prior to the first day of class.
2. Completing the prerequisite courses outlined below with a minimum grade of C-. Note: Applicants earning less than a C- during a retake of any of the prerequisite courses will not be considered for admission. Evidence of completion of all prerequisite courses must be submitted to the Occupational Therapy Department prior to the first day of class.
  - Anatomy and Physiology with lab (8 semester cr)
  - Developmental Psychology (3 semester cr)
  - Abnormal Psychology (3 semester cr)
  - Sociology (3 semester cr)
  - Statistics (3 semester cr)
  - Writing and Rhetoric II (3 semester cr)
  - Medical Terminology (1 semester cr)
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.

### 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 <http://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](http://www.wes.org)), ECE ([www.ece.org](http://www.ece.org)), or Josef Silny ([www.jsilny.org](http://www.jsilny.org)).

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 graduate admissions counselor.

### *Admissions*

#### *Selection Process*

Once completed, applications are reviewed and verified by the graduate admissions counselor.

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
- Exceptional Applicant Policy Points, if applicable

Other considerations include:

1. Previous enrollment and/or a degree from Kettering College or a college/university accredited by the Accrediting Association of Seventh-day Adventist Colleges, Schools, and Universities (AAA)
2. Kettering Health Network Employment

#### *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/>.

#### Decision Deadlines

A rolling admissions process will be used to extend program offers between mid-July of each year through early June of each year.

#### Program Admission Notes

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.

#### Transfer Credit

The OTD Program does not accept transfer credits.

#### Progression

Students must maintain continuous enrollment and meet all program requirements. Grading scale:

All coursework will be graded on the following scale:

- 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:

1. Students who earn a grade below a B (80.00%) in one or more didactic courses within a single semester may return to the program once under the current progression plan. This means they will not advance to the next block of courses in the curriculum sequence but may re-enroll in the failed course(s) when they are next offered. Upon successful completion of the repeated course(s), students may then progress to the next stage of the curriculum sequence. However,

if a student fails any didactic course after being granted this opportunity to return, they will be academically dismissed from the program.

2. 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).
3. Failing a Level I fieldwork,
4. Failing more than one Level II fieldworks
5. If the student does not demonstrate sufficient progress during the 14-week doctoral capstone experience the student may receive a failing grade. If the student fails the doctoral capstone experience, they may be dismissed from the Kettering College OTD program. \*Please refer to the KC OTD Doctoral Capstone Experience Section for a detailed explanation of this policy and procedure.
6. Breaching professional ethics
7. Involvement in a severe ethical or legal situation throughout the program both during didactic sessions and clinical experiences (e.g. fieldwork and doctoral experience)
8. Exhibiting behavior that might pose a threat to other people or property
9. Professional skills probation for more than two five-week cycles
10. A student may be dismissed from the OTD program for any violation of program policies.

#### Readmission

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 Academic 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.

#### Program Completion

The following requirements must be met to successfully complete the program:

- Pass all required OTD courses with a minimum grade of B (interpretation: a B is an overall score of 80% or higher in a course).
- Pass all Level I clinical fieldwork experiences before advancement to Level II clinical fieldwork experiences.
- Pass all Level II clinical fieldwork experiences before advancement to the doctoral capstone experience.
- Pass the doctoral experience and capstone project.

Students enrolled in the Kettering College Occupational Therapy Doctoral program are expected to complete all graduation requirements, including Level II Fieldwork Experiences (FW) and the Doctoral Capstone Experience (DCE), within 150% of the program's published length; however, students have a maximum timeframe of 200%. Within this period, both Level II FWs should be completed within 48 weeks if taken part-time, though the recommended full-time duration is 24 weeks. The DCE lasts 14 weeks but may be extended to 28 weeks if completed part-time, provided it adheres to the 200%-time limit. It takes 104 weeks to complete the program including FW and the DCE, not including the designated breaks (i.e., Fall Break, Christmas Break, Spring Break, Summer Break, etc.); with the designated breaks included it takes 128 weeks to complete the program. Therefore, if a student

experiences a delay in progression, they have up to 208 weeks to complete the program including FW and the DCE (no breaks included), or 256 weeks including all designated breaks, didactic course work, FW, and the DCE. For example, if a student began in the Fall of 2022 and is set to graduate in Spring of 2025, they have until the end of Fall Semester (December) 2027 to complete all coursework required to graduate with their degree.

### *Other Program-specific Guidance*

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.

### *Program of Study*

All foundational courses are taught in the first two semesters.

#### **Year 1**

##### **Semester 1, Fall (16 cr)**

- OTD 500 Human Occupations (3 cr)
- OTD 503 Occupational Therapy Theory, Science, and Justice (3 cr)
- OTD 527 Kinesiology with lab (3 cr)
- OTD 554 Pediatric Occupational Therapy Practice I with lab (4 cr)
- OTD 599 Clinical Scholarship (3 cr)

##### **Semester 2, Spring (16 cr)**

- OTD 512 Research Statistics for Graduate Studies (2 cr)
- OTD 517 Neuroscience for the Occupational Therapist with lab (3 cr)
- OTD 545 Pediatric Occupational Therapy Management (2 cr)
- OTD 555 Pediatric Occupational Therapy Practice II with lab (4 cr)
- OTD 560 Level I Fieldwork: Pediatric (1 cr)
- OTD 565 Foundations of Practice in Occupational Therapy Lab (1 cr)
- OTD 601 Graduate Research and Literature Review Development Lab (1 cr)
- RELP 514 Bioethics from Clinical & Christian Perspectives (2 cr)

##### **Semester 3, Summer (8.5 cr)**

- OTD 506 Introduction to the Doctoral Experience and Capstone Project (0.5 cr)
- OTD 536 Contextual Considerations for Ethical Practice in OT (2 cr)
- OTD 602 Research Group and IRB Proposal Lab (1 cr)
- OTD 659 Occupational Therapy Practice with PAMS and Orthoses with lab (3 cr)
- RELT 505 World Religions for Healthcare Professionals (2 cr)

## **Year 2**

### **Semester 4, Fall (15.5 cr)**

- OTD 606            Mentored Development of the Doctoral Capstone Project Proposal (0.5 cr)
- OTD 617            Research Implementation (1 cr)
- OTD 635            Occupational Therapy Practice with Psychosocial Conditions with lab (4 cr)
- OTD 652            Assistive Technology (2 cr)
- OTD 665            Level I Fieldwork: Psychosocial (1 cr)
- OTD 691            Pediatric Case Application and Exam (1 cr)
- OTD 754            Occupational Therapy Practice with Adult Neurological Conditions with lab (4 cr)
- RELP 601           Applied Spiritual Care I (1 cr)
- RELP 602           Applied Spiritual Care II (1 cr)

### **Semester 5, Spring (15 cr)**

- OTD 645            Adult Occupational Therapy Management (2 cr)
- OTD 654            Occupational Therapy Practice with Musculoskeletal Conditions with lab (4 cr)
- OTD 670            Level I Fieldwork: Adult (1 cr)
- OTD 705            Dissemination in Graduate Research Lab (1 cr)
- OTD 730            Professional Preparation for Clinical Practice (1 cr)
- OTD 735            Clinical Reasoning Lab (1 cr)
- OTD 741            Scholarship, Leadership, and the Doctoral Experience (1 cr)
- OTD 742            Mentored Development of the Doctoral Capstone Project Design (1 cr)
- OTD 755            Medical Conditions (3 cr) (Spring 2026; these students did not take OTD 565)\*
- OTD 791            Adult Case Application and Exam (1 cr)

\*Note: OTD 756      Occupational Therapy Practice with Medical Conditions w/ Lab (2 cr) will replace OTD 755 beginning Spring 2027, along with OTD 565 in Semester 2 of Spring 2026.

### **Semester 6, Summer (8 cr)**

- OTD 765            Level II Fieldwork A (7 cr)
- OTD 805            Occupational Therapy Service Management I (online; 1 cr)

## **Year 3**

### **Semester 7, Fall (8 cr)**

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

### **Semester 9, Spring (9 cr)**

- OTD 810            Doctoral Experience (8 cr)
- OTD 891            Comprehensive Exam (1 cr)

**TOTAL CREDITS FOR THE DEGREE:        96**

## Availability of General Education Courses

2025-2026 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

<b>2025-2026 Academic Year</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
REL 254 Morality & Medicine: Christian Perspective on Bioethical Issues (3 credits)	X	X	X
REL 306 Spiritual Dimensions of Death & Dying (3 credits)	X		X
REL 316 Spirituality in Healing and Healthcare (3 credits)	X	X	
REL 305 World Religions for Healthcare Professionals (3 credits)		X	
SOCI 115 Principles of Sociology (3 credits)	X	X	X
SOCI 370 Multicultural Perspectives in Healthcare (3 credits)	X	X	
<b>Graduate-Level Religions</b>			
REL 507 Clinical Ethics I (1 credit)			X
REL 508 Clinical Ethics II (1 credit)			X
REL 514 Bioethics from Clinical & Christian Perspective (2 credits)		X	
REL 516 Christian Service & Human Flourishing (2 credits)	X		
REL 601 Applied Spiritual Care I (1 credit)			X
REL 602 Applied Spiritual Care II (1 credit)	X		
REL 505 World Religions for Healthcare Professionals			X
<b>RTCA courses used to fulfill requirements in other majors</b>			
RTCA 120 Patient Care (2 credits)		X	
RTCA 121 Medical Terminology (1 credit)	X		
<b>Online General Education Courses</b>			
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	
REL 306 Spiritual Dimensions of Death & Dying (3 credits)	X	X	X
REL 316 Spirituality in Healing and Healthcare (3 credits)	X	X	X
SOCI 370 Multicultural Perspectives in Healthcare (3 credits)	X	X	X

<b>Humanities Electives (3 credits each)</b>
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

<b>Humanities Electives (3 credits each)</b>
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

<b>Religion Electives (3 credits each)</b>
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 cr)**

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

### **ADIM 300 CT Theory (3 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 (cr)**

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 cr)**

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 cr)**

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 Trajecs 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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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.

**BIOL 129      Human Anatomy and Physiology II (4 cr)**

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 cr)**

An introduction to general topics in microbiology. Topics include fundamentals of microbiology, survey of medically significant microorganisms, principles of immunology, infectious diseases and their causes, biotechnology, and some applied microbiology. Laboratory exercises focus on a broad range of microbiological techniques and procedures. Three hours lecture and four hours laboratory weekly.

**BIOL 263      Sectional Anatomy (3 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

Investigation of the principles and application of functional groups, stereochemistry, basic reaction mechanics, organic spectroscopy (IR, <sup>1</sup>H and <sup>13</sup>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 cr)**

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 cr)**

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 cr)**

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

**COMM 215      Introduction to Human Communication (3 cr)**

An introduction to the fundamental components of the human communication process, focusing on intrapersonal communication, interpersonal relationships, and public performance. The course emphasizes the communication skills necessary for success in personal and professional life through study of verbal and nonverbal communication, group dynamics, cultural awareness, and basic public speaking.

**COMM 315      Communication for Healthcare Teams (3 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 awareness, and language of faith.

**ENGL 296      Independent Study in Composition 1 (3 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

Perspectives of the health care economy including influencing forces, reimbursement models, market development, and healthcare finance applied to various work settings. Students have the opportunity to integrate these economic factors with quality improvement processes and validate them through interactions with healthcare managers.

*Prerequisite/corequisite:* HESC 381

**HESC 315      Communication, Negotiations, and Conflict Resolution in Healthcare Organizations (3 cr)**

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 cr)**

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; MATH 201

**HESC 326      Trends and Issues in Healthcare (3 cr)**

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 340      Legal and Ethical Considerations in Healthcare (3 cr)**

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 cr)**

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 cr)**

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 381      Introduction to the Health Sciences Program (3 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 differences and similarities. 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



**HESC 440      Special Project in Health Professions (1-3 cr)**

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 448      Leadership Theory in Healthcare (3 cr)**

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 cr)**

An introduction and exposure to conceptual modes of interdisciplinary practice in community settings. Concepts include managing change, resolving conflict, and team dynamics 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 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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 099      Science and Math Refresher Workshop (0 cr)**

This course is designed to equip students with the foundational skills, effective learning strategies, and confidence necessary to excel in the study of science and mathematics. Through a combination of interactive lectures, practical exercises, and collaborative activities, students will develop critical thinking abilities, problem-solving techniques, and develop study strategies for learning key scientific and mathematical principles. The course will emphasize the application of these skills in real-world scenarios, fostering confidence and competence in tackling fundamental scientific and mathematical problems.

**KETC 101      Medical Terminology (1 cr)**

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 105      Kettering College Success Seminar (0 cr)**

New general education students will participate in the Kettering College Success Seminar during their first semester. This program supports a smooth transition to college by connecting students with key resources, guidance, and opportunities to explore academic and career pathways in healthcare.

**KETC 120/320      Topics in Healthcare 1 (1-3 cr)**

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 cr)**

An exploration of topics designed to foster awareness of and appreciation for a variety of forms of artistic media.

**LART 321      Music Appreciation (3 cr)**

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 cr)**

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 095      Fundamentals of Mathematics: Companion Course (0 cr)**

Provides supplementary instruction/practice for students who do not meet readiness standards for MATH 105.

**MATH 105      Fundamentals of Mathematics (3 cr)**

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 who score less than 17 on the math sub section of the ACT, or

Students who do not have an ACT within the last 5 years, or

Students who score less than 40% on the Math Placement Test, or

Students who are repeating MATH 105

will be expected to enroll in MATH 095: Fundamentals of Mathematics: Companion Course.

**MATH 155      College Algebra (3 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr 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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 evidencebased principles. (3.75 theory credits; 0.25 clinical credit)

*Prerequisite or corequisite:* NRSA 311

**NRSA 450 Leadership Seminar & Capstone (2 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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; 0.5 laboratory credit; 0.9 clinical credits)

*Prerequisites:* NRSB 335, NRSB 355

**NRSB 335      Medical Surgical Nursing 2 (8 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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; 0.36 laboratory credit; 3.36 clinical credits)

*Prerequisites:* NRSB 405, NRSB 411

**NRSB 435      NCLEX-RN Success Strategies (3 cr)**

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.

**NRSB 435R      NCLEX-RN Success Strategies (0 cr)**

For students not successful in NRSB 435. 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. (1 theory credits; 0 laboratory credits; 0 clinical credits)

*Prerequisites:* NRSB 435

**NRSG 500      Professional Identity & The Leader Within (3 cr)**

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 2.5 credits of theory and 0.5 credit of practicum (30 clock hours).

*Prerequisites:* Acceptance to the MSN program

**NRSG 520      Graduate Biostatistics (3 cr)**

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.

*Prerequisites:* NRSG 500

**NRSG 525      Appraisal & Implementation of Evidence-Based Practice (3 cr)**

Emphasizes the process of evaluating evidence for best practices within healthcare delivery systems. It equips the student 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.

*Prerequisites:* NRSG 500, NRSG 520

**NRSG 530      Organizational and Systems Management for Healthcare Leaders (3 cr)**

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, and leading change.

*Prerequisites:* NRSG 525

**NRSG 540      Financial Management & Healthcare Economics (3 cr)**

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.

*Prerequisites:* NRSG 530

**NRSG 550      Human Resources in Healthcare (3 cr)**

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.

*Prerequisites:* NRSG 540

**NRSG 625      Quality Improvement & Patient Safety (3 cr)**

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.

*Prerequisites:* NRSG 675; *Corequisites:* NRSG 635

**NRSG 635      Education & Mentoring in Academic and Clinical Settings (2 cr)**

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 practicum (30 clock hours).

*Prerequisites:* NRSG 550; *Corequisites:* NRSG 635, NRSG 675

**NRSG 675      Health Promotion for Diverse Populations (3 cr)**

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.

*Prerequisites:* NRSG 550; *Corequisites:* NRSG 635

**NRSG 680      Nurse Executive Practice (3 cr)**

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 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.

*Prerequisites:* NRSG 625, NRSG 635; *Corequisites:* NRSG 685

**NRSG 685      Nurse Executive Practice Immersion (3 cr)**

Provides students with hands-on leadership experience through collaboration with healthcare leaders, allowing them to develop competencies in communication and relationship management, knowledge of the healthcare environment, leadership, professionalism, and business skills. Students complete practicum hours under the guidance of a preceptor, applying theoretical knowledge to real-world leadership challenges while cultivating the leader within. This course includes 3 credits of practicum (180 clock hours).

*Prerequisites:* NRSG 625; *Corequisites:* NRSG 680

**NRSG 690      MSN Capstone Project (3 cr)**

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 practicum (180 clock hours).

*Prerequisites:* All required NRSG and RELP courses in program of study

**OTD 500 Human Occupations (3 cr)**

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

**OTD 503      Occupational Theory, Science, and Justice (3 cr)**

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

**OTD 506      Introduction to the Doctoral Experience and Capstone Project (0.5 cr)**

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

**OTD 512      Research Statistics for Graduate Studies (2 cr)**

Building upon the concepts of clinical scholarship, students will gain a basic understanding of utilizing quantitative data analysis and will be provided education on how to write the methods, results, and discussion sections of a research manuscript with an emphasis on quantitative research.

**OTD 517          Neuroscience for the Occupational Therapist w/Lab (3 cr)**

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 cr)**

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 536 Contextual Considerations for Ethical Practice in OT (2 cr)**

This course explores the intersection of occupational therapy, public health, and social policy, emphasizing the impact of social drivers (i.e., determinants) of health on the overall wellness/well-being of individuals and populations, especially those at risk for disabilities and chronic conditions. Students will examine epidemiological trends affecting public welfare and develop skills in therapeutic use of self for effective individual and group interventions. The course also analyzes how contextual factors and policies influence service delivery, equipping students to advocate for policy development and social systems that support occupational engagement and well-being.

**OTD 545          Pediatric Occupational Therapy Management (2 cr)**

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

**OTD 554          Pediatric Occupational Therapy Practice I w/Lab (4 cr)**

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 cr)**

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.

**OTD 560          Level I Fieldwork: Pediatric (1 cr)**

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 565      Foundations of Practice in Occupational Therapy Lab (1 cr)**

This hands-on lab course provides students with practical experience in foundational occupational therapy skills. Students will engage in experiential learning focused on assessment techniques, vital sign monitoring, and the use of adaptive equipment and assistive devices. Additionally, students will develop competency in working with medical lines (e.g., IVs, PICC lines, oxygen) to enhance clinical decision-making and patient safety in various practice settings.

**OTD 599      Clinical Scholarship (3 cr)**

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 cr)**

Student research groups work with faculty preceptors to initiate a research project by completing a literature review.

**OTD 602      Research Group and IRB Proposal Lab (1 cr)**

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 cr)**

In this course students will continue the development of their capstone project by completing a preliminary review of the literature to develop a basic understanding of contemporary scholarship relevant to their topic. They also conduct a needs assessment to validate the feasibility and relevance of their topic.

**OTD 617      Research Implementation (1 cr)**

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

**OTD 635      Occupational Therapy Practice with Psychosocial Conditions w/Lab (4 cr)**

This course prepares students to apply clinical reasoning of the occupational therapy process with clients experiencing psychosocial and cognitive disruption. Students will synthesize knowledge of typical 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 cr)**

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

**OTD 652      Assistive Technology (2 cr)**

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

**OTD 654      Occupational Therapy Practice with Musculoskeletal Conditions w/Lab (4 cr)**

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.

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

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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

**OTD 730      Professional Preparation for Clinical Practice (1cr)**

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

**OTD 735 Clinical Reasoning Lab (1 cr)**

This course is 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 Capstone (1 cr)**

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 cr)**

This lab will support the students continued scholarly work toward developing their capstone project in conjunction with the Scholarship, Leadership and Doctoral Capstone course. In collaboration with their faculty mentor, students will complete a literature review to gain a deeper understanding of their chosen project. Additionally, students will begin to develop an evaluation plan to measure the effectiveness of their capstone project.

*Prerequisite:* OTD 606

**OTD 754 Occupational Therapy Practice with Adult Neurological Conditions w/Lab (4 cr)**

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.

**OTD 755 Medical Conditions (3 cr)**

Provides students with information about a variety of medical conditions and their impact on occupations. Incorporates facilitated discussions to increase clinical reasoning for addressing clients with the presented medical conditions.

**OTD 756 Occupational Therapy Practice with Medical Conditions (2 cr)**

This course explores a range of medical conditions and their impact on occupational performance. Through facilitated discussions and case-based learning, students will refine their clinical reasoning skills to assess and address the occupational needs of clients with complex medical conditions. Emphasis is placed on integrating theoretical knowledge with evidence-based occupational therapy practice in diverse healthcare settings.

**OTD 765 Level II Fieldwork A (7 cr)**

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 cr)**

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 cr)**

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

**OTD 805      Occupational Therapy Service Management I (online) (1 cr)**

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

**OTD 806      Preparation for the Doctoral Experience and Finalization of the Capstone Project Plan (1 cr)**

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

**OTD 810      Doctoral Capstone Experience (8 cr)**

The doctoral capstone experience occurs after students have successfully completed all coursework and Level II fieldwork. The project will focus on clinical practice skills, research, administration, leadership, program and policy development, advocacy, or education. Students present their project outcomes at a scholarship colloquium.

**OTD 891      Comprehensive Exam (1 cr)**

This course 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.

*Prerequisite:* OTD 791

**PHAS 500      Introduction to the PA Profession (1 cr)**

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 v**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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.

**RELB 101      Seventh-day Adventist Fundamental Beliefs and the Healing Ministry of Christ (3 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

Case study methods shape the second stage of this course sequence as we analyze practical matters of ethics, faith and the cultural differences 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 cr)**

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 cr)**

This course explores the clinical ethical issues facing health care professionals and the range of contemporary responses to those issues. Biblical, Christian, Adventist, professional and social resources are used in exploring these clinical ethical issues.

*Prerequisite/corequisite:* Enrollment in graduate program

**RELP 516      Christian Service and Human Flourishing (2 cr)**

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 520      Ethical Leadership in Health Care I (1 cr)**

In the first part of this course [I], students explore the dynamic relationship between professional ethics and moral leadership in healthcare with special orientation towards Christian models of leadership. Through reflective practices, students develop the skill to express their philosophies of ethical leadership.

*Prerequisite:* Enrollment in graduate program

**RELP 521      Ethical Leadership in Health Care II (1 cr)**

In the second part of this course [II], students apply leadership concepts and ethical skills to guide decision-making processes as they emerge in the healthcare setting. Students practice critical thinking and ethical decision-making demonstrating integrity and mission-mindedness as healthcare leaders.

*Prerequisite:* RELP 521

**RELP 601      Applied Spiritual Care I (1 cr)**

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 cr)**

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

**RELP 605      Applied Spiritual Care in Healthcare Leadership I (1 cr)**

In the first half of this course [I], students are introduced to spirituality within a Christian framework using biblical and theological resources and are oriented to the paradigm of holistic/missional healthcare leadership through the exploration of their own spiritual narratives. Students learn skills to assess their own spiritual health and participate in reflective processes to develop greater self-awareness.

*Prerequisite:* Enrollment in graduate program

**RELP 606      Applied Spiritual Care in Healthcare Leadership II (1 cr)**

In the second half of this course [II], students learn to provide spiritual care within their professional context. They apply spiritual assessment and compassionate care skills with team members whom they lead. Students are invited to explore the foundational work of Jesus as a model for Christian/missional leadership.

*Prerequisite:* RELP 520, RELP 605

**RELT 300      Christian Beliefs (3 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 320      Cardiopulmonary Monitoring (3 cr)**

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 cr)**

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 495      Independent Study (1-3 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 115, RTCA 117



**RTCA 115      Radiology in the Modern Medical World (1 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

A continuation of the radiologic technology procedural courses. This course will review portable/trauma/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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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.

**SOCI 115      Principles of Sociology (3 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

An exploration of various issues associated with sociology and psychology.

**SOCI 325      Topics in Cultural Studies (1-4 cr)**

Study of one of the traditional areas of cultural studies. Lectures, laboratory times, and prerequisites will vary according to the topic offered.

**SOCI 370      Multicultural Perspectives in Healthcare (3 cr)**

Study of the principles of cultural differences 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 cr)**

An introduction to the profession of diagnostic medical sonography and the role of the sonographer. Emphasis on sonographic terminology, basic scanning protocols, communication, and professionalism in the clinical setting; history of ultrasound, accreditation, professional organizations, and registry significance will be presented. Trajecs, an online clinical tracking tool, will be introduced.

**SONO 300      Clinical Sonography I (4 cr)**

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 cr)**

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 cr)**

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 cr)**

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 306      Abdominal Sonography I (4 cr)**

The first course in a three-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 308      Abdominal Sonography II (3 cr)**

The second course in a three-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, thyroid, pediatric abdomen, neonatal head, and musculoskeletal structures will be discussed.

*Prerequisite:* SONO 306

**SONO 309      Abdominal Sonography III (1 cr)**

An extension of Abdominal Sonography I & II, this course will cover sonographic imaging of superficial structures such as the breast, male prostate, scrotum, and penis.

*Prerequisite:* SONO 308

**SONO 310      Clinical Sonography III (4 cr)**

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 311      Vascular Sonography I (4 cr)**

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 cr)**

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 cr)**

An introductory course that covers various forms of cardiac testing excluding echocardiography. Basic ECG interpretation and the principles of ECG, Holter monitoring, and cardiac stress testing will be covered.

**SONO 321      Gynecological Sonography (2 cr)**

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 cr)**

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      Clinical Sonography IV (4 cr)**

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 cr)**

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 cr)**

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 cr)**

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.

**SONO 406      Registry Review (2 cr)**

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 cr)**

A senior capstone course that emphasizes professional ethics, legal issues in sonography, informatics, resume writing, and employment opportunities.

**SONO 410      Clinical Externship (4 cr)**

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 425      Obstetrical Sonography I (3 cr)**

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 cr)**

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 cr)**

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 cr)**

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 cr)**

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**

**Adam Maycock, MBA, Chair**

President

Kettering Health Main Campus

**Michael Gentry, MBA, Vice Chair**

CEO

Kettering Health

**Scott Bennie, DSc, Secretary**

Interim President

Kettering College

#### **MEMBERS**

**Madelyn Callender, RN, MSN, CNP**

Community leader

**Robert Cundiff, DMin**

President

Ohio Conference of Seventh-day Adventists

**Brooke Harris, MS, CPM, SHRM-SCP**

Director, Human Resources

Kettering Health

**Brenda Kuhn, PhD, RN ('81)**

Retired Chief Clinical Officer

**Phillip L. Parker, CAE, CCE**

Retired President and CEO

Dayton Area Chamber of Commerce

**Marcellus T. Robinson, DMin**

President

Columbia Union Conference of Seventh-day  
Adventists

**Donovan B. Ross, PhD**

Vice President for Education

Columbia Union Conference of Seventh-day  
Adventists

**Robert Smith, MD**

Retired Director, Medical Education

**Donald Williams, PhD**

Retired Higher Education Executive

#### **INVITEES**

**Scott Bennie, DSc**

Dean of Academic Affairs

Kettering College

**Adam Brown, MS**

Dean of Student Success

Kettering College

**Steve Chavez**

Chief Financial Officer

Kettering College & Kettering Health Main Campus

**Kurt Lewis, MBA, CPEL**

Director of Finance and Administration

Kettering College & Kettering Health Main Campus

**Paula Reams, PhD, APRN, CNP, CNE, LMT**

Dean of Nursing

Kettering College

**Rick Thie, CHFC, CWS**

President

Kettering Health Foundation

**Daniel Wolcott**

Acute Care President

Kettering Health

## 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**

Board of Directors Chair: Adam Maycock, PhD

Interim President, Scott Bennie, PT, DSc, MBA, FNAP

### **EXECUTIVE TEAM**

Dean of Academic Affairs: Scott Bennie, PT, DSc, MBA, FNAP

Director of Finance & Administration: Kurt Lewis, MBA, CPEL

Dean of Nursing: Paula Reams, PhD, APRN, CNP, CNE, LMT

Dean of Student Success: Adam Brown, MS

### **EXTENDED EXECUTIVE TEAM**

Associate Dean of Assessment and Accreditation, Randi Quale, MS

Associate Dean of Enrollment and Communication: Jessica Beans, MS

Associate Dean of Student Success: Ben Hotelling, MS

Senior Information Officer: Jim Nesbit, MBA

## 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](http://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](http://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](http://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](mailto: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](http://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](http://acenursing.org)). The Masters of Science in Nursing is in candidacy for accreditation by the Accreditation Commission for Education in Nursing (ACEN; 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326; 404-975-5000; [acenursing.org](http://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 (7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814; 301-652-6611; [www.acoteonline.org](http://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](http://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.

### Respiratory Care

The Commission on Accreditation for Respiratory Care (CoARC, 264 Precision Blvd., Telford, TN 37690; 817-283-2835; [www.coarc.com](http://www.coarc.com)) has granted Accreditation-Continued status to the Entry into Respiratory Care Bachelor of Science Degree Program (Program No. 200073) 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

### **ELISOA ANDRIAN, 2025**

PhD Laval University, Canada

MBA, MS, BS University of Caen, France

Associate Professor, Sciences and Mathematics, 2025

### **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

### **SARAH BRANDELL, 2020**

PA-C

MPAS Kettering College

BS Ohio State University

Associate Professor, Physician Assistant Studies, 2025

### **LAURIE BROMAGEN, 2004**

MS University of Maryland

BS Wright State University

Associate Professor, Sciences and Mathematics, 2017

### **SCOTT CALHOUN, 2025**

PhD Bowling Green State University

MA Bowling Green State University

MA University of Dayton

BA Cedarville University

Professor, Humanities, 2025

### **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

### **MICHELLE COX, 2025**

DNP Samford University

MSN Walden University

BSN Wright State University

Professor, Nursing, 2025

**LUIZ AUGUSTO DA SILVA, 2025**

Mag. Theology River Plate Adventist University,  
Argentina  
Mag. Psychology River Plate Adventist University,  
Argentina  
BA Theology River Plate Adventist University, Argentina  
BA Psychology River Plate Adventist University,  
Argentina  
Assistant Professor, Humanities, 2025

**TESLA DAFLE, 2025**

MHA Franklin University  
BHS Kettering College  
AS Kettering College  
Assistant Professor, Health Sciences, 2025

**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  
Professor, Occupational Therapy, 2025

**ELIZABETH DIEM, 2018**

PA-C  
MPAS Kettering College  
BS Wright State University  
Associate Professor, Physician Assistant Studies, 2025

**KRISTIN DORSEY, 2011**

MS Wright State University  
BS The Ohio State University  
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  
Professor, Nursing, 2024  
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  
Chair, Sciences and Mathematics, 2025

**KATHERINE FERRELL, 2021**

RN, OMS, WCC  
PhD Liberty University  
MSN Chamberlain University  
BSN Kettering College  
RN Kettering College  
Assistant Professor, Nursing, 2021

**SCOTT GARDNER, 2018**

FACS  
MD Loma Linda University  
BS Andrews University  
Board Certification: General Surgery  
Medical Director, Physician Assistant Studies, 2018

**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, FAOTA  
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  
Associate Professor, Radiologic Sciences and  
Imaging, 2025  
Clinical Coordinator, Radiologic Sciences and  
Imaging, 2017

**NICHOLAS JOHNSTON, 2021**

RRT-ACCS  
PhD University of the Cumberlands  
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  
DHSc University of Indianapolis  
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, RDMS, RDMS(AB/OB)  
BS University of Dayton  
AS Kettering College  
Assistant Professor, Diagnostic Medical Sonography,  
2005

**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  
Associate Professor, Occupational Therapy, 2025  
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

**CAROLINE PALMER, 2022**

PA-C  
MPAS Kettering College  
MA Wright State University  
BA Miami University  
Assistant Professor, Physician Assistant Studies, 2022

**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

**KATRINA RAAF, 2025**

PA-C  
MPAS Kettering College  
BS University of Notre Dame  
Assistant Professor, Physician Assistant Studies, 2025

**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

**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

**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

**SUKIRA TOTTY, 2018**

RN  
MA Ohio State University  
BSN Kettering College  
Assistant Professor, Nursing, 2022

**DEBORAH WARREN, 2011**

RN, CNS  
MSN-CNS Wright State University MSN Wright State University  
AS Kettering College  
Associate Professor, Nursing, 2025

**CORY WETTERLIN, 2018**

PhD Andrews University  
MDiv Andrews University  
BA in Religion Andrews University Associate Professor, Humanities, 2023 Chair, Humanities, 2021

**SHAWNIA 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

Amanda Albright, PharmD

Raj Attiken, DMin

Jason Bailey, DBA

Tricia Baldosser, MSN, RN

Faith Boyd, BSN, RN

Lee Bricker, PA-C

Audrey Brown, PA-C

Michelle Clark, MSN, RN

Bev Cobb, PhD

Erica Coverstone, OTD, OTR/L

Kathy Craft, BSN, RN

Brittany Crutcher, MS, RN

Emily Duff, MSN, 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

Siv Nyanzi, DNP

Marie Oram, PA-C

Cynthia Parker, PhD, RN

Chelsea Pfeiffer, BSN, RN

Marsha Pippinger, MA

Alex Rank, PA-C

Robert Reeder, MA

Rebecca Reitzel, BS, OTR/L

Ivan Riapolov, PhD, MSA

Cheryl Rotterman, PhD, RN

Natalie Rowland, BSN, RN

Steven Sassaman, BSN, RN

Caitlin Shortslef, BSN, RN

Jacob Sillaman, PA-C

Sandhu Smanpreet, PA-C

Susan Smith, MS, RN

Christina Harris, BSN, RN

Jayme Hawrylak, OTD, OTR/L

Sara Hoar, MS, BSN, RN

Diana Hollen, BSN, RN

Terri Hoover, BSN, RN

Christine Howell, OTD, OTR/L

Jenny Ingle, DNP, RN

Rachelle Janning, OTD, OTR/L

Faith Jimenez, BSN, RN

Stephen Kathman, PA-C

Regina Keller, MLIS, RDCS, RDMS, RVT

Emily Kesner, MSN, RN

Lisa Knudsen, DNP, RN-BC, CEN

Megan Kreill, MS, OTR/L

Courtney Laczko, PA-C

Tiffany Lester, OTD, OTR/L

Michelle Magnuson, BSN, RN

Pam Marion, MSN, RN

Valerie Moren, MD

Kelcey Nazareno, PA-C

Jorde Spitler, MHA, RN

Van Spitler, BSN, RN

Taylor Stanford, OTD, OTR/L

Jean Anne Stivers, MS, RN

Taryn Talbott, EdD

Barbara Tassell, DNP, RN, EBP-C, NPD-C

Johannon Tate, DMin

Ashley Thorsky, OTD, OTR/L

Jude Venanzi, MSN, RN

Jodi Vogel, OTD, OTR/L

Ashley Walden, BSN, RN

Susan Ward, PhD, RN

Lisa Wiggerhaus, BSN, RN

Jessica Wilson, PA-C

Holly Woods, BSN, RN

## Staff

### ACADEMIC OFFICES

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: Alba Santana, 2024  
Occupational Therapy, Site Office Coordinator/  
Academic Advisor: Pamela Wilson, 2001  
BS Wilberforce University  
Physician Assistant, Office Assistant: Joanie Haverstick, 2025  
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

### ADMISSIONS

Director of Admissions: Katrina Hill, 2014  
BS Pacific Union College  
Assistant Director of Admissions: Heather Mays, 2016  
BS Andrews University  
Admissions Specialist: Sarah Schultz, 2007  
AS Sinclair Community College  
CRN Administrator: Haritha Moturi, 2020  
MBA Washington Adventist University  
Admissions Counselor: Janice Cosme, 2022  
MS Southern Adventist University

### ADMISSIONS (cont'd)

Admissions Counselor: Miranda Delgado, 2025  
BA Southern Adventist University  
Admissions Counselor: Samantha Seaman  
BA Western Washington University

### ALUMNI RELATIONS & CAREER SERVICES

Director of Alumni Relations and Career Services: Ashley Neu, 2020  
BS Andrews University

### CHAPLAIN

Campus Chaplain: Sebastian Lopez, 2025  
MDiv Andrews University  
BA Southern Adventist University

### ENROLLMENT MANAGEMENT

Dean of Student Success: Adam Brown, 2016  
MS Bay Path University  
BS Southern Adventist University  
Associate Dean of Enrollment Management and Communication: Jessica Beans, 2014  
MS Colorado State University  
BS Southern Adventist University

### FINANCE & ADMINISTRATION

Director of Finance & Administration: Kurt Lewis, 2024  
Chief Financial Officer: Steve Chavez, 2025

### HOUSING

Director of Housing: Emily Cowell, 2025  
BS Wright State 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

## **INFORMATION TECHNOLOGY (cont'd)**

College Workstation Administrator: Drew Kistler, 2022

Help Desk: Matt Doucette, 2018

Senior Information Analyst: Vic Kovacs, 2021

Student Information System Administrator: AJ Iwanski, 2024  
BS Kettering College

## **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**

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

### **MARKETING & PUBLIC RELATIONS**

Director of Marketing and Public Relations: Courtney Dove, 2021  
MA Southern New Hampshire University  
BA Central State University

Communications Specialist: Rachel Cole, 2025  
BA Cedarville University

Communications Specialist: Ariana Jervis, 2022  
BA Wright State University

Communications Specialist: Genesis Santos-Guzman, 2025  
BA Southwestern Adventist University

### **PRESIDENT'S OFFICE**

Executive Assistant: Diane Bartram, 2019  
BA Georgetown College

## **RECORDS**

Director of Records (Registrar): Robert Reeder, 2001  
MA Wright State University

BS Ohio State University  
Associate Registrar: Josie Burns, 2017  
BA Andrews University

Associate Registrar: Sarah Bayer, 2003  
MEd University of Dayton  
BS Andrews University

### **RETAIL SALES**

Manager: Jessica Oldfield, 2014

### **STUDENT AFFAIRS**

Associate Dean of Students: Ben Hotelling, 2016  
MS Wright State University  
BS Andrews University

Director of Student Life: Courtney Sewell, 2023  
BS Cedarville 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: Courtney Sewell, 2023  
BS Cedarville University

### **STUDENT SUCCESS**

Director of Student Success Center, Director of Disability/Title IX Coordinator: Jamie Kerestes, 2024

Student Success Coordinator: Bridget Aiello

Student Success Coach: Hillary Allen, 2022  
MA California State University  
BA Pacific Union College

Student Success Coach: Ivan Riapolov, 2022  
PhD Andrews University

