

School of Health & Human Sciences

From the Founding Dean:

With great pleasure, I welcome you to the School of Health & Human Sciences (SHHS). The School of Health & Human Sciences capitalizes on its unique urban location and inter-professional collaboration among educators, community partners, researchers, practitioners, and policymakers to prepare future leaders in healthcare, kinesiology, and event tourism. Through innovative research, experiential learning, and community engagement, this school strives to prepare leaders to transform human experience and quality of life.

SHHS brings together eight academic programs (Health Sciences, Kinesiology, Military Science, Nutrition & Dietetics, Occupational Therapy, Physical Therapy, Physician Assistant Studies, and Tourism, Event & Sport Management), multiple institutes, outreach clinics, and research laboratories that together provide you with unique experiences for your future careers. Several of our programs are nationally ranked.

Our faculty members are leaders in the fields of health, tourism, and sports. SHHS faculty worked with national organizations, state, and federal governments in research and education initiatives. They are researchers that translate scientific discoveries into clinical care, tourism, and sports. They remain focused on that task so future generations can live healthier lives.

Our ideals, partnerships, and unique opportunities enable each of us to live up to the mission of SHHS. We look forward to supporting the personal and professional growth of our undergraduate and graduate students, as well as our faculty and staff.

Best Regards,

Rafael Bahamonde, Ph.D.

Founding Dean

Mission, Values, Objectives

Vision

To be educational innovators and leaders in developing future professionals in the fields of health, wellness, sport, and tourism.

Mission

The School of Health & Human Sciences capitalizes on its unique urban location and interprofessional collaboration among educators, community partners, researchers, practitioners, and policymakers to prepare future leaders in healthcare, kinesiology, and event tourism. Through innovative research, experiential learning, and community engagement, this school strives to prepare leaders to transform the human experience and quality of life.

Objectives

In fulfilling its mission, the School of Health & Human Sciences seeks to achieve the following objectives with a commitment to diversity, equity, and inclusion.

1. Create an accessible learner-centric culture that is diverse, engaging, and dedicated to academic excellence
2. Promote innovation and excellence in teaching and learning practices
3. Advance knowledge through applied research and scholarship emphasizing the translation of theory to practice
4. Enhance civic engagement with activities characterized by:
 - Collaborating within and across disciplines, the university, and community
 - Establishing equitable and sustainable partnerships
 - Capitalizing on our unique, urban location to support economic growth and cultural development
 - Benefiting the communities of Indianapolis and Indiana, nationally, and globally.

Contact

[School of Health & Human Sciences](#)

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Undergraduate Policies and Procedures

Below are the 2024–25 Undergraduate Academic Policies for the School of Health & Human Sciences. For graduate and professional program academic policies, please contact the department directly.

Grade Point Average (GPA)

The IU School of Health & Human Sciences (SHHS) will assess your cumulative Grade Point Average (GPA) at the end of each semester. Academic standing is applied to your record at the conclusion of the semester.

You must maintain a cumulative and semester GPA of 2.0 or better to remain in good academic standing. A cumulative GPA of 2.0 is required to graduate from IU Indianapolis.

Grading Scale

The School of Health & Human Sciences follows the Standard Letter Grading of IU Indianapolis for computing semester and cumulative grade point average (GPA), which is as follows:

A+	= 4.00	C+	= 2.30
A	= 4.00	C	= 2.00
A-	= 3.70	C-	= 1.70
B+	= 3.30	D+	= 1.30

B	= 3.00	D	= 1.00
B-	= 2.70	D-	= 0.70
		F	= 0.00

Incomplete

The School of Health & Human Sciences follows [IU Indianapolis guidelines for incompletes](#) as dictated by university policy and the office of the registrar.

Required Grades

Health Sciences

A grade of "C" or better is required in ENG-W131, all HLSC and NTRD courses, and a C- or better in STAT 30100.

Kinesiology

A grade of "C" or better is required in all KINE and HPER courses. A cumulative GPA of 2.0 or better must be obtained in general education requirements.

Tourism, Event, and Sport Management

A passing grade is required in all TESM courses. A cumulative GPA of 2.0 or better must be obtained in general education requirements. A cumulative GPA of 2.0 or better must be obtained to be awarded the Business Foundations Certificate and successful completion of the certificate is required to graduate.

GPA Calculation

If a student earns the same or a higher grade after repeating the course, only the second grade will be counted in the cumulative GPA.

Grade Replacement

The IU Indianapolis Grade Replacement Policy allows approved undergraduate students seeking their first degree to use grade replacement for a maximum of 15 credit hours. Students can request a grade replacement no more than twice for a single course, and each attempt counts toward your 15-credit limit.

To use grade replacement, the repeated course grade should be the same as or higher than your previous attempt at the course. A student must receive a letter grade upon retake in order to change the previous grade. Any replaced grades will be excluded from your GPA, and the credit hours from the original course will not be counted.

For grade replacement applied to courses taken between 1996 and summer 2021: the replaced grade remains on the student's academic record with an X placed next to the original grade.

Example:

- Math-I 111 - FX (spring 2020)
- Math-I 111 – C

For grade replacement applied to courses taken during fall 2021 and beyond: the replaced grade will appear on your academic record as an X.

Replacement does not happen automatically, so a student must notify their academic advisor that the course has been taken a second time and the student wishes to exercise this option. For more information view [IU Indianapolis's grade replacement policy](#).

Grade Appeal Process

Students may appeal a course grade at the completion of a course to resolve a grade discrepancy or a grade dispute.

Appeals must first be made to the instructor of record for the course. The student is to contact the instructor by email.

If the instructor does not respond, the student can fill out a change of grade petition which can be accessed online via the registrar's website.

Grade change petitions will not be considered after one year has passed.

Fresh Start through Academic Renewal (Formerly Grade Forgiveness)

If your first attempt at your undergraduate degree from IU was not as successful as you might have hoped, [Fresh Start through Academic Renewal](#) offers a second chance.

Fresh Start through Academic Renewal offers a second chance to undergraduate students seeking their first bachelor's degree. To be eligible, you must be an undergraduate student, be pursuing your first bachelor's degree from IU, and have been away from any IU campus for 36 or more consecutive months (3 years). The Fresh Start through Academic Renewal policy allows you to start over with a GPA of 0.00. For any courses in which you previously received a P, S, or a C or better, the credit hours will count toward your degree but won't be factored into your GPA. For more information about Fresh Start through Academic Renewal at IU Indianapolis, read the [IU Indianapolis Faculty Council's policies and resolutions](#). Work with your SHHS academic advisor to initiate the Fresh Start through Academic Renewal process.

Credit Overload Requests

The maximum number of credits allowed each fall and spring semester is 18 credits and each summer session is 9 credits. Students expecting to carry more than 18 credit hours during a regular semester or more than 9 credit hours in a summer session should have a minimum cumulative GPA of 3.0 or higher. Students seeking overload requests must obtain approval from the school. Requests and any documentation will be reviewed carefully in consideration of a semester credit hour overload.

After review, students will be contacted regarding the decision. If granted permission to overload students will be asked to sign a responsibility statement for their academic record.

Late Withdrawal

A grade of W (Withdraw) is given automatically on the date of withdrawal to a student who withdraws during the first seven weeks of a regular semester or during the first three weeks of a summer session. Note that non-standard session courses have varying withdrawal deadlines.

Requests for withdrawal after the Auto-W drop deadline require the signature of the instructor, advisor, and the student's dean. These late requests are considered only in extraordinary, extenuating situations which are beyond the student's control. Poor performance in a course is not considered grounds for late withdrawal. No withdrawal forms will be processed in the Office of the Registrar after the last day of classes for the term/session. Any requests for late withdrawal after the last day of classes must go through the grade appeal process.

Extenuating circumstances can include:

- Medical condition/hospital stay/accident
- Incarceration
- Psychological/emotional issues
- Learning disability (newly diagnosed)
- Death of family or close friend
- Issues with a class/faculty (well documented)
- Eviction/homelessness
- Other major life event that severely impacts the student

Examples of documentation include:

- Doctor's note on letterhead (include dates)
- Hospital admittance papers
- Legal documents (i.e. police reports, eviction notice)
- Obituary in the paper/funeral home site
- Counseling services or CAPS

The student is advised to continue attending the class(es) as the withdrawal request may not be approved. The student must consider that a withdrawal from a course may impact other aspects of their student status (i.e., financial aid, enrollment requirements for international students or student athletes, expected graduation term, etc.). It is the responsibility of the student to contact the appropriate office on campus regarding any other issues that may arise as a result of a late withdrawal from a course.

Administrative Withdrawal

If you miss more than 50 percent of your class meetings of a given course during the first four weeks of the Fall or Spring semesters or fail to turn in 50 percent of the assignments:

- You will be notified and may be administratively withdrawn from the course unless you can document contact with your course instructor or academic advisor.
- Administrative withdrawal may have an impact on your Financial Aid award.

Administrative withdrawal occurs after the refund period has ended.

Academic Warning

Students will receive academic warning notification when their cumulative GPA in any individual semester falls below a 2.0 but their cumulative GPA remains at 2.0 or higher.

Students who are placed on academic warning will have a hold placed on their account and are required to meet with an academic advisor prior to course registration to remove this hold.

Academic Probation

A student will be placed on academic probation for one of the following reasons:

- Consecutive semester GPA: a student's second consecutive semester GPA has once again fallen below a 2.0 but their cumulative GPA is a 2.0 or higher
 - Once the subsequent semester GPA and cumulative GPA are at least 2.0, the student will be removed from probationary status.
- Cumulative GPA: a student's cumulative GPA has fallen below a 2.0
 - Once the cumulative GPA is at least 2.0, the student will be removed from probationary status.

OR

- Freshmen Probation: First time full-time students will be put on academic probation if they fail to earn a cumulative GPA of 1.0 or higher in their first semester of enrollment when attempting 12 or more credits.

Students can continue on probation with a cumulative GPA below 2.0 if they earn a semester GPA of 2.0 or higher. Students who are placed on academic probation will have a hold placed on their account and are required to meet with an academic advisor once at the beginning of the semester and again prior to course registration to remove this hold. Students will be informed of their probationary status by letter and email from the school.

Academic Dismissal

A student on probation, who has completed 12 or more IU Indianapolis credit hours is subject to dismissal if:

- A student's cumulative GPA drops below a 2.0 after being on probation due to a consecutive semester GPA
- A student who fails to attain an cumulative GPA of at least 2.0 in two consecutive semesters and earns a semester GPA below 2.0.

Reinstatement Process

A student dismissed for the first time must remain out of school for at least one regular (fall or spring) semester. During the semester out of school, the student may

petition the School of Health and Human Sciences for readmission. Reinstatement decisions are not guaranteed but will be based upon application materials, academic history, and personal circumstances. Students must abide by posted deadlines and submit a completed Petition for Readmission form.

A reinstated student is on probationary status and will be required to meet with an advisor. The student will be required to obtain a 2.3 or higher semester GPA their first semester/summer session back and meet any additional academic conditions or be subject to dismissal for one year. Students who are reinstated must register before the first day of classes in the reinstatement term. Students who are reinstated are classified as on probationary status and will remain on probationary status until their cumulative GPA is a 2.0 or higher.

A student who fails to meet prescribed reinstatement standards will be dismissed again. A student dismissed for a second time must remain out of school at least two regular semesters (fall and spring), but may petition for readmission during the second semester out of school. Readmission after a second dismissal is extremely rare.

Dean's List

The School of Health & Human Sciences recognizes exceptional academic performance by students who earn a minimum of 12 credits per semester at IU Indianapolis and who earn an IU grade point average (GPA) of 3.5 or higher for the semester. No more than 7 credits may be taken as satisfactory/fail. Students will receive a letter from the Dean recognizing their meritorious efforts.

Graduation

Academic advisors are here to help, but it is a student's responsibility to be aware when they have earned sufficient credits to graduate. Graduation applications are required for degree conferral. Students should submit graduation applications by these priority deadlines:

- Spring (May) graduation: October 15
- Summer (August) graduation: January 15
- Fall (December) graduation: May 15

After completing the graduation application, a student's academic work is audited to ensure they have met the requirements to graduate.

Academic Distinction

Indiana University recognizes high cumulative grade point averages by awarding degrees with the designations "Distinction," "High Distinction," and "Highest Distinction." To graduate with academic distinction, baccalaureate degree candidates must rank within the highest 10% of the graduating class and their respective degree-granting units. The graduating class includes December, May, and August graduates. Additionally, baccalaureate degree candidates must have completed a minimum of 60 hours at Indiana University. The designated individuals are presented with honor cords to wear at Commencement exercises for IU Indianapolis. Academic distinction is calculated using cumulative GPA.

Please note this recognition is different than completing a degree with Honors. For more on the Honors College and distinctions, visit the [IU Indianapolis Honors College website](#).

Residency to Graduate

Students must complete at least 30 hours of the last 60 credit hours required for a specific degree program while in residence at the School of Health & Human Sciences at IU Indianapolis.

Transfer Course Last Semester Agreement

A student taking courses in their last semester of attendance is required to receive approval from their Department Chair if they are going to take any classes at a non-IU System School or the Consortium. Approval must be done by the student and Department Chair completing the Transfer Course Last Semester Agreement form, which states that the student has been informed that this could cause their graduation date to be delayed by a complete semester. Transfer courses must be completed with a grade of C or better to receive credit at IU Indianapolis.

Undergraduate Programs

The School of Health & Human Sciences (SHHS) undergraduate academic programs include six majors, 11 certificates, and 9 minors. All majors and certificates award an Indiana University diploma upon completion unless otherwise indicated.

When looking at degree maps and curriculum, students should use their corresponding term of admission to IU Indianapolis.

Majors

All majors require an internship or student teaching to provide dynamic, hands-on learning experience.

- Exercise Science
- Fitness Management and Personal Training
- Health Sciences
- Physical Education & Health Education Teaching
- Sports Management
- Tourism, Conventions, and Event Management

Certificates

Certificates can be completed alone or with a bachelor's degree. Certificates are not approved for financial aid if completed alone unless otherwise indicated.

- Health Sciences
 - Gerontology Studies
 - Global Health and Rehabilitation
 - Rehabilitation and Disability Studies
- Kinesiology
 - Personal Training
 - Youth Physical Wellness Programming
- Nutrition and Dietetics

- Nutrition
- Tourism, Event, and Sport Management
 - Beverage Management Services
 - Cultural Heritage Tourism
 - Events Management
 - Hospitality Management
 - Sports Tourism Development
 - Tourism Planning and Development

Minors

Minors may only be completed by IU Indianapolis bachelor's degree-seeking students.

- Health Sciences
 - Serious Illness and Supportive Care
- Military Science
 - Leadership and Military Science**
- Kinesiology
 - Coaching
 - Dance
 - Health Education
 - Wellness Coaching
- Tourism, Event, and Sport Management
 - Events Management
 - Hospitality Management
 - Sports Marketing
 - Tourism Management

***This minor is only available for ROTC students.*

For more information on undergraduate programs in the School of Health & Human Sciences, visit <https://go.iu.edu/shhs>.

Admissions for Undergraduate Programs

Preparing to apply

Start by discovering the undergraduate degree program that is the best fit for you. Prospective undergraduates to the school should apply for admission to one of our six bachelor's degree programs.

What are the requirements for direct admission?

To determine eligibility for undergraduate admission, review the requirements that fit the type of student you will be.

High School applicants

As an incoming freshman to IU Indianapolis, you'll be eligible for direct admission to the School of Health & Human Sciences if **all the following conditions are met**.

1. You were admitted to IU Indianapolis.
2. On your admissions application, you indicated one of our six undergraduate majors.
3. You have a high school GPA of 3.45 or higher OR
4. You have a high school GPA between 3.00-3.44 AND a verified Indiana Academic Honors Diploma (or equivalent, for out of state applicants).

If you don't qualify for direct admission to our school you can still be admitted to IU Indianapolis as a University College student. University College is a common starting point for incoming students. You'll be able to take classes for your intended major and apply for admission as an IU Indianapolis student applicant when those admission standards are reached.

International Applicants

Whether you plan to enroll at IU Indianapolis as an incoming freshman or a transfer student, as an international student you'll apply through the [Office of International Affairs](#).

Transfer and Intercampus Applicants

You can join the School of Health & Human Sciences as a transfer student from either another institution or another IU campus. To be eligible for direct admission into the school all the following conditions must be met.

- You were admitted to IU Indianapolis.
- On your admissions application, you indicated one of our six undergraduate majors.

In addition, here are the major-specific admission requirements for transfer students.

To transfer into the Exercise Science major, you need to:

- Have completed MATH-M118 (Finite Mathematics) or higher-level math course
- Have at least 15 transferable credit hours
- Have a cumulative grade point average of at least 2.0

To transfer into the Fitness Management and Personal Training major, you need to:

- Have completed MATH-M118 or higher-level math course
- Have at least 15 transferable credit hours
- Have a cumulative grade point average of at least 2.0

To transfer into the Health Sciences major, you need to:

- Have a cumulative grade point average of at least 2.0
- Have at least 12 transferable credit hours

To transfer into the Physical Education Teacher Education major, you need to:

- Have completed MATH 13200 (Math for Elementary Education Teachers III) or higher-level math course
- Have at least 15 transferable credit hours
- Have a cumulative grade point average of at least 2.0
- While at IU Indianapolis, you must achieve a 2.5 cumulative grade point average to enter into the required student teaching experience

To transfer into the Tourism, Convention, and Event Management or Sports Management major, you need to:

- Have at least 12 transferable credit hours
- Have a cumulative grade point average of at least 2.0

If you don't qualify for direct admission, you can still take classes in your intended major. Once you meet the IU Indianapolis student criteria, you will be admitted to the School of Health & Human Sciences.

IU Indianapolis student applicants

If you're a current IU Indianapolis student, from University College or another IU Indianapolis academic school, to be admitted to the School of Health & Human Sciences you need to meet the major-specific admission requirements. Once you complete the admission requirements below and have properly declared your major, you will be admitted following spring, summer, and fall final grades. Students in University College need to ensure their major is declared correctly. Students in other academic schools should contact SHHS directly at shhsadv@iu.edu when they meet admission requirements. Once the requirements are completed

To update your major to Exercise Science, you need to:

- Earn a grade of C or better in the following courses:
 - Anatomy: BIOL-N261 or KINE-P205 (BIOL-K101 will be accepted for exercise science pre-med and PA majors only)
 - Math: MATH11100
 - Kinesiology: KINE-P212
- Have a cumulative grade point average of at least 2.0

To update your major to Fitness Management and Personal Training, you need to:

- Earn a grade of C or better in the following courses:
 - Anatomy: BIOL-N212 AND BIOL-N213 (two-semester sequence) or BIOL-N261 or KINE-P205
 - Math: MATH11000 or MATH11100
 - Kinesiology: KINE-P212
- Have a cumulative grade point average of at least 2.0

To update your major to Health Sciences, you need to:

- Have completed 12 credits from IU Indianapolis
- Have a cumulative grade point average of at least 2.0

To update your major to Physical Education Teacher Education, you need to:

- Earn a grade of C or better in the following courses:
 - Anatomy: KINE-P205
 - Math: MATH11000 or MATH11100
 - Physical Education: KINE-P195
- Have a cumulative and degree grade point average of at least 2.5

To update your major to Tourism, Convention, and Event Management or Sports Management, you need to:

- Have completed 9 credits from IU Indianapolis
- Earn a grade of C- or higher in any TESH course
- Have a cumulative grade point average of at least 2.0.

The priority deadline for completing the Free Application for Federal Student Aid (FAFSA) is March 1. Other deadlines for financial aid and scholarship opportunities vary so take a careful look at those dates to be considered for other loans, grants, and scholarship awards.

More questions that need answers?

For additional information about our degree programs, minors, or certificates visit our [website](#).

Department of Kinesiology
Department of Kinesiology undergraduate programs

The kinesiology department offers three different programs for earning a Bachelor of Science in Kinesiology (B.S.K.). Students can earn a B.S.K. with a major in exercise science, fitness management and personal training, or physical education teacher education. The department offers two certificate degree programs for personal training and youth physical wellness coaching. Or, students can complement their bachelor's degrees with one of the department's four minors offered in kinesiology-related fields of study.

Majors
Exercise Science (B.S.K.)

Exercise science is the study of human health, wellness, and movement. Our degree equips students with a science-based understanding of human movement that will enable students to contribute to the health and well-being of communities. Exercise Science majors also complete a Personal Training certificate as part of the program.

Students develop foundational knowledge of kinesiology, fitness, biomechanics, exercise physiology, nutrition, and more.

The curriculum explores the boundaries of what the human body can do through research, internships, and real-life, hands-on experience in the field. Students have the opportunity to participate in undergraduate research, mentored by outstanding faculty who are experts in the field.

Exercise science graduates have applied their training to help solve the nation's growing health issues, such as diabetes and obesity. Many advance into graduate or professional schools, on their way to becoming exercise physiologists, physical therapists, physician assistants, and occupational therapists.

[View the exercise science major curriculum.](#)

Student Learning Outcomes - Exercise Science

1. Identify the general principles of exercise science concepts.
2. Conduct health and fitness appraisals and clinical exercise testing.
3. Describe the key electrocardiography, diagnostic, patient management, medication, pathophysiology and risk factors associated with exercise and clinical exercise testing.
4. Develop prescriptions and programming for clients.
5. Explain the essentials of nutrition and weight management.
6. Apply basic human behavior principles and counseling skills as it applies to strategies of enhancing exercise and health behaviors.
7. Demonstrate safety, injury prevention, and emergency procedures in various physical activity settings.
8. Be able to list key program administration goals and outcomes assessment for exercise testing and programming.
9. Employ practical skills (i.e., technology-based, quantitative, or qualitative) to analyze and describe human movement.
10. Demonstrate dispositions essential to becoming effective professionals

Fitness Management and Personal Training (B.S.K.)

The Fitness Management and Personal Training major combines the knowledge and application of techniques to advance the wellness and fitness of others. Fitness Management and Personal Training majors also complete a Personal Training certificate as part of the program.

Students work with real clients and build their knowledge through research projects, internships, and opportunities to study abroad.

Graduates from this program are getting the country in shape at clinics, health and fitness clubs, community centers, nursing homes, hospitals, sports organizations, and businesses nationwide. They have the power to change lives through their jobs as personal trainers, health coaches, and fitness directors at every level.

[View the fitness management & personal training major curriculum.](#)

Student Learning Outcomes - Fitness Management and Personal Training

1. Identify the general principles of exercise science concepts.
2. Conduct health and fitness appraisals and clinical exercise testing.
3. Describe the key electrocardiography, diagnostic, patient management, medication, pathophysiology and risk factors associated with exercise and clinical exercise testing.
4. Develop prescription and programming for clients.
5. Explain the essentials of nutrition and weight management.
6. Apply basic human behavior principles and counseling skills as it applies to strategies of enhancing exercise and health behaviors.
7. Demonstrate safety, injury prevention and emergency procedures in various physical activity settings.
8. Be able to list key program administration goals and outcomes assessment for exercise testing and programming.
9. Employ practical skills (i.e., technology-based, quantitative, or qualitative) to analyze and describe human movement.
10. Demonstrate dispositions essential to becoming effective professionals

Physical Education & Health Education Teaching (B.S.K.)

Physical education teachers transform lives. For some children, they're the first adults to promote healthy, active lifestyles. A degree in Physical Education Teacher Education provides an understanding of effective and innovative programming to support youth physical activity and wellness

This program for preparing physical education teachers is the oldest in the nation, meets all standards of the Indiana Department of Education, and is founded on the guidelines of the National Association for Sport and Physical Education.

Graduates earn an all-grade (pre-K–12) Indiana teacher's license for physical education and have many options for student teaching.

[View the physical education teacher education major curriculum.](#)

Student Learning Outcomes - Physical Education Teacher Education

1. Apply discipline specific and theoretical concepts when developing physically educated individuals.
2. Demonstrate competent movement and health enhancing fitness skills.
3. Implement developmentally appropriate learning experiences to address the diverse needs of all students.
4. Use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

5. Utilize assessments and reflection to foster student learning and make informed instructional decisions.
6. Demonstrate dispositions essential to becoming effective professionals.
7. Employ practical skills (i.e., technology or theory) to analyze and describe human movement.

Certificates

Personal Training

The certificate in personal training gives students a basic understanding of the principles of personal training. Students complete academically relevant courses that will prepare them to sit for one of three national certification exams.

[View the personal training certificate curriculum.](#)

Student Learning Outcomes - Personal Training Certificate

1. Obtain a health/medical history, medical clearance, and informed consent.
2. Identify modifiable risk factors for cardiovascular disease and teaching clients about risk reduction.
3. Determine appropriate fitness assessments based on the initial client consultation.
4. Follow protocols during fitness assessment administration
5. Set effective client-oriented s.m.a.r.t. behavioral goals.
6. Choose and apply appropriate health behavior modification strategies based on the client's skills, knowledge and level of motivation
7. Locate/palpate pulse landmarks, accurately measure heart rate, and obtain rating of perceived exertion (rpe).
8. Select and administer health-related fitness assessments.
9. Deliver test and assessment results in a positive manner
10. Demonstrate a wide range of exercises designed to enhance health-related and functional fitness
11. Implement proper spotting positions and techniques for injury prevention and exercise assistance
12. Demonstrate and carry out emergency procedures during exercise testing and/or training.

Youth Physical Wellness Programming

This certificate prepares you to design programs that address obesity and lack of physical activity in children. You'll be prepared to work in unattached school-time settings, such as day and summer camps, and have opportunities to practice what you learn in these environments. The curriculum includes building skills for teaching preschool and elementary-aged children, as well as children with special needs.

[View the youth physical wellness programming certificate curriculum.](#)

Student Learning Outcomes - Youth Physical Wellness Certificate

1. Construct movement opportunities for youth that meet daily guidelines for moderate to vigorous daily physical activity for youth;

2. Identify the determinants of youth enjoyment and motivation from physical activity participation.
3. Demonstrate effective and essential communication and personal disposition behaviors in a youth physical activity setting.
4. Exhibit effective and essential planning, preparation, and program delivery skills in a youth physical activity and sport setting.
5. Describe appropriate health promotion skills for youth in an afterschool setting.
6. Exhibit effective skills in fostering healthy decision-making skills to enhance health in youth.
7. Explain the process of learning and maintaining health-enhancing behaviors in youth.
8. Summarize evidence-based recommendations on healthy eating, snacking, and nutrition as it relates to youth.
9. Support best practices as it relates to the physical environment and healthy eating for youth during unattached school time.

Minors

Coaching

The minor in coaching is based on the national standards for athletic coaches developed by the National Association of Sport and Physical Education (NASPE). This program teaches how to coach athletes at various age and ability levels, from physical preparation to understanding the emotional, social, and cognitive needs of athletes. Students learn the principles and practices of exercise science, including how to treat and prevent athletic injuries.

[View the coaching minor curriculum.](#)

Dance

The dance minor develops the talents of students as dancers. Students learn technique, choreography, and performance skills, and put that knowledge to practice through performance.

[View the dance minor curriculum.](#)

Health Education

This minor studies the principles of health, wellness, physical fitness, and nutrition. Students learn how to address health problems on a community level as they gain the knowledge and skills for promoting healthy lifestyles and preventing disease. This minor adds a distinctive health focus to majors and career tracks such as teaching, nursing, social work, and public health.

[View the health education minor curriculum.](#)

Wellness Coaching

In this minor, students learn the principles of coaching, lifestyle wellness, and physical activity as well as how to teach healthy behaviors and habits. Wellness coaches may work with clients in a variety of areas, including behavior change, stress management, relaxation techniques, time management, smoking cessation, weight loss, or exercise programming.

[View the wellness coaching minor curriculum.](#)

Department of Tourism, Event, and Sport Management

Department of Tourism, Event, and Sport Management undergraduate programs

The tourism, event, and sport management department offers two different programs for earning a Bachelor of Science in Tourism, Event, and Sport Management (B.S.T.E.S.M.). Students can earn a BSTESM with a major in sports management or tourism, conventions, and event management. The department offers six certificate degree programs and four minors.

Majors

Sports Management (B.S.T.E.S.M.)

A degree in Sports Management unites the full spectrum of sports management skills and knowledge including planning, designing, managing, and marketing sports. In addition to the bachelor's degree, students earn a certificate from the Kelley School of Business.

Students study in Indianapolis, home to six professional sports franchises, several Olympic governing bodies, the NCAA, the Indianapolis Motor Speedway, and other major sporting organizations.

The curriculum ensures students work directly with these and other organizations before they graduate, interning with professional and amateur sports teams and solving real-life business problems.

[View the sports management major curriculum.](#)

Tourism, Conventions, and Event Management (B.S.T.E.S.M.)

The Tourism, Conventions, and Event Management (TESM) degree allows detail-oriented individuals to call the shots in a fast-paced work environment that changes daily. A degree in TESM covers all angles of event management, hospitality, and tourism. In addition to the bachelor's degree, students earn a certificate from the Kelley School of Business.

Students study event management in and out of the classroom, run their own events, and get hands-on experience through extracurricular programs and internships at places like the Indianapolis Children's Museum, the JW Marriott, the Make-A-Wish Foundation, and the 500 Festival.

These rich resources in the Indianapolis tourism, event, and hospitality industry—along with dedicated professors who have worked in the field—give students the education and professional contacts they need to land a job managing high-profile events, sports franchises, museums, and other attractions after they graduate.

[View the tourism, conventions, and event management major curriculum.](#)

Certificates

Beverage Management Services

In this certificate program, students become qualified for a supervisory position in bars, restaurants, clubs, catering businesses, and other food operations—for example, running an upscale restaurant or advising bar

staff, management, and customers with making beverage selections.

[View the beverage management services certificate curriculum.](#)

Cultural Heritage Tourism

This certificate program prepares students for careers in cultural attractions, art and culture organizations, historic preservation, cultural travel, food, and other cultural tourism interests. Cultural Heritage Tourism can be completed 100 percent online and is an IU Online approved program.

[View the cultural heritage tourism certificate curriculum.](#)

Events Management

The certificate in events management prepares students for a career in planning corporate and nonprofit meetings and events, as well as planning special events such as weddings, conferences, and festivals. The Events Management certificate is approved for Financial Aid if completed by itself. The Events Management certificate can be completed 80–99 percent online and is an IU Online approved program.

[View the event management certificate curriculum.](#)

Hospitality Management

When it comes to hospitality management, our certificate program will prepare you early for a management position. That means you can get your career off the ground in the early stages with training in general management, financial accounting, sales, and food service sanitation in a variety of venues, such as lodging, restaurants, bars, clubs, convention, and conference centers, event venues, catering companies, and other hospitality service businesses.

[View the hospitality management certificate curriculum.](#)

Sports Tourism Development

In this certificate program, students discover the many aspects of sport event planning—site selection, logistics, personnel, marketing, economics, and legalities—and examine how sports make an impact on community and business growth. Depending on interests, students may choose elective courses around sport journalism, sport marketing, sport sociology, or other special topics. The Sports Tourism Development certificate can be completed 100 percent online and is an IU Online approved program.

[View the sports tourism development certificate curriculum.](#)

Tourism Planning and Development

In this certificate program, students analyze travel trends to better understand the patterns, principles, and management of popular tourist destinations. Depending on interests, students also have opportunities to learn about visitor behavior, sports tourism, cruise line management, and other special topics. Tourism Planning & Development can be completed 100% online and is an IU Online approved program.

[View the tourism planning and development certificate curriculum.](#)

Minors

Events Management

With a minor in events management, students are better positioned to manage corporate, nonprofit, social, cultural, and sports events. They learn how to create, manage, and execute an event from a designed concept, as well as the basics of event budgeting, site selection, marketing, staffing, and risk management.

[View the events management minor curriculum.](#)

Hospitality Management

The hospitality management minor prepares students for careers in lodging, restaurants, bars, clubs, convention and conference centers, event venues, catering companies, and other hospitality service businesses. Students learn the ins and outs of the tourism industry, including how to best meet guests' needs at hotels, how to manage venues, and best practices for catering.

[View the hospitality management minor curriculum.](#)

Sports Marketing

The sports marketing minor teaches a foundational understanding of sports marketing theory, especially how sports marketing activities and strategies contribute to sports business success. Students learn the foundations of marketing, accounting, and sports management and then use these skills to solve problems sports organizations face every day.

[View the sports marketing minor curriculum.](#)

Tourism Management

The tourism management minor prepares students for careers with destination marketing organizations, tourist attractions, travel businesses, and tourist leisure services. Courses focus on the management, marketing, and product development of destination marketing organizations, such as convention and visitors' bureaus and state tourism offices. Students also examine the relationships between tourism, sustainability, and development at local, state, national, and international levels.

[View the tourism management minor curriculum.](#)

Department of Health Sciences

Department of Health Sciences undergraduate programs

Major

Health Sciences (B.S.H.S.)

The health sciences major is an interdisciplinary degree program designed to meet the educational needs of three groups of students. The first group includes those who wish to prepare for entry and mid-level positions in for-profit and nonprofit health care organizations such as ambulatory care facilities, assisted living centers, retirement centers, rehabilitation facilities and agencies, and wellness centers.

The second targeted group of students includes those who are seeking admission into graduate health professions programs to include but not limited to dentistry, medicine,

occupational therapy, pharmacy, physician assistant, physical therapy, public health, social work, and rehabilitation counseling. The program will also meet the educational needs of students who wish to pursue an accelerated second-degree Bachelor of Science in Nursing. The interdisciplinary curriculum, which combines basic and health sciences, will allow students to study health sciences and develop an understanding of the complexities of the health care delivery system while simultaneously completing prerequisites for their chosen profession.

The third group consists of licensed health professionals who have already earned an associate degree in an allied health field (i.e., dental hygiene, emergency medical services, occupational therapist assistant, physical therapist assistant, radiation therapy, respiratory care, medical technology, and others), and are interested in upgrading their knowledge and abilities by obtaining a bachelor's degree in the health sciences. The program builds on the expertise of licensed health professionals and provides them the opportunity to enhance their formal training and learning.

The B.S.H.S. can be completed 80-99 percent online and is also approved as an IU online program.

[View the health sciences major curriculum.](#)

Certificates

Gerontology Studies

As the population ages, the demand for a workforce better able to understand the changes impacting this generation increases. With this certificate program, students gain the skills to work with families and individuals going through this process and are prepared to help them navigate these complicated life challenges. The Gerontology certificate can be completed 100% online and is an IU Online approved program.

[View the gerontology certificate curriculum.](#)

Global Health and Rehabilitation

Explore global health systems, roles in health care across countries, and issues in international nutrition and aging populations. Engage virtually with professionals worldwide, fostering cross-cultural connections. Conclude your certificate with a choice between a virtual exchange or study abroad experience, enhancing your cultural competence. Prepare for a dynamic career with knowledge that expands your view of health-care in general.

Rehabilitation and Disability Studies

This certificate helps students recognize and address issues that face people with disabilities. Graduates receive entry-level skills and competencies preparing them for professional work in a variety of programs that serve individuals. The Rehabilitation and Disability Studies certificate can be completed 100 percent online and is an IU Online approved program.

[View the rehabilitation and disability studies certificate curriculum.](#)

Minor Serious Illness and Supportive Care

While pursuing a minor in serious illness and supportive care, you'll hone your clinical skills and expand your expertise in working with individuals facing critical health challenges. Designed to furnish you with a robust foundation in the medical, psychological, and ethical dimensions of caring for individuals confronting life-threatening conditions, this minor will elevate your grasp of health care, patient outcomes, and the world of patient-centered care.

Topics range from the origins of serious illness to pain management, palliative care, medical decision-making, and the intricate psychological and social dimensions of patient support. Upon completion of your minor, you'll be equipped with knowledge and skills necessary to provide compassionate, holistic care during individuals' most vulnerable moments.

[Learn more about the serious illness and supportive care minor](#)

Nutrition and Dietetics Program

The nutrition and dietetics program offers an undergraduate certificate in nutrition.

Certificate Nutrition

Students learn how to make nutritious food choices and develop an understanding of dietary information to shape healthy behaviors. Students gain a greater awareness of what they eat, why they eat it, how it is prepared, and the consequences of food choices—knowledge that will have a lifelong impact. The nutrition certificate can be completed 100 percent online and is an IU Online approved program.

The nutrition certificate is administered by the Department of Graduate Health Professions - Nutrition and Dietetics undergraduate program.

[View the nutrition certificate curriculum.](#)

Department of Military Science Department of Military Science undergraduate program

The [military science department](#), the [Army ROTC](#) at IU Indianapolis, offers a minor in leadership and military science.

Minor Leadership and Military Science

A minor in leadership and military prepares students for a career as an Officer in the United States Army. Students who complete this minor successfully earn a commission as a Second Lieutenant in the United States Army. In the minor students participate in a variety of leadership experiences, academic challenges, and unique learning opportunities to develop knowledge and skills necessary for success in the Army.

[View the leadership and military science certificate curriculum.](#)

Student Learning Outcomes

Department of Health Sciences

Bachelor of Science in Health Sciences

The BSHS program has five overarching educational goals, each with 3-8 specific learning objectives.

I. Graduates will understand the complexity of healthcare systems in the U.S. and globally.

1.1: Students will describe the historical evolution of the U.S. healthcare system and services, as well as the current components, services, and issues of the U.S. healthcare system generally and regarding the underserved, the aging, and the rehabilitation populations.

1.2: Students will describe the roles and responsibilities of healthcare professionals including, but not limited to, clinical, rehabilitative, osteopathic, non-traditional, and preventative practitioners.

1.3: Students will compare and contrast healthcare systems, professions, financing, policies, and current issues in the U.S. healthcare system with other countries.

II. Graduates will develop a thorough understanding of the structure and functions of the healthcare system.

2.1: Students will identify ways in which health determinants (social, biological, behavioral, environmental, and access), culture, gender, socioeconomic status, race, ethnicity, and other identities impact health and access to health care across the life course.

2.2: Students will formulate strategies and interventions to address health disparities and inequities in the health care system, at the individual level, and within specific healthcare practices.

2.3: Students will explain basic principles in healthcare related to: health promotion, designing health interventions, communicable and chronic disease, infectious disease, and related statistical analyses.

III. Graduates will understand administrative, financial, ethical, and regulatory policies facing healthcare systems.

3.1: Students will understand the role of ethics and its impact on healthcare practices.

3.2: Students will describe basic sources of law and the relationship of laws and policies to healthcare, practices, and responsibilities.

3.3: Students will explain the specific social, economic, and political factors that have historically shaped and continue to impact health care.

3.4: Students will identify qualities of leadership and management that contribute to success as a health professional.

3.5: Students will connect principles of leadership to the support and improvement of health and functionality for patient populations across the life course.

IV. Graduates will explore healthcare from both the consumer and practitioner lens to evaluate issues, theories, policies, or concepts critical to each viewpoint.

4.1: Students will define health-related development, aging, and behavioral theories or models critical to understanding complex patient and healthcare needs, behavior change, and/or practice for individuals and society.

4.2: Students will recognize and be capable of evaluating and applying critical concepts of health behaviors, policies, theories, models, and interventions at the individual and community levels across the life course.

4.3: Students will discuss how cultural personal biases, thoughts, and opinions influence health care system policies, health care practice, and patient health outcomes across the life course.

V. Graduates will develop critical skills necessary for employment success.

5.1: Students will develop written communication skills.

5.2: Students will improve listening, interpreting, and speaking skills.

5.3: Students will develop and improve interpersonal skills through collaboration and interaction with others.

5.4: Students will demonstrate efficiency in analyzing and synthesizing information from a variety of resources.

5.5: Students will identify and use appropriate resources for research, publications, and presentations.

5.6: Students will develop the ability to deliver professional presentations with measurable objectives targeting a specific audience.

5.7: Students will engage in experiences designed to instill professionalism and develop skills critical to finding and securing employment.

5.8: Students will engage in real-world internship experiences to augment/advance their didactic learning

Gerontology Certificate

The Gerontology Certificate program has three overarching educational goals, each with 2-3 specific learning objectives.

I. Graduates will understand the aging process, reasons to study aging, and societal implications of aging.

1.1: Students will discuss principle theories of aging to include: biological, development, psychological, social, and longevity.

1.2: Students will explore concepts related to intergenerational relationships, caregiving, and social variability and inequalities.

II. Graduates will explore psychosocial and physiological parameters facing older adults today.

2.1: Students will discuss the principles upon which conflicting sides of aging-related controversies are based.

2.2: Students will articulate the impact of health and wellness activities on the physical and mental functioning and life satisfaction of older adults.

III. Graduates will explore the aging process from a healthcare and social policy framework.

3.1: Students will define various concepts, terms, and social programs and policies associated with aging such as ageism, geriatrics, life course, gerontology, age-related morbidity, life span, life expectancy, autonomy, function and decline, cognitive function, elder vulnerability and abuse, Medicare, Medicaid, and Social Security.

3.2 Students will understand the financial, social, and policy implications of an aging society from individual and societal frameworks.

3.3 Students will be able to identify pertinent social support programs and policy related to older adults and caregiving,

Global Health and Rehabilitation Certificate

The Global Health & Rehab Certificate program has three overarching educational goals, each with 2-3 specific learning objectives.

I: Graduates will explore historical, cultural, financial policy, and political factors affecting disabilities and rehabilitation healthcare in the U.S. and globally.

1.1: Students will understand globalization and its social, political, and financial underpinnings, with emphasis on healthcare delivery and healthcare providers in various countries of the world.

1.2: Students will articulate the importance of cultural competency in healthcare in the U.S. and globally.

II. Graduates will describe the personal, social, and economic consequences of disability for individuals and for global societies.

2.1: Students will explain the importance of considering the health determinants and cultural contexts of disability.

2.2: Students will discuss the global burden of disability and its impact on individuals, the health care systems, and societies.

III. Graduates will explore disability and rehabilitation in terms of global healthcare structure, delivery, and disease.

3.1: Students will identify and describe inequalities, inequities, and injustices in healthcare delivery for persons with disabilities.

3.2: Students will examine the impact of medical (disease) and contextual

(social, environmental, intrapersonal) factors on health outcomes for persons with disabilities

3.3 Students will experience real-world contact with another country's health care system.

Rehabilitation and Disability Studies Certificate

The Rehabilitation & Disability Certificate program has three overarching educational goals, each with 2-3 specific learning objectives.

I: Graduates will demonstrate knowledge and understanding of issues related to disability and rehabilitation.

1.1 Students will discuss emerging topics related to disability determination.

1.2 Students will compare the equity and equality of adaptive and assistive technology among minorities and other underserved populations with that of other populations.

1.3 Students will demonstrate knowledge of the relationship among the health determinants (social, biological, environmental, behavioral, and access) to populations functioning with a disability and participating in rehabilitation.

II. Graduates will understand rehabilitation organizations from the perspective of management, social, economic, and policy issues affecting healthcare

2.1: Students will describe the organizational structure of programs providing rehabilitation services and economic, social, and policy factors impacting operations.

2.2: Students will demonstrate knowledge of current laws and national policy as it relates to disability in terms of equity and equality.

III. Graduates will explore healthcare policies and structure from both the consumer and practitioner lens to evaluate issues, theories, or concepts critical to each viewpoint.

3.1: Students will become familiar with the roles of related professionals in the disability and rehabilitation team.

3.2: Students will describe major rehabilitation organizations, organizational structures for the delivery of services, and professional resources available to the consumer for rehabilitation.

3.3: Students will discuss his or her attitudes toward disability and how to overcome cultural bias to promote better interaction with persons with disabilities.

Department of Kinesiology

Bachelor of Science in Exercise Science and

Bachelor of Science in Fitness Management and Personal Training

1. Identify the general principles of exercise science concepts.
2. Conduct health and fitness appraisals and clinical exercise testing.
3. Describe the key electrocardiography, diagnostic, patient management, medication, pathophysiology, and risk factors associated with exercise and clinical exercise testing.
4. Develop prescription and programming for clients.
5. Explain the essentials of nutrition and weight management.
6. Apply basic human behavior principles and counseling skills as it applies to strategies of enhancing exercise and health behaviors.

7. Demonstrate safety, injury prevention, and emergency procedures in various physical activity settings.
8. Be able to list key program administration goals and outcomes assessment for exercise testing and programming.
9. Employ practical skills (i.e., technology-based, quantitative, or qualitative) to analyze and describe human movement.
10. Demonstrate dispositions essential to becoming effective professionals

Bachelor of Science in Physical Education Teacher Education

1. Apply discipline-specific and theoretical concepts when developing physically educated individuals.
2. Demonstrate competent movement and health-enhancing fitness skills.
3. Implement developmentally appropriate learning experiences to address the diverse needs of all students.
4. Use effective communication and pedagogical skills and strategies to enhance student engagement and learning.
5. Utilize assessments and reflection to foster student learning and make informed instructional decisions.
6. Demonstrate dispositions essential to becoming effective professionals.
7. Employ practical skills (i.e., technology or theory) to analyze and describe human movement.

Personal Training Certificate

1. Obtain a health/medical history, medical clearance, and informed consent.
2. Identify modifiable risk factors for cardiovascular disease and teach clients about risk reduction.
3. Determine appropriate fitness assessments based on the initial client consultation.
4. Follow protocols during fitness assessment administration.
5. Set effective client-oriented S.M.A.R.T. Behavioral goals.
6. Choose and apply appropriate health behavior modification strategies based on the client's skills, knowledge, and level of motivation.
7. Locate/palpate pulse landmarks, accurately measure heart rate, and obtain rating of perceived exertion (RPE).
8. Select and administer health-related fitness assessments.
9. Deliver test and assessment results in a positive manner.
10. Demonstrate a wide range of exercises designed to enhance health-related and functional fitness.
11. Implement proper spotting positions and techniques for injury prevention and exercise assistance.
12. Demonstrate and carry out emergency procedures during exercise testing and/or training.

Youth Physical Wellness Coaching Certificate

1. Construct movement opportunities for youth that meet daily guidelines for moderate to vigorous daily physical activity for youth.
2. Identify the determinants of youth enjoyment and motivation from physical activity participation.
3. Demonstrate effective and essential communication and personal disposition behaviors in a youth physical activity setting.
4. Exhibit effective and essential planning, preparation, and program delivery skills in a youth physical activity and sport setting.
5. Describe appropriate health promotion skills for youth in an afterschool setting.
6. Exhibit effective skills in fostering healthy decision-making skills to enhance health in youth.
7. Explain the process of learning and maintaining health-enhancing behaviors in youth.
8. Summarize evidence-based recommendations on healthy eating, snacking, and nutrition as it relates to youth.
9. Support best practices as it relates to the physical environment and healthy eating for youth during unattached school time.

Nutrition and Dietetics

Nutrition Certificate

Following successful completion of the Undergraduate Certificate in Nutrition Program, students will be able to do the following:

Health Science Outcomes

1. Demonstrate an understanding of the profession and practice of health promotion
2. Explain the historical roots of health promotion
3. Demonstrate an understanding of the philosophy of health promotion
4. Describe the primary theoretical basis for models of health promotion
5. Describe ethical issues associated with the profession of health education
6. Identify and describe the responsibilities of a health educator

Nutrition Science Outcomes

1. Use nutrition terminology correctly
2. Identify the basic functions of key nutrients in wellness, health promotion, and disease prevention
3. Identify good and poor food sources of key nutrients
4. Identify the influence of age, growth, and normal development on nutritional requirements
5. Explain and summarize nutrient recommendations for different stages of the human lifecycle
6. Discuss the impact of exercise in health promotion, disease prevention, and nutrient requirements
7. Be aware of complementary and alternative nutrition lifestyles commonly seen in the US population and the special nutrition requirements that result from these practices

Food Science Outcomes

1. Differentiate between similar foods in terms of nutrition facts and nutrients, health, and functional

claims on food labels for example “organic”, “natural”, “non-GMO”

2. Differentiate between similar foods in terms of nutritional content, price, and other characteristics for example whole milk, low-fat milk, evaporated milk, dry milk, soy milk, and almond milk.
3. Understand the effect of processing methods (drying, canning, freezing, UHT pasteurization, etc.) on nutrient content of food items
4. Develop an awareness of food industry oversight and implementation of major food law requirements and definitions (labeling, additives, fortification, safety, adulteration, misbranding, and product standard of identity).

Food Planning Outcomes

1. Write menus/food plans that meet time, budget, cultural and nutrition needs for themselves and others using a combination of fresh seasonal foods, dried, canned, frozen, ready prepared, convenience foods, and /or fast foods
2. Understand nutrition labeling as used in restaurants and retail food establishments
3. Compare the advantages and disadvantages of different shopping venues, use of coupons and shopping lists
4. Implement safe, efficient storage practices for food items (canned, dry, refrigerated, and frozen) and carried meals
5. Develop an awareness of the relationship between food security, nutrition, sustainable agriculture, and resource management.

Information Resource Outcomes

1. Demonstrate an understanding of primary governmental agencies, professional organizations, and coalitions associated with health education and promotion.
2. Identify local, state, and federal agencies offering nutrition services
3. Identify the roles of the Food and Drug Administration, United States Department of Agriculture, Department of Commerce, and the Federal Trade Commission in the oversight of the food industry.
4. Differentiate between reliable and suspect sources of food, nutrition/health-related information in print, online and electronic formats.
5. Utilize menu and meal planning internet resources and mobile apps to facilitate planning nutritional food plans

Tourism, Event, and Sport Management

Bachelor of Science in Sports Management

1. Demonstrate an understanding of the unique interrelationship between sport and society.
2. Demonstrate an understanding of the various revenue streams and expenses in the sport management industries.
3. Demonstrate an ability to generate revenue in the sport industry.

4. Identify, classify, and treat the potential risks associated with managing an event, organization, stadium, or other sport venue.
5. Integrate and apply knowledge to analyze an industry issue and recommend solutions.
6. Present a persuasive argument both orally and in writing.
7. Demonstrate the professional behaviors necessary to successfully enter the sport industry.
8. Demonstrate the ability to explore career opportunities by critically examining one's knowledge, skills, and abilities relevant to desired career goals.

Shared Student Learning Outcomes for Bachelor of Science in Tourism, Conventions, and Event Management, Beverage Management Services Certificate, Cultural Heritage Tourism Certificate, Events Management Certificate, Hospitality Management Certificate, Sports Tourism Development Certificate, and Tourism Planning and Development Certificate

1. Define, apply, analyze, and execute operational principles of tourism and event management.
2. Perform effective oral and written communication skills.
3. Address and analyze tourism sustainability and trends critically and reflectively.
4. Work efficiently and productively with persons from different cultures and backgrounds.
5. Demonstrate ethical behavior and leadership skills to solve issues in a tourism-related environment.
6. Advance best practices in the tourism and event profession.
7. Practice a sense of community and civic-mindedness.

Graduate and Professional Programs

Whether you are looking to continue your education or make a difference in the clinic, laboratory, through events, or in the classroom, the School of Health and Human Sciences wants to help you!

We offer six graduate degrees and five professional degrees. Find out more about the programs by clicking on the links below.

- **Dietetic Internship Graduate Certificate**

Paired with a Master of Science in Nutrition and Dietetics, Dietetic Internship program, you will be prepared for and eligible to sit for the RD exam, the first step toward having a successful career in nutrition and dietetics. For over 100 years, the Dietetic Internship Program has provided advanced education and supervised practice opportunities for future leaders in the application and advancement of dietetics.

- **Master of Science in Health Sciences**

Careers in healthcare are diverse and individualized as those who are in them. Our Masters of Health Sciences allows you to tailor the program to meet your individual needs and to help you achieve your healthcare goals.

The Master of Science in Health Sciences is a 36-hour, non-thesis program that can be completed in as little as two years.

- **Master of Science in Kinesiology**

Exercise science plays a critical role in health, wellness, and disease prevention. Our graduate students become exercise specialists, personal trainers, and higher-level educators.

- **Master of Science in Nutrition and Dietetics + Dietetic Internship**

If you are interested in deepening your knowledge base, enhancing your professional practice, and developing your research skills in Nutrition and Dietetics, then this program was designed for you

- **Master of Science in Nutrition and Dietetics + Dietetic Internship**

By completing our Master of Science in Nutrition and Dietetics and Dietetic Internship program (MS+DI), you will be prepared for and eligible to sit for the RD exam, the first step toward having a successful career in nutrition and dietetics.

For over 100 years, the Dietetic Internship Program has provided advanced education and supervised practice opportunities for future leaders in the application and advancement of dietetics.

- **Master of Physician Assistant Studies**

Physician assistants play a vital role in our healthcare system. Our Master of Physician Assistant Studies (MPAS) program will prepare you to provide patient care in a variety of medical environments, helping to improve access to and quality of care.

- **Doctor of Nutrition and Dietetics**

The Doctorate in Nutrition and Dietetics (DND) provides a strong, academic foundation in nutrition and dietetics. This three-year, full-time, entry-level coordinated program includes 90 credit hours of graduate work and 1,288 hours of clinical rotations in a wide range of inpatient and outpatient settings. Graduates of the DND program receive verification to sit for the Registration Examination for Dietitians.

- **Post-Professional Doctor of Nutrition and Dietetics**

The Post-professional Doctorate in Nutrition and Dietetics is designed to advance the education of registered dietitians by expanding knowledge and skills through inter-professional coursework, evidence-based research, and leadership training.

This 90-credit program is designed to meet the educational needs of advanced practitioners through a combination of traditional classroom and online courses with the flexibility to be a full- or part-time student. As an applicant, you'll also have the ability to transfer up to 30 hours of credits into the program if approved.

- **Doctor of Occupational Therapy - Entry-Level**

Occupational therapists are vital in a patient's journey to regain the skills they need to live their lives. The Doctor of Occupational Therapy program consists of both academic coursework and fieldwork experiences that will equip you with the skills to make a difference in the occupational therapy profession.

As a student in the Doctor of Occupational Therapy program, you will study the concepts, theory, and practice of occupational therapy with well-known professors and practitioners in healthcare communities worldwide.

- **Post-Professional Doctor of Occupation Therapy**

The post-professional OTD is a three-semester, fully online program that's designed for current practicing occupational therapists who wish to improve their clinical and research knowledge while continuing to work. The post-professional OTD program offers a robust curriculum focused on changes in the health care field as well as teaching and enhancing skills in current and emerging areas of occupational therapy practice.

- **Doctor of Physical Therapy**

The goal of the Doctor of Physical Therapy program is to prepare students to make a real difference in the lives of their patients. With a comprehensive curriculum, the program will offer you a variety of inpatient and outpatient clinical partnerships, both locally and nationally, to facilitate and develop clinical skills.

You will leave the program with a sense of commitment to contribute to the health of the community and to grow personally and professionally throughout your career.

- **Dual Degree: Doctor of Physical Therapy/Ph.D. in Health and Rehabilitation Sciences**

This exciting and cutting-edge dual degree prepares the next generation of physical therapists and rehabilitation scientists.

The dual degree offers qualified students the opportunity to become a clinician and scientist.

- **Ph.D. in Exercise Science**

IU Indianapolis's Ph.D. in exercise science is designed to prepare doctoral research scholars to create and disseminate knowledge.

The program will provide training through a rigorous, mentor-based interdisciplinary curriculum with pedagogical and research experiences, and conduct applied and translational science research focusing on exercise science for the purposes of enhancing and prolonging quality of life.

- **Ph.D. in Health and Rehabilitation Sciences**

Our Ph.D. program in health and rehabilitation sciences offers you access to faculty working on the forefront of research. Our curriculum is supported by research, teaching, and faculty already in place at IU Indianapolis. Our Ph.D. degree minimum requirements are 90 credit hours of advanced study. You may transfer up to 30 credit hours from your master's degree, as approved by your advisory committee and the University Graduate School Indianapolis.

Admissions for Graduate and Professional Programs

Whether you are looking to continue your education or make a difference in the clinic, laboratory, through events, or in the classroom, the School of Health and Human Sciences wants to help you!

Find out more about the specific admissions requirements for our graduate and professional programs by clicking on the links below.

- Dietetic Internship Graduate Certificate
- Master of Science in Health Sciences
- Master of Science in Kinesiology
- Master of Science in Nutrition and Dietetics
- Master of Physician Assistant Studies (MPAS)
- Doctorate in Nutrition and Dietetics
- Post-Professional Doctorate in Nutrition and Dietetics
- Doctor of Occupational Therapy (OTD)
- Post-Professional Doctor of Occupational Therapy (OTD)
- Doctor of Physical Therapy
- Dual Degree: Doctor of Physical Therapy/Ph.D. in Health and Rehabilitation Sciences
- Ph.D. in Exercise Science
- Ph.D. in Health and Rehabilitation Sciences

Student Learning Outcomes

Health Sciences

Master of Science in Health Sciences

Graduates of the program will be able to:

- Understand research methods used to advance health sciences.
- Describe theories of health promotion and disease prevention.
- Critically evaluate research in rehabilitation.
- Access systematic reviews and meta-analysis databases.
- Engage in substantive research in health and rehabilitation.
- Be employed upon graduation, or accepted into post-graduate educational programs.

Doctor of Philosophy in Health and Rehabilitation Sciences

1. Articulate the theoretical frameworks of rehabilitation.
2. Apply the theories of health promotion and disease prevention.
3. Demonstrate enhancement of knowledge base of health and rehabilitation sciences from an interdisciplinary perspective.
4. Analyze health services methodological approaches to rehabilitation.
5. Critically evaluate research in health and rehabilitation.
6. Develop a course to include creating a syllabus, establishing learning outcomes, and identifying appropriate pedagogy.
7. Write a federal grant.
8. Write a manuscript for publication.
9. Conduct original research in the area of expertise.
10. Communicate effectively with regard to research area of expertise.
11. Think critically to solve problems in area of expertise.
12. Meet ethical standards as set forth by the program.
13. All graduates to be employed in positions that utilize the knowledge and skills gained from the PhD.

Kinesiology

Master of Science in Kinesiology

- Demonstrate the knowledge and skills needed to meet disciplinary standards of performance, as stated for the degree in Kinesiology
- Communicate effectively information from their field of Kinesiology
- Think critically and creatively to evaluate literature in their field of Kinesiology
- Apply ethics within their Kinesiology

Doctor of Philosophy in Exercise Science

- Demonstrate the knowledge and skills necessary to identify and conduct original research, scholarship or other creative endeavors appropriate to Exercise Science,
- Communicate effectively high-level information about Exercise Science,
- Think critically and creatively to solve problems in Exercise Science,
- Conduct research in an ethical and responsible manner.

Nutrition and Dietetics

Dietetic Internship—Master of Science in Nutrition and Dietetics (MS+DI)

Outcome Competencies for Dietetic Internship—Master of Science in Nutrition and Dietetics (MS+DI)

Domain 1. Scientific and Evidence Base of Practice: Integration of scientific information and translation of research into practice

Competencies

Upon completion of the program, graduates are able to:

- CRDN 1.1 Select indicators of program quality and/or customer service and measures achievement of objectives.
- CRDN 1.2 Evaluate research and apply evidence-based guidelines, systematic reviews and scientific literature in nutrition and dietetics practice.
- CRDN 1.3 Justify programs, products, services and care using appropriate evidence or data.
- CRDN 1.4 Conduct projects using appropriate research or quality improvement methods, ethical procedures and data analysis utilizing current and/or new technologies.
- CRDN 1.5 Incorporate critical-thinking skills in overall practice

Domain 2. Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the nutrition and dietetics practitioner level of practice.

Competencies

Upon completion of the program, graduates are able to:

CRDN 2.1 Practice in compliance with current federal regulations and state statues and rules, as applicable and in accordance with accreditation standards and the Scope of Practice for the Registered Dietitian Nutritionist, Standards of Practice, Standards of Professional Performance, and Code of Ethics for the Profession of Nutrition and Dietetics.

CRDN 2.2 Demonstrate professional writing skills in preparing professional communications.

CRDN 2.3 Demonstrates active participation, teamwork and contributions in group settings.

CRDN 2.4 Functions as a member of interprofessional teams.

CRDN 2.5 Work collaboratively with NDTRs and/or support personnel in other disciplines

CRDN 2.6 Refers clients and patients to other professionals and services when needs are beyond individual scope of practice.

CRDN 2.7 Apply change management strategies to achieve desired outcomes.

CRDN 2.8 Demonstrate negotiation skills.

CRDN 2.9 Actively contribute nutrition and dietetics professional and community organizations.

CRDN 2.10 Demonstrate professional attributes in all areas of practice.

CRDN 2.11 Show cultural humility in interactions with colleagues, staff, clients, patients and the public.

CRDN 2.12 Implement culturally sensitive strategies to address cultural biases and differences.

CRDN 2.13 Advocate for local state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.

Domain 3. Clinical and Client Services: Development and delivery of information, products and services to individuals, groups and populations.

Competencies

Upon completion of the program, graduates are able to:

- CRDN 3.1 Perform Medical Nutrition Therapy by utilizing the Nutrition Care Process including use of e standardized nutrition terminology as a part of the clinical workflow elements for individuals, groups and populations of differing ages and health status, in a variety of settings.
- CRDN 3.2 Conduct nutrition focused physical exams.
- CRDN 3.3 Perform routine health screening assessments including measuring blood pressure, conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol), recommending and/or initiating nutrition – related pharmacotherapy plans (such as modifications to bowel regimens, carbohydrate to insulin ratio, B12 or iron supplementation.)
- CRDN 3.4 Provide instruction to clients/patients for self-monitoring blood glucose, considering diabetes medication and medical nutrition therapy plan.
- CRDN 3.5 Explain the steps involved and observe the placement of nasogastric or nasoenteric feeding tubes: if available, assist in the process of placing nasogastric or nasoenteric feeding tubes.
- CRDN 3.6 Conduct a swallow screen and refer to the appropriate health care professional for full swallow evaluation when needed.
- CRDN 3.7 Demonstrate effective communication and documentation skills for clinical and client services in a variety of formats and settings, which include telehealth and other information technologies and digital media.
- CRDN 3.8 Design, implement and evaluate presentations to a target audience.
- CRDN 3.9 Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.

CRDN 3.10 Use effective education and counseling skills to facilitate behavior change.

CRDN 3.11 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.

CRDN 3.12 Deliver respectful, science-based answers to client/patient questions concerning emerging trends.

CRDN 3.13 Coordinate procurement, production, distribution and service of goods and services demonstrating and promoting responsible use of resources.

CRDN 3.14 Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.

Domain 4. Practice Management and Use of Resources: Strategic application of principles of management systems in the provision of services to individuals and organizations.

Competencies

Upon completion of the program, graduates are able to:

CRDN 4.1 Participate in management functions of human resources (such as hiring, training and scheduling).

CRDN 4.2 Perform management functions related to safety, security and sanitation that affect employees, clients, patients, facilities and food.

CRDN 4.3 Conduct clinical and client service quality management activities (such as quality improvement or quality assurance projects).

CRDN 4.4 Apply current information technologies to develop, manage and disseminate nutrition information and data.

CRDN 4.5 Analyze quality, financial and productivity data for use in planning

CRDN 4.6 Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.

CRDN 4.7 Conduct feasibility studies for products, programs or services with consideration of costs and benefits.

CRDN 4.8 Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.

CRDN 4.9 Engage in the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems.

CRDN 4.10 Analyze risk in nutrition and dietetics practice (such as risks to achieving set goals and objectives, risk management plan, or risk due to clinical liability or foodborne illness).

Domain 5. Leadership and Career Management: Skills, strengths, knowledge and experience relevant to leadership potential and professional growth for the nutrition and dietetic practitioner.

Competencies

Upon completion of the program, graduates are able to:

CRDN 5.1 Perform self-assessment that includes awareness in terms of learning and leadership styles

and cultural orientation and develop goals for self-improvement.

CRDN 5.2 Identify and articulate one's skills, strengths, knowledge and experiences relevant to the position desired and career goals.

CRDN 5.3 Prepare a plan for professional development according to Commission on Dietetic Registration Guidelines.

CRDN 5.4 Advocate for opportunities in the professional settings (such as asking for additional responsibility, practicing negotiating a salary or wage or asking for promotion).

CRDN 5.5 Demonstrate the ability to resolve conflict.

CRDN 5.6 Promote team involvement and recognize the skills of each member.

CRDN 5.7 Mentor others.

CRDN 5.8 Identify and articulate the value of precepting.

Doctor of Nutrition and Dietetics

Outcome Competencies for the Doctorate in Nutrition & Dietetics Program

1. Domain 1. Scientific and Evidence Base of Practice: Integration of scientific information and translation of research into practice.

Knowledge

Upon completion of the program, graduates are able to:

KRDN 1.1 Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions.

KRDN 1.2 Select and use appropriate current information technologies to locate and apply evidence-based guidelines and protocols.

KRDN 1.3 Apply critical thinking skills.

Competencies

Upon completion of the program, graduates are able to:

CRDN 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives.

CRDN 1.2 Evaluate research and apply evidence-based guidelines, systematic reviews and scientific literature in nutrition and dietetics practice.

CRDN 1.3 Justify programs, products, services and care using appropriate evidence or data

CRDN 1.4 Conduct projects using appropriate research or quality improvement methods, ethical procedures and data analysis utilizing current and/or new technologies.

CRDN 1.5 Incorporate critical-thinking skills in overall practice.

2. Domain 2. Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the nutrition and dietetics practitioner level of practice.

Knowledge

Upon completion of the program, graduates are able to:

KRDN 2.1 Demonstrate effective and professional oral and written communication and documentation.

KRDN 2.2 Describe the governance of nutrition and dietetics practice, such as the Scope of Practice for the Registered Dietitian Nutritionist and the Code of Ethics for the Profession of Nutrition and Dietetics.

KRDN 2.3 Assess the impact of a public policy position on the nutrition and dietetics profession.

KRDN 2.4 Discuss the impact of health care policy and different health care delivery systems on food and nutrition services.

KRDN 2.5 Identify and describe the work of interprofessional teams and the roles of others with whom the registered dietitian nutritionist collaborates.

KRDN 2.6 Demonstrate cultural humility, awareness of personal biases and an understanding of cultural differences as they contribute to diversity, equity and inclusion.

KRDN 2.7 Describe contributing factors to health inequity in nutrition and dietetics including structural bias, social inequities, health disparities and discrimination.

KRDN 2.8 Participate in a nutrition and dietetics professional organization and explain the significant role of the organization.

KRDN 2.9 Defend a position on issues impacting the nutrition and dietetics profession.

Competencies

Upon completion of the program, graduates are able to:

CRDN 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Practice for the Registered Dietitian Nutritionist, Standards of Practice, Standards of Professional Performance, and Code of Ethics for the Profession of Nutrition and Dietetics.

CRDN 2.2 Demonstrate professional writing skills in preparing professional communications.

CRDN 2.3 Demonstrate active participation, teamwork and contributions in group settings.

CRDN 2.4 Function as a member of interprofessional teams.

CRDN 2.5 Work collaboratively with NDTRs and/or support personnel in other disciplines.

CRDN 2.6 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.

CRDN 2.7 Apply change management strategies to achieve desired outcomes.

CRDN 2.8 Demonstrate negotiation skills.

CRDN 2.9 Actively contribute to nutrition and dietetics professional and community organizations.

CRDN 2.10 Demonstrate professional attributes in all areas of practice.

CRDN 2.11 Show cultural humility in interactions with colleagues, staff, clients, patients and the public.

CRDN 2.12 Implement culturally sensitive strategies to address cultural biases and differences.

CRDN 2.13 Advocate for local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.

3. Domain 3. Clinical and Client Services: Development and delivery of information, products and services to individuals, groups and populations.

Knowledge

Upon completion of the program, graduates are able to:

KRON 3.1 Use the Nutrition Care Process and clinical workflow elements to assess nutritional parameters, diagnose nutrition related problems, determine appropriate nutrition interventions, and develop plans to monitor the effectiveness of these interventions.

KRON 3.2 Develop an educational session or program/ educational strategy for a target population.

KRON 3.3 Demonstrate counseling and education methods to facilitate behavior change and enhance wellness for diverse individuals and groups.

KRON 3.4 Practice routine health screening assessments, including measuring blood pressure and conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol).

KRON 3.5 Describe concepts of nutritional genomics and how they relate to medical nutrition therapy, health and disease.

KRON 3.6 Develop nutritionally sound meals, menus and meal plans that promote health and disease management and meet client's/patient's needs.
Competencies

Upon completion of the program, graduates are able to:

CRON 3.1 Perform Medical Nutrition Therapy by utilizing the Nutrition Care Process including use of standardized nutrition terminology as a part of the clinical workflow elements for individuals, groups and populations of differing ages and health status, in a variety of settings.

CRON 3.2 Conduct nutrition focused physical exams.

CRON 3.3 Perform routine health screening assessments including measuring blood pressure, conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol), recommending and/or initiating nutrition-related pharmacotherapy plans (such as modifications to bowel regimens, carbohydrate to insulin ratio, B₂ or iron supplementation).

CRDN 3.4 Provide instruction to clients/patients for self-monitoring blood glucose considering diabetes medication and medical nutrition therapy plan.

CRDN 3.5 Explain the steps involved and observe the placement of nasogastric or nasoenteric feeding tubes; if available, assist in the process of placing nasogastric or nasoenteric feeding tubes.

CRDN 3.6 Conduct a swallow screen and refer to the appropriate health care professional for full swallow evaluation when needed.

CRDN 3.7 Demonstrate effective communication and documentation skills for clinical and client services in a variety of formats and settings, which include telehealth and other information technologies and digital media.

CRDN 3.8 Design, implement and evaluate presentations to a target audience.

CRDN 3.9 Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.

CRDN 3.10 Use effective education and counseling skills to facilitate behavior change.

CRDN 3.11 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.

CRDN 3.12 Deliver respectful, science-based answers to client/patient questions concerning emerging trends.

CRDN 3.13 Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources.

CRDN 3.14 Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.

4. Domain 4. Practice Management and Use of Resources: Strategic application of principles of management and systems in the provision of services to individuals and organizations.

Knowledge

Upon completion of the program, graduates are able to:

- KRDN 4.1 Apply management theories to the development of programs or services.
- KRDN 4.2 Evaluate a budget/financial management plan and interpret financial data.
- KRDN 4.3 Demonstrate an understanding of the regulation system related to billing and coding, what services are reimbursable by third party payers and how reimbursement may be obtained.
- KRDN 4.4 Apply the principles of human resource management to different situations.
- KRDN 4.5 Apply safety and sanitation principles related to food, personnel and consumers.
- KRDN 4.6 Explain the processes involved in delivering quality food and nutrition services.
- KRDN 4.7 Evaluate data to be used in decision-making for continuous quality improvement.

Competencies

Upon completion of the program, graduates are able to:

- CRDN 4.1 Participate in management functions of human resources (such as training and scheduling).
- CRDN 4.2 Perform management functions related to safety, security and sanitation that affect employees, clients, patients, facilities and food.
- CRDN 4.3 Conduct clinical and client service quality management activities (such as quality improvement or quality assurance projects).
- CRON 4.4 Apply current information technologies to develop, manage and disseminate nutrition information and data.
- CRON 4.5 Analyze quality, financial and productivity data for use in planning.
- CRON 4.6 Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.
- CRON 4.7 Conduct feasibility studies for products, programs or services with consideration of costs and benefits.
- CRON 4.8 Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.
- CRON 4.9 Engage in the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems.
- CRON 4.10 Analyze risk in nutrition and dietetics practice (such as risks to achieving set goals and objectives, risk management plan, or risk due to clinical liability or foodborne illness).

5. Domain 5. Leadership and Career Management: Skills, strengths, knowledge and experience relevant to leadership potential and professional growth for the nutrition and dietetics practitioner.

Knowledge

Upon completion of the program, graduates are able to:

- KRON 5.1 Perform self-assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement.

KRON 5.2 Identify and articulate one's skills, strengths, knowledge and experiences relevant to the position desired and career goals.

KRON 5.3 Practice how to self-advocate for opportunities in a variety of settings (such as asking for support, presenting an elevator pitch).

KRON 5.4 Practice resolving differences or dealing with conflict.

KRON 5.5 Promote team involvement and recognize the skills of each member.

KRON 5.6 Demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others.

Competencies

Upon completion of the program, graduates are able to:

- CRON 5.1 Perform self-assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement.
- CRON 5.2 Identify and articulate one's skills, strengths, knowledge and experiences relevant to the position desired and career goals.
- CRON 5.3 Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.
- CRON 5.4 Advocate for opportunities in professional settings (such as asking for additional responsibility, practicing negotiating a salary or wage or asking for promotion).
- CRON 5.5 Demonstrate the ability to resolve conflict.
- CRON 5.6 Promote team involvement and recognize the skills of each member.
- CRON 5.7 Mentor others.
- CRON 5.8 Identify and articulate the value of precepting.

Post-professional Doctor in Nutrition and Dietetics

1. Applies scientific methods utilizing ethical research practices when reviewing, evaluating and conducting
2. Formulates a professional opinion based on research findings, evidence based practice and experiential
3. Critically examines and interprets current research and evidence based practice findings to assess the validity, reliability and credibility of
4. Integrates current research and evidence-informed practice findings into delivery of safe and effective nutrition
5. Analyzes the usefulness and limitations of epidemiologic study designs and identifies trends in diet and
6. Applies an understanding of environmental and genetic factors and food in the development and management of
7. Integrates knowledge of anatomy and physiology to make decisions related to nutrition
8. Integrates knowledge of chemistry and food science as it pertains to food and nutrition product development when making modifications to
9. Evaluates the effects of food production and processing methods on nutrient composition of food products including the use of food additives and genetically modified

10. Recognizes the roles of various players in the US Food Market Place including food producers, processors, vendors and food
11. Integrates knowledge of patho-physiology and biochemical functionality and their relationships in assessment of health and
12. Applies knowledge of social, psychological and environmental aspects of eating and
13. Identifies and implements strategies to address the challenges that arise when different cultures, values, beliefs and experiences exist between client/patients and nutrition and dietetic professionals.
14. Applies knowledge of pharmacology and integrative and functional nutrition to recommend, prescribe and administer medical nutrition
15. Develops and converts recipes, menus and ingredients based on client preferences and nutrient needs ensuring that foods are aesthetically pleasing, appealing and
16. Integrates knowledge of nutrition and physical activity in the provision of nutrition care at all stages of the life
17. Applies knowledge of nutrition health promotion and disease prevention for individuals, groups and
18. Identifies environmental and public health hazards that impact nutrition and participates in or coordinates the management of the situation.
19. Recommends strategies and coordinates programs for preventing or minimizing nutrition and food safety
20. Collects, understands and analyzes financial data to support fiscally responsible decision
21. Conducts cost effectiveness and cost benefit analyses to identify ways to meet budget priorities
22. Leads quality improvement activities to measure, evaluate and improve program services, products or

Occupational Therapy

Doctor of Occupational Therapy

- Demonstrate the ability to integrate relevant knowledge, science, and theoretical perspectives into the occupational therapy process in both traditional and role-emerging settings.
- Demonstrate entry-level competencies in the therapeutic use of occupation with individuals, groups, and populations across the life span to facilitate occupational performance and participation.
- Use leadership and advocacy skills to promote the health, well-being, and quality of life for people, populations, and communities.
- Use critical thinking and evidence-informed decision making in professional practice to improve and expand the delivery and quality of occupational therapy services.
- Demonstrate entry-level competence in providing client-centered, inclusive, and effective occupational therapy services to facilitate the health and well-being of people, families, and communities.

Post-professional Doctor of Occupational Therapy

Physical Therapy

Doctor of Physical Therapy

The mission of the Department of Physical Therapy is to prepare autonomous Doctors of Physical Therapy who by their commitment to advancing the health and quality of life for all humanity are recognized as leaders among health professionals and the community. Graduates of this educational program will enter the profession as practitioners who are prepared to:

1. Practice as autonomous point-of-entry providers of physical therapy services in adherence to ethical, professional, and legal standards within a variety of clinical and community settings.
2. Communicate verbally and in writing with patients/clients and their caregivers, colleagues, legislators, third-party payers, and other constituents
3. Demonstrate proficiency in providing culturally competent care across the lifespan
4. Demonstrate decision-making skills including clinical reasoning, clinical judgment, and reflective practice
5. Screen patients/clients to determine the need for further examination or consultation by a PT or referral to another health care professional
6. Demonstrate competence in examination and re-examination of a patient/client using evidence-based tests and measures
7. Evaluate all available data including examination, medical and psychosocial to establish and communicate a physical therapy diagnosis and to determine patient/client prognosis
8. Establish a collaborative physical therapy plan of care that is safe, effective, patient/client-centered, and evidence-based
9. Demonstrate accountability for the efficient, coordinated management of care primary, secondary, or tertiary based on the patient's/client's goals and expected functional outcomes
10. Implement safe and effective physical therapy intervention plans within a variety of care delivery settings including reflective practice leading to optimal outcomes
11. Provide effective education for patient/clients, caregivers, colleagues and the general public
12. Contribute to the advancement of physical therapy practice through critical evaluation and informed application of the findings of professional and scientific literature
13. Complete accurate and concise documentation in a timely manner that supports the problem-solving process and follows guidelines and specific documentation formats required by the practice setting
14. Participate in the administration of PT services including delegation and supervision of support personnel, management planning, marketing, budgeting, reimbursement activities and clinical education of students
15. Provide consultation services to individuals and groups by providing wellness and health promotion program appropriate to physical therapy

16. Formulate and implement a plan for personal and professional development and life-long learning based on self-assessment, reflection and feedback from others
17. Demonstrate social and professional responsibility through mentoring and participation in professional and community organizations and activities

Dual Doctor of Physical Therapy and Doctor of Philosophy in Health and Rehabilitation Sciences

- Acquire the critical thinking skills to become an independent scholar.
- Develop substantive knowledge in their area of specialization.
- Develop hypothesis testing skills to conduct answerable and meaningful research in the field of physical therapy.
- Design and conduct original research in their area of specialization.
- Communicate and disseminate the results of their research in a clear and effective manner.
- Develop effective pedagogical skills for the delivery of knowledge for university-level courses in their area of specialization.
- Lead advancement of physical therapy through scholarly contributions.
- Use proper research ethics and judgment when conducting and reporting research.
- Appreciate the multifaceted responsibilities of a professor in an academic setting.

Physician Assistant Studies

Master of Physician Assistant Studies

Patient Care

Provide patient-centered care that is appropriate and effective for the treatment of health problems and the promotion of health.

PC 1 Gather essential and accurate information about patients and their condition through medical history taking and performing complete and focused physical examination.

PC 2 Order and interpret diagnostic studies.

PC 3 Generate a differential diagnosis and select the most likely diagnosis.

PC 4 Develop and carry out patient management plans.

PC 5 Perform the clinical and technical skills including procedures with appropriate supervision.

PC 6 Uses consultants and referrals appropriately.

PC 7 Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making.

PC 8 Organize and prioritize responsibilities to provide care that is safe, effective, and efficient.

Knowledge for Practice

Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to patient care.

KP1 Demonstrate an investigatory and analytic approach to clinical situations utilizing clinical reasoning and problem solving.

KP2 Apply principles of medical science and clinical medicine to patient care.

KP3 Apply principles of epidemiology to patient care.

KP4 Apply principles of social and behavioral science to patient care.

Practice-Based Learning and Improvement

Demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and lifelong learning

PBL1 Identify strengths, deficiencies, and limits in one's knowledge and expertise.

PBL2 Set learning and improvement goals.

PBL3 Identify and perform learning activities that address one's gaps in knowledge, skills, or attitudes.

PBL4 Systematically analyze practice using quality improvement methods and implement changes with the goal of practice improvement.

PBL5 Incorporate feedback into day-to-day practice.

PBL6 Locate, appraise, and assimilate evidence from scientific studies related to patients' health problems.

PBL7 Use information technology to optimize learning.

PBL8 Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes.

Interpersonal and Communication Skills

Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

ICS 1 Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural background.

ICS 2 Communicate effectively with other health professionals.

ICS 3 Maintain clear, accurate, timely and legible medical records.

ICS 4 Demonstrate sensitivity, honesty, and compassion in difficult conversations.

ICS 5 Demonstrate insight and understanding about emotions and human responses to emotions.

Professionalism

Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.

PF 1 Demonstrate compassion, academic integrity, respect for others, intellectual honesty, and professional conduct.

PF 2 Demonstrate respect for patient privacy.

PF 3 Demonstrate accountability to patients, society, and the profession.

PF 4 Demonstrate sensitivity and responsiveness to a diverse patient population.

PF 5 Demonstrate a commitment to ethical principles.

PF 6 Give and receive constructive feedback.

PF 7 Demonstrate basic PA professional responsibilities.

Systems-Based Practice

Demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

- SBP 1 Work effectively and coordinate patient care in various health care delivery settings and systems.
 SBP 2 Incorporate considerations of cost awareness and risk-benefit analysis in patient and population-based care.
 SBP 3 Advocate for quality patient care and optimal health care systems.
 SBP 4 Participate in identifying system errors and implementing potential system solutions.

Interprofessional Collaboration

Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient and population centered care.

- IPC 1 Work with other health care professionals to establish and maintain a climate of mutual respect.
 IPC 2 Demonstrate knowledge of the roles and responsibilities of various health care professionals.
 IPC 3 Demonstrate the team approach to patient centered care beyond the traditional physician-PA team approach.
 IPC 4 Participate in interprofessional teams to provide patient and population centered care.

Personal and Professional Development

Demonstrate the qualities required to sustain lifelong personal and professional growth.

- PPD 1 Demonstrate self-awareness and the ability to seek help to pursue personal wellness.
 PPD 2 Manage conflict between personal and professional responsibilities.
 PPD 3 Practice flexibility and maturity in adjusting to change.
 PPD 4 Demonstrate trustworthiness when one is responsible for patient care.
 PPD 5 Demonstrate self-confidence that puts patients, families, and members of the health care team at ease.
 PPD 6 Respond to ambiguity in clinical health care by using appropriate resources in dealing with uncertainty.

Courses

Health Sciences

HLSC-H 220 Aging and the Older Person (3 cr.) An introduction to the interdisciplinary study of gerontology as a social, behavioral, and biological science. Other issues to be covered will include participation of older persons in therapeutic recreation and leisure activities and current health issues and patterns of health in the aging process.

HLSC-G 350 Survey of Programs for Older Adults (3 cr.) An overview of the long-term care industry and the continuum of care, examining various long term care service providers such as nursing facilities, assisted living/retirement centers, adult foster care, and adult day care; critical issues and current trends related to long-term care, quality of life, and life satisfaction in adulthood.

HLSC-G 370 Psychological Aspects of Aging (3 cr.) Provides a broad overview of adult development and aging with an emphasis on the changes that occur across physical, cognitive, emotional, perceptual, and

social domains of functioning. Analysis of the effects of and theoretical approaches of these changes on the occupational, social, and personality adjustment of the aging adult.

HLSC-G 375 Physical Change & Aging (3 cr.) Provides foundation knowledge of the physical changes that accompany the natural aging process in addition to changes that accompany pathologies and/or disease processes related to the advancement of age. While highlighting general perspectives and theories on aging, the course outlines the usual and expected changes to each system of the body specifically in the years following sexual maturity and throughout adulthood.

HLSC-G 410 Service-Learning in Geriatrics (3 cr.) Designed to give the student direct work experience in various aging agencies and long-term care institutions. This experiential component allows the student an opportunity to apply his/her newly acquired normative and cognitive skills and knowledge in an actual work setting.

HLSC-G 450 Seminar in Gerontology (3 cr.) This course provides an interdisciplinary investigation of selected facets of gerontology drawn from biological, behavioral, and social science. Topics covered will include mental health, housing, economics, transportation, preventive health and rehabilitation programs, long-term care insurance, retirement, work/leisure activities, and adult women and health.

HLSC-H 100 Learning Community Seminar Health Sciences (2 cr.) In this course, as a new student to the IUPUI Campus, you will have the opportunity to discuss and explore a number of resources available to you on the IUPUI Campus. Special emphasis will be placed on use of the library and library resources. Academically, the course is focused on preparing you for the collegiate experience. You will have the opportunity to engage in service learning and participate in events designed to expand your understanding and knowledge of the healthcare field.

HLSC-H 200 Survey of U.S. Health Care Systems (3 cr.) This course will explore the U.S. health care system as it relates to health and rehabilitation services. Discussion will focus on the components of the health care system, how they function, how they support other components, who works in the health care system, how the system is financed, the access to the system, and how the U.S. rehabilitation services compare to other systems in the world.

HLSC-H 210 Introduction to Rehabilitation (3 cr.) Understanding the historical, philosophical, and organizational context of the rehabilitation profession within the context of the health care delivery system. Based on the premise that understanding of and respect for health professionals is critical for effective functioning as a member of a health care team. Emphasizes expectations of students as beginning health professionals.

HLSC-H 211 Health Sciences Orientation Seminar (2 cr.)

This purpose of this course is to orient students to undergraduate health and rehabilitation science disciplines and to provide information and resources needed to be successful at IUPUI. Students will obtain information to

develop realistic educational and careers. Not open to students who passed a health careers learning seminar.

HLSC-H 220 Aging and the Older Person (3 cr.) An introduction to the interdisciplinary study of gerontology as a social, behavioral, and biological science. Other issues to be covered will include participation of older persons in therapeutic recreation and leisure activities and current health issues and patterns of health in the aging process.

HLSC-H 250 Comparative Health Systems Across the World (3 cr.) This course presents issues in global health and rehabilitation delivery systems from the viewpoint of many different disciplines with an emphasis on economically less developed countries.

HLSC-H 264 Disability and Society (3 cr.) Focusing on the psychological, social, political, and economic circumstances of individuals with disabilities in American society and to broaden students' perspectives on disability issues through exposure to the personal accounts and writing of persons with disabilities, examination of professional practices, discussion of public policies, and completion of class projects.

HLSC-H 475 Career Development for Health Professionals (3 cr.) This course provides an integrative, culminating, experience for Health Sciences students to focus on both career planning and a final academic project. A capstone experience helps students to reflect, synthesize, integrate, and demonstrate mastery of knowledge and skills acquired in the Health Sciences Bachelor of Sciences degree program.

HLSC-H 361 Health Promotion and Disease Prevention (3 cr.) Understanding the personal, cultural, and environmental factors affecting participation in health promotion and disease prevention activities; examining the application and relevance of the concepts of health, wellness, health promotion, and health education and a wide range of content specific topics in health promotion and disease prevention.

HLSC-H 362 Legal and Regulatory Aspects in Rehabilitation (3 cr.) Assisting students in the understanding of legal and regulatory challenges faced by rehabilitation professionals, covering legal issues in counseling and case management, and significant rehabilitation-related legislation in the United States from 1917 to the present.

SHRS-H 363 Ethical Considerations in Medical Decision Making (3 cr.) The course teaches the practical application of ethical principles that arise during the clinical medical decision-making process for patients with complex illness. Additionally, balancing considerations such as preferences, values, and goals as well as quality versus quantity of life within the confines of patients, providers, ethical codes, and the law.

HLSC-H 365 Diversity Issues in Health Care Clinical Practice (3 cr.) Designed to prepare students to appreciate diversity and understand the interrelationship of race, gender, culture, and ethnicity and how they affect access and use of health and rehabilitation services

HLSC-H 441 Administration and Supervision of Rehabilitation Organizations (3 cr.) Designed to provide an overview of rehabilitation organizations and teach

students the foundations of administration, supervision, and coordination of rehabilitation agencies. Discussions will cover the major theories of leadership, management, and organizational communication.

HLSC-H 442 Research in Health and Rehabilitation Sciences (3 cr.) An introduction to the application of research methods in health and rehabilitation sciences, providing students with an overview of research methods used to collect, analyze, and interpret data, emphasizing the understanding of the application of statistical and research techniques to address problems related to rehabilitation services research.

HLSC-H 444 Program Implementation in Health & Rehabilitation (3 cr.) An in-depth examination of the concepts associated with health program planning in health and rehabilitation that allows rehabilitation agencies and human/health service delivery programs to meet the needs of their intended population. Topics covered include relevant applications in corporate wellness, education, and other industries. Course emphasis is on conducting a needs assessment, integrating behavior theory and models, planning health promotion programs, and health advocacy.

HLSC-H 445 Program Evaluation Methods in Rehabilitation (3 cr.) This course will provide a broad overview of the application program evaluation methods in rehabilitation and the strategies used in program evaluation, focusing on scientific principles that may be instrumental in informing policies and programs aimed at improving the health on individuals and communities.

HLSC-H 480 Independent Study in Health and Rehabilitation (3 cr.) Permission of Department Chair and instructor supervising the work will be required. This is an experiential learning course where students apply classroom learning in degree-related practical experience under the supervision of a mentoring supervisor and course instructor.

HLSC-H 495 Health Internship (1-6-6 cr.) This is an experiential learning course where students apply classroom learning in degree-related practical experience under the supervision of a mentoring supervisor and course instructor.

HLSC-H 510 Trends and Issues in the Health Sciences (3 cr.) A seminar course to review pertinent literature and other sources of information as a basis for discussing trends and issues affecting the therapeutic professions and the health care delivery system.

HLSC-H 520 Evidence-based Critical Inquiry (3 cr.) Applying evidence-based critical inquiries into clinical practices.

HLSC-H 540 Patient-Centered Outcomes Research (3 cr.) Explorations of selected patient-centered outcomes evaluation methodology and research evidence related to the health professions at an advanced level.

HLSC-H 541 Administration and Supervision of Rehabilitation Organizations (3 cr.) Designed to expand students' knowledge of administration, supervision, and leadership practice. Students will develop an in-depth understanding of leadership practice in a rehabilitation organization.

HLSC-H 550 Health and Rehabilitation Systems Across the World (3 cr.) Issues in global health and rehabilitation deliver systems from the viewpoint of many different disciplines with an emphasis on economically less developed countries.

HLSC-H 551 Health and Rehabilitation Professionals in Developing Countries (3 cr.) The primary purpose of this course is to help students understand the roles and expectations and the scope of training and educational preparation of health and rehabilitation professionals across the world with emphasis on economically less developed countries.

HLSC-H 552 Seminar in Global Rehabilitation and Health (3 cr.) This course is designed to cover current topics in international management and organization of health and rehabilitation services, governance, ethics, impact of donor organizations, and emerging global primary and public health care issues.

HLSC-H 560 Survey of Adaptive Rehabilitation Technology (3 cr.) Assisting students in the knowledge/awareness of available high-tech/low-tech equipment or product systems that are used in rehabilitation settings to increase, maintain, or improve functional capabilities of individuals with disabilities, emphasizing the application of clinically-based strategies for determining an individual's need for and acceptance of adaptive technology to improve functional outcomes.

HLSC-H 562 Psychological Aspects of Disability (3 cr.) P: Medical terminology course or equivalent. Students will review medical terminology and gain an understanding of major disabling conditions, the psychological and vocational aspect of adjustment to disability and chronic long-term illness, and examine psychological and social theories related to disability and chronic illness and Code of Ethics.

HLSC-H 561 Approaches to Rehabilitation Case Management (3 cr.) Exploring the historical perspective, technological and humanitarian advances, and major issues in the rehabilitation administrative environment; discussing and analyzing the legislative mandates relative to their effects on shaping the administrative environment in rehabilitation; acquiring knowledge of the process and significance of administrative competency in delivering services to rehabilitation consumers.

HLSC-H 570 Approaches to Rehabilitation Case Management (2-3 cr.) P: SHRS-W 520 and consent of both instructor and research advisor. Instruction and consultation in the preparation of master's thesis proposals, including computer applications for conducting online literature searches, developing an individual bibliographic database, designing an original research project, and devising a sound methodology. Final outcome is a completed thesis proposal for submission to a graduate student's thesis committee. Course is open only to health sciences graduate students pursuing the research/thesis track in their program of study. Students must begin the course with a specific research agenda already approved by their research advisor.

HLSC-H 594 Administration of Health Sciences Education (3 cr.) Principles of effective organization,

supervision, and administration of educational programs in the health sciences.

HLSC-H 599 Thesis in Health Sciences (3 cr.) Thesis in Health Sciences. Focuses on the data collection, analysis, and writing of the thesis. Can be repeated.

HLSC-H 600 Project in Health Sciences (3 cr.) Individual investigation in the form of an organized scientific contribution or a comprehensive analysis in a specified area related to the health sciences.

HLSC-H 625 Diversity Issues in Health and Rehabilitation Services (3 cr.) Designed to prepare students to formulate strategies to address the interrelationship of race, gender, culture, and ethnicity and how they affect access and use of health and rehabilitation services.

HLSC-H 640 Medical Aspects of Disabilities (3 cr.) The primary emphasis of this survey course is on medically determined aspects of disabling impairments and disabilities. Students will learn the functional limitations associated with major disabling conditions particularly as they relate to the delivery of rehabilitation services. Current trends and methodologies involved in rehabilitation processes will be covered.

HLSC-H 641 Proposal Writing for Community-Based Rehabilitation Programs (3 cr.) An interactive educational opportunity to develop skills related to fund development in a community rehabilitation setting, providing an overview of the grant development process. Students will research local and national funding sources and learn about traditional and non-traditional sources to develop and maintain community-based rehabilitation programs. Includes guest speakers.

HLSC-H 642 Practicum in Rehabilitation and Disability (3 cr.) Designed to give students direct work experience in various private and public sector rehabilitation agencies, this experiential component allows the student an opportunity to apply his/her newly acquired normative and cognitive skills and knowledge in an actual work setting.

HLSC-H 650 Global Perspectives in Nutrition, Health, Disease, and Disability (3 cr.) Major emphasis on global perspectives with specific focus on economically less developed countries, examining existing and emerging issues in international nutrition that influence the health, well-being, and disability and the efficacy and effectiveness of nutritional interventions in the prevention of disease and disability among people living in developing countries.

HLSC-H 651 International Service-Learning in Rehabilitation (3 cr.) Designed to give students direct experience in the organization and financing of rehabilitation services in other parts of the world, this experiential component allows students to apply their newly acquired normative and cognitive skills and knowledge in an international rehabilitation institution. Students will travel abroad under the supervision of faculty.

HLSC-H 660 Rehabilitation Theories and Application (3 cr.) This course explores theories common to all rehabilitation therapies and forms a foundation for rehabilitation sciences. Theories such as adaption to disease, cognition, disability, and injury are applied to

rehabilitation practice and research design across the life span.

HLSC-H 661 Theories of Health Promotion and Disease Prevention (3 cr.) This course focuses on the role of health behaviors such as eating nutritious foods, exercising, and avoiding unhealthy habits, in health promotion and disease prevention. A principal concentration will be on health promotion within disabling conditions.

HLSC-H 662 Health and Rehabilitation Systems Delivery (3 cr.) This course analyses emerging trends in health care systems and delivery associated with rehabilitation. Areas to be covered include organizational infrastructures, finance, public policy, and implications for disparate patient populations.

HLSC-H 664 The Professoriate for Health and Rehabilitation Professionals (3 cr.) This course explores the professoriate for health and rehabilitation professionals through the framework of academic promotion and tenure. Discussion and assignments will have practical application and cover university systems and structure, assessment and accreditation, and the search, acquisition, and responsibilities (teaching, research, and service) of employment within the professoriate.

HLSC-H 663 Legal and Regulatory Aspects in Rehabilitation (3 cr.) Assisting students in the understanding of legal and regulatory challenges faced by rehabilitation professionals, covering legal issues in counseling and case management, and significant rehabilitation-related legislation in the United States from 1917 to the present.

HLSC-H 667 Ethical Issues in Rehabilitation Services (3 cr.) Designed to explore contemporary ethical issues and concerns related to the delivery, organization, and management of rehabilitation services.

HLSC-H 670 Research Practicum in Health and Rehabilitation Sciences (3-6 cr.) Instructional orientation to research; includes laboratory experience in the student's concentration area. This course may be taken more than once.

HLSC-H 672 Teaching Practicum in Health and Rehabilitation Sciences (3 cr.) Instructional teaching theories and methodologies to include teaching a unit of instruction in the student's concentration area. NOTE: Any student that has an interest in teaching is advised to incorporate other instructional teaching methodology courses into his/her plan of study. This course may be taken more than once.

HLSC-H 680 Independent Study in Health and Rehabilitation Sciences (1-4 cr.) A course for students interested in specific interdisciplinary topics in health and rehabilitation sciences.

HLSC-H 690 Dissertation Proposal in Health & Rehabilitation Sciences (3-9 cr.) Students will submit a written proposal for original scholarly work that makes a significant contribution to research in the field of health and rehabilitation sciences. Proposal to include introduction to topic, literature review, and indication of methodology. This course may be taken more than once.

HLSC-H 692 Dissertation in Health & Rehabilitation Sciences (3-9 cr.) P: W690 Original scholarly dissertation that makes a significant contribution to the field of health and rehabilitation sciences. Topic to be selected by the student and his/her Research Committee.

HLSC-H 710 Special Topics in Health & Rehabilitation Science (3 cr.) This course provides students with an opportunity to engage in focused study of a substantive area of health and rehabilitation science directly related to the student's identified area of theoretical and research interest. May be repeated with the permission of the student's advisory committee.

HLSC-H 799 Master's Thesis Continuation (1 cr.) Used as continuation credits for completing the master's thesis in a format acceptable to the student's advisory committee, leading to successful defense of the final product. May be repeated for credit.

HLSC-I 270 Seminar in Global Rehabilitation and Health (3 cr.) This course is designed to cover current topics in international management and organization of health and rehabilitation services, governance, ethics, impact of donor organizations, and emerging global primary and public health care issues.

HLSC-I 380 Health and Rehabilitation Professionals in Developing Countries (3 cr.) The primary purpose of this course is to help students understand the roles and expectations and the scope of training and educational preparation of health and rehabilitation professionals across the world with emphasis on economically less developed countries.

HLSC-I 470 International Service-Learning in Rehabilitation (3 cr.) Designed to give students direct experience in the organization and financing of rehabilitation services in other parts of the world, this experiential component allows students to apply their newly acquired normative and cognitive skills and knowledge in an international rehabilitation institution. Students will travel abroad under the supervision of faculty.

HLSC-R 320 Survey of Adaptive Rehabilitation Technology (3 cr.) Assisting students in the knowledge/awareness of available high-tech/low-tech equipment, or product systems that are used in rehabilitation settings to increase, maintain, or improve functional capabilities of individuals with disabilities, emphasizing the application of clinically-based strategies for determining an individual's need for and acceptance of adaptive technology to improve functional outcomes.

HLSC-R 330 Approaches to Rehabilitation Case Management (3 cr.) Exploring the historical perspective, technological and humanitarian advances, and major issues in the rehabilitation administrative environment; discussing and analyzing the legislative mandates relative to their effects on shaping the administrative environment in rehabilitation; acquiring knowledge of the process and significance of administrative competency in delivering services to rehabilitation consumers.

HLSC-R 340 Psychological Aspects of Disability (3 cr.) P: Medical Terminology Course or equivalent. Students will review medical terminology and gain an understanding of major disabling conditions, the psychological and

vocational aspect of adjustment to disability and chronic long-term illness, and examine psychological and social theories related to disability and chronic illness and Code of Ethics.

HLSC-R 420 Proposal Writing for Community-Based Rehabilitation Programs (3 cr.) An interactive educational opportunity to develop skills related to fund development in a community rehabilitation setting, providing an overview of the grant development process. Students will research local and national funding sources and learn about traditional and non-traditional sources to develop and maintain community-based rehabilitation programs. Includes guest speakers.

HLSC-R 430 Generational Impact on Current Rehabilitation Topics (3 cr.) Designed to give students direct work experience in various private and public sector rehabilitation agencies, this experiential component allows the student an opportunity to apply his/her newly acquired normative and cognitive skills and knowledge in an actual work setting.

HLSC-H 440 Medical & Psychological Aspects of Disability (3 cr.) The primary emphasis of this course is on medically determined aspects of impairments and disabilities. Psychological and vocational aspects of adjustment to disability and chronic long-term illness are examined along with social theories related to disability and chronic illness. Current trends and methodologies involved in rehabilitation processes will be covered.

HLSC-H 485 Special Topics in Health Sciences (3 cr.) Instructor permission and authorization is required. This course serves as an opportunity for students to participate in credit bearing hours on a special topic or issue of interest.

Kinesiology

HPER-A 361 Coaching of Football (2 cr.) Fundamentals of offensive and defensive line and backfield play; technique of forward passing; outstanding rules; offensive plays; and most frequently used defenses.

HPER-A 362 Coaching of Basketball (2 cr.) Fundamentals of basket shooting, passing, ball handling and footwork; patterns against man-to-man defense, zone defense, and zone pressure defense-full court and half court. Strategy of playing regular season and tournament play. Psychology of coaching.

HPER-A 363 Coaching of Baseball (2 cr.) Fundamentals of pitching, catching, batting, base running, infield and outfield play; offensive and defensive strategy; and organization and management.

HPER-A 370 Coaching of Soccer (2 cr.) Theory and methods of coaching soccer, covering technical, administrative, and organizational aspects of the process. Emphasis on execution of advanced skills and team offense and defense patterns, conditioning the player, and organizing practice sessions.

HPER-A 483 Principles of Sports Officiating (1 cr.) Topics include such sports as football, baseball, basketball, volleyball, and gymnastics. Ethics of sport officiating: mastery, interpretation, and application of sports rules. Laboratory and classroom experiences.

HPER-A 484 Interscholastic Athletic Programs (2 cr.) An overview of the operation of athletic programs for men and women on national and state levels. Policies and procedures as they pertain to budget, facilities, eligibility, contest regulations, safety, and current trends.

KINE-A 642 Internship in Athletics (1-4 cr.) Off-campus professional field experience in school- or agency-situation under qualified supervision. Offered only after completion of course work for Master's degree.

HPER-C 366 Community Health (3 cr.) Introduction to community health within the public health context. Students will develop an understanding of historical and theoretical foundations of community health and major societal health concerns, explore community health models and programs used to address these concerns, and examine racial/ethnic, cultural, socioeconomic, and related determinants of community health.

HPER-C 416 Introduction to Health Counseling (3 cr.) P: PSY-B 110 or equivalent. Reviews recent developments in mental health; implications for public health and school health programs; and roles of health educators in supportive listening, crisis intervention, and appropriate counseling and referral strategies for contemporary health issues.

HPER-D 101 Beginning Ballet (1 cr.) This course is designed for the adult learner in ballet technique. It includes barre work and center combinations that promote strength, flexibility, balance, and coordination. Ballet serves as a foundation for other forms of dance and enhances body posture and carriage.

HPER-D 110 Beginning Modern Jazz Dance (1 cr.) This course is designed for the adult beginner in modern jazz dance and will be concerned with rigorously training the body in the styles of leading jazz educators. Warm-up exercises and jazz combinations will be performed, and historical, social, and ethnic dance contributions will be examined.

HPER-D 201 Modern Dance Workshop (1 cr.) A wide variety of movement experiences in technique, movement analysis, movement correctives, and social dance forms.

HPER-D 202 Intermediate Ballet (1 cr.) This course is a continuation of HPER-D 101 or is for the adult beginner with previous experience in ballet technique. It will cover a technical vocabulary of barre and center work to stimulate both the mind and the body.

HPER-D 211 Advanced Technique I (2 cr.) P: HPER-E 355 or consent of instructor. Designed to allow the student to develop a higher level of technical proficiency, with an emphasis on the application and analysis of various movement principles as they relate to dance and performance.

HPER-D 218 Modern Jazz Dance Technique (1 cr.) Instruction in jazz dance technique derived from the styles of Luigi and Gus Giordano; special emphasis on centering, precision and clarity of movement, and coordination and performance skills such as style and visual focus.

HPER-D 221 Dance Composition I (2 cr.) P: HPER-E 255 or HPER-E 355. Through problem-solving assignments and appropriate dance composition, tools for discovering movement will be developed.

HPER-D 332 Twentieth Century Concert Dance (3 cr.)
Survey of Twentieth Century concert dance history.

HPER-D 441 Dance Production (2 cr.) Basic orientation to technical theatre, specifically for dance. Production methods from the audition process to producing audio-visual materials and publicity; and utilizing the elements of design in costuming, stage lighting, and make-up are integral components of the course.

HPER-E 100 Experiences in Physical Activity (1 cr.)
Any of a series of courses in new and developing fitness and activity areas.

HPER-E 102 Group Exercise (1 cr.) A total fitness class that emphasizes cardiorespiratory conditioning, flexibility, muscular endurance, and coordination through rhythmical body movement. S/F grades.

HPER-E 105 Badminton (1 cr.) Beginning instruction in basic skills and techniques of badminton for singles, doubles, and mixed doubles play. Emphasis on basic skill development, rules, and strategy.

HPER-E 109 Ballroom and Social Dance (1 cr.)
Instruction in the techniques of ballroom dance including fox trot, waltz, cha-cha, tango, rumba, samba, and fad dances.

HPER-E 111 Basketball (1 cr.) Instruction in fundamental skills of shooting, passing, ball handling, footwork, basic strategies of offensive and defensive play, and interpretation of rules.

HPER-E 119 Personal Fitness (1 cr.) Instruction in basic principles of conditioning and fitness. Emphasis on muscular strength, muscular endurance, flexibility, and cardiorespiratory endurance. Designed for students without prior knowledge of conditioning methods.

HPER-E 121 Conditioning and Weight Training (1 cr.)
Instruction in basic principles of conditioning and weight training. Emphasis on muscular strength, muscular endurance, flexibility, and cardiorespiratory endurance.

HPER-E 127 Fencing (1 cr.) Instruction in guard position, footwork, and basic defensive and offensive skills. Emphasis on fencing with foil and an overview of the sabre.

HPER-E 130 Army Physical Fitness (2 cr.) Students will learn sound work out techniques and knowledge that will enable them to lead a healthy lifestyle.

HPER-E 131 Folk and Square Dance (1 cr.) Introduction to folk dance in the United States and other countries. Instruction in fundamentals of movement, basic folk dance techniques, and square-dance patterns in traditional and modern folk dances.

HPER-E 133 Fitness and Jogging (1 cr.) Beginning instruction in the basic principles of fitness as they apply to a jogging program. Emphasis on cardiorespiratory endurance and flexibility. Basic concepts underlying Dr. Kenneth Cooper's aerobic program included. Course designed for students without prior experience in jogging programs or in aerobics levels I through III.

HPER-E 135 Golf (1 cr.) Beginning instruction in techniques for putting, chipping, pitching, iron swing, and

wood stroke. Course includes rules and etiquette of golf. Students play on par-3 courses. Fee charged.

HPER-E 137 Gymnastics (1 cr.) Beginning instruction in basic skills and incorporation of basic routines in trampoline, tumbling and vaulting. Emphasis on events performed by both men and women. All events will be included.

HPER-E 148 T'ai Chi Ch'uan (1 cr.) Instruction in basic skills and techniques for beginning level participants in this non-contact martial art. Topics include breathing, centering, postures, and movement sequences.

HPER-E 151 Self-Defense (1 cr.) Instruction techniques for practical self-defense skills and situations. No uniform required.

HPER-E 155 Modern Dance (1 cr.) Beginning instruction in modern dance technique, stressing knowledge and application of movement principles essential to dance training.

HPER-E 168 Swimming-Nonswimmers (1 cr.) Beginning instruction in self-rescue, remedial swimming skills, and several basic strokes. For the student with no swimming skills.

HPER-E 181 Tennis (1 cr.) Beginning instruction in the fundamental skills of forehand and backhand strokes and serves. Competitive play in women's, men's, and mixed doubles.

HPER-E 185 Volleyball (1 cr.) Instruction in fundamental skills of power volleyball. Emphasis on overhand serve, bump, set, dig, and spike. Team offensive and defensive strategies included.

HPER-E 187 Weight Training (2 cr.) Instruction in basic principles and techniques of conditioning through use of free weights. Emphasis on personalized conditioning programs.

HPER-E 190 Yoga (1 cr.) Introduction to the basic principles and techniques of yoga.

HPER-E 200 Military Science-Leadership Lab (1-6 cr.)
P: Minimum 2.0 GPA, 54 total credits. Conducted at Fort Knox, Kentucky, for six weeks, this course will cover basic military skills and leadership. Students earn 1-6 credits, based on military science basic courses previously taken. Students should not have completed military basic training or Reserve Officer Training Corps (ROTC) basic course.

HPER-E 205 Badminton-Intermediate (1 cr.)
Intermediate instruction in skills and techniques of badminton for singles, doubles and mixed doubles play. Emphasis on development of skills and strategy.

HPER-E 219 Weight Control and Exercise (2 cr.) This class will stress the importance of diet and exercise in permanent weight control. Uses dietary behavior modification techniques and an exercise program to achieve a gradual reduction to and maintenance of ideal weight.

HPER-E 227 Intermediate Fencing (1 cr.) P: HPER-E 127 or permission of instructor. Builds upon basic knowledge of fencing. Instruction of advanced skills and new techniques with an emphasis on the tactical aspect of fencing at a competitive level.

HPER-E 230 Advanced Army Physical Fitness (2 cr.)

P: HPER-E 130 or consent of instructor.

Continuing along the path to total fitness begun in E130, this course emphasizes the leadership aspect of Army Physical Fitness. Students will lead PT sessions, participate in and lead formation runs, and continue the disciplines regimen begun in E130.

HPER-E 248 Intermediate T'ai Chi Ch'uan (1 cr.)

P: HPER-E 148 or consent of instructor. This intermediate course examines the everyday practice of t'ai chi ch'uan. Course presents refinement of William C. C. Chen's 60 movement form, da lu, and push-hands. Provides examples of neutralizing, throwing, striking, and strategic/philosophic concepts.

HPER-E 255 Modern Dance-Intermediate (1 cr.)

P: HPER-E 155 or consent of instructor. Intermediate modern dance technique stressing knowledge and application of movement principles essential to dance training.

HPER-E 260 Karate-Intermediate (1 cr.) P: Yellow belt technical level or consent of instructor. Instruction in advanced applications of basic techniques and free fighting. Students should achieve technical level of green belt. Karate uniform required.

HPER-E 268 Swimming-Intermediate (1 cr.) Instruction designed to help the less-skilled swimmer master the five basic strokes and be proficient in self-rescue and basic rescue skills.

HPER-E 270 Introduction to Scientific Scuba (2 cr.) Introduction to scuba diving. Emphasis on safety and avoidance of potential dangers. A non-certification course.

HPER-E 281 Tennis-Intermediate (1 cr.) Instruction in spin service, volley, lob, and advanced drive placement. Emphasis on singles and doubles playing strategies.

HPER-E 290 Yoga II (1 cr.) P: HPER-E 190 or equivalent. Intermediate yoga builds upon material presented in HPER-E 190 Beginning Yoga. The class will continue an emphasis on breath and release work through yoga, including variations on familiar asanas, continued explorations of the body systems, and deeper understanding of the health benefits of this practice. The energizing and strengthening value of standing poses will also be featured. Grading is based on attendance, effort and the completion of out-of-class written assignments.

HPER-E 355 Modern Dance I-Advanced (1 cr.)

P: HPER-E 255 or consent of instructor. Advanced techniques in modern dance with emphasis on performance of movement patterns and individual creative work.

HPER-E 356 Modern Dance II-Advanced (1 cr.)

P: HPER-E 355. Course may be repeated. Continuation of advanced techniques in modern dance with emphasis on performance of movement patterns and on individual creative work.

HPER-E 371 Advanced Scuba (1 cr.) P: HPER-E 370 or National Scuba Certification. Course provides students

with practical knowledge in advanced scuba. Topics include natural and compass navigation, search and recovery, night or limited visibility, and specialty/deep-diving knowledge.

HPER-E 477 Water Safety Instructor (2 cr.) Instruction prepares students to teach American Red Cross swimming and water safety courses to infants/parents, preschoolers/parents, youths and adults. Includes safety course for swim coaches. Students meeting written and skill criteria earn American Red Cross Water Safety Instructor certificate.

HPER-F 255 Human Sexuality (3 cr.) Survey of the dynamics of human sexuality; identification and examination of basic issues in human sexuality as they relate to the larger society.

HPER-F 258 Marriage and Family Interaction (3 cr.) Basic personal and social factors that influence the achievement of satisfying marriage and family experiences.

HPER-H 160 First Aid and Emergency Care (3 cr.)

This course will prepare you to recognize and care for a variety of first aid, breathing, and cardiac emergencies involving adults, children, and infants. The course meets OSHA/workplace requirements and prepares students to provide emergency skills aligned with health care and sports professions.

HPER-H 180 Stress Prevention and Management (3 cr.)

This course is designed to help students learn about the body's reaction to perceived stress, mental and physical factors related to stress, and effective coping techniques to help mitigate causes of stress. Students may acquire several stress management techniques that include diaphragmatic breathing, visualization, meditation, and progressive muscular relaxation.

HPER-H 195 Principles and Applications of Lifestyle Wellness (3 cr.)

This course will increase an awareness of and provide instruction pertaining to lifestyle wellness. The student will be challenged to make healthy lifestyle choices. The course incorporates all dimensions of wellness including: physical, emotional, environmental, intellectual, occupational, social, and spiritual.

HPER-H 263 Personal Health (3 cr.) This survey course provides a theoretical and practical treatment of the concepts of disease prevention and health promotion. Covers such topics as emotional health; aging and death; alcohol, tobacco, and drug abuse; physical fitness; nutrition and dieting; consumer health; chronic and communicable diseases; safety; and environmental health.

HPER-H 305 Women's Health (3 cr.)

Examines the relationship of women to health and health care. The Eight Dimensions of Health provide a framework for comparison and contrast of health concerns unique to women and common to both sexes of all ages.

HPER-H 315 Consumer Health (3 cr.) This course provides students with (1) a model for making informed consumer health-related decisions; (2) current information involving consumer-related topics, emphasizing necessity of current information for making informed decisions; (3) mechanisms for continued consumer awareness and

protection, i.e., sources of accurate consumer information and lists of consumer information and protection agencies.

HPER-H 317 Topical Seminar in Health Education (3 cr.) The topical seminars will relate to current issues in the field of health education.

HPER-H 318 Drug Use in American Society (3 cr.) An interdisciplinary approach to the study of drug use in American society. The course will examine the effects of alcohol, tobacco, and illicit drugs on the physical, mental, and social health of the individual.

HPER-H 350 Complementary and Alternative Approaches to Health (3 cr.) This course will discuss traditional health practices including complementary and alternative therapies. Discussion and activities will emphasize enhancing awareness of these therapies as part of a healthy lifestyle. Therapies may include: acupressure, acupuncture, aromatherapy, chiropractic, herbology, homeopathy, bodywork and massage therapies, meditation, mind/body healing, and naturopathy. Focus will be placed on a greater understanding of these practices their history, and regulation, effectiveness, and safety.

HPER-H 352 Secondary School Health Curriculum and Strategies (3 cr.) P: Admission to the School of Education Teacher Education Program and HPER-H 205 with grade of S; Junior (56-85 cr.) or Senior (86+ cr.) status. Professional competencies for planning and implementing secondary school curricula based on assessed needs. Effective curriculum characteristics, content standards, instructional strategies, curriculum analysis, lesson and unit structures. Preparation of lesson and unit plans.

HPER-H 363 Personal Health (3 cr.) This survey course provides a theoretical and practical treatment of the concepts of disease prevention and health promotion. Course content includes topics such as emotional health; aging and death; alcohol, tobacco, and drug abuse; physical fitness; nutrition and dieting; consumer health; chronic and communicable diseases; safety; and environmental health.

HPER-H 366 Health Problems in the Community (3 cr.) Human ecology as it relates to the interaction of social and physical phenomena in the solution of community health problems. Considers the promoting of community health, programs of prevention, environmental health, and health services.

HPER-H 464 Coordinated School Health Programs (3 cr.) P: Junior (56-85 cr.) or Senior (86+ cr.) status. Focuses on the Whole School, Whole Community, Whole Child (WSCC) model and the Coordinated School Health Program (CSH) model components, and coordination. Includes the relationship of WSCC/CSH to health and education policy. Emphasis on practical application of organizational principles and school health strategies for addressing current student and staff health issues and the impact on K–12 students, teachers, other school personal, families, and communities.

HPER-H 465 Community Health Education (3 cr.) Addresses the place of the teacher in community health education programs. Considers the need to program, various media and methods that may be employed, and the place of existing agencies in the program.

HPER-H 510 Organization and Administration of School Health Programs (3 cr.) Consideration of the Coordinated School Health Program (CSHP) as a health promotion model that contributes to both health and education outcomes. Addresses the role and function of CSHP at the national, state, and local levels. Includes strategies for addressing child and adolescent health across multiple program components.

HPER-H 517 Workshop in Health Education (1-3 cr.) Interesting topics of relevance to individuals in school and public health and related disciplines. Conducted in workshop fashion under the direction of faculty members. Emphasizes practical application, group involvement, and the use of resource personnel. Specific topics vary. May be repeated for credit.

HPER-K 506 Computer Applications in Physical Education (3 cr.) Hands-on applications in the use of microcomputers as problem-solving tools in physical education. Programming applications and problems in physical education, sport sciences, administration, athletics, and research.

HPER-K 510 Administrative Theory of Competitive Sport Programs (3 cr.) Organization of high school athletics with reference to national, state, and local control. Staff, program, budget, health and safety, facilities, and other phases of administration.

HPER-K 511 Legal Issues in the Sport Environment (3 cr.) An introduction to legal principles involved in amateur sport. Constitutional law issues such as athletic eligibility, NCAA due process, gender discrimination, and drug testing. In-depth explanation of tort liability. Contracts in amateur sport settings.

HPER-K 532 Clinical Biomechanics-Gait (3 cr.) Injury and pathology of the human locomotive system affects our well-being and independence. Lectures, discussions, and laboratory work on the mechanics of human locomotion will focus on the understanding of the complex processes involved in able-bodied and pathological gaits. Case studies are used to link observable/measurable behavior to pathology and injury.

HPER-K 533 Advanced Theories of High-Level Performance (3 cr.) An integrative analysis of the physiological, psychological and biomechanical principles, mechanisms and phenomena underlying the acquisition of the capacities and abilities required for high-level physical performance.

HPER-K 541 Nature and Basis of Motor Skills (3 cr.) An overview of neural mechanisms underlying motor control. Application of neurophysiological principles to human motor performance.

HPER-K 552 Problems in Adapted Physical Education (3 cr.) A study of problems as they relate to philosophy, procedures, and practices in adapted physical education.

HPER-K 572 The Physical Education Curriculum (3 cr.) Designs for developing, revising, and evaluating physical education curricula. Alternative modes of curriculum organization. The role of teachers and administrators in the production of curricula.

HPER-K 576 Measurement and Evaluation in Physical Education (3 cr.) Theory of measurement

in physical education, selection and administration of appropriate tests, and interpretation of results by statistical procedures. Project required to apply theory taught.

HPER-P 271 Individual Sport (1 cr.) Teaching of and participation in sports activities, some of which are not included in other skills courses in the curriculum. Includes badminton, bowling, archery, and golf.

HPER-P 331 Planning and Operation of Sport Facilities (3 cr.) Introduction to the various methods of planning and operating sport facilities.

HPER-P 399 Practicum in Adapted Physical Education (1-2 cr.) P: HPER-P 398. A practical learning experience in adapted physical education with children with disabilities. Course may be repeated.

HPER-P 426 Sales Management in Sports (3 cr.) The application of sales strategies to the sport industry.

HPER-P 527 Childhood Motor Development (3 cr.) Study of the developmental aspects of human performance, including the processes of growth and motor development from conception to adolescence. Emphasizes research on cognitive, affective, and psychomotor development and their impact on the motor behavior of children.

HPER-P 540 Recreational Sports Programming Administration (3 cr.) Informal sports, intramural sports, extramural sports, and club sports relevant to their historical development, philosophical foundations, administrative considerations, institutional designs, program techniques and methods, personnel training and management, sport facility development management, public and human relations, legal concerns, psycho-social implications participant's development, and sport programming observations.

KINE-P 560 Corporate Fitness and Wellness (3 cr.) An overview of preventive and rehabilitative exercise programs, include: 1) types of programs, 2) scope and philosophies of programs, and 3) program offerings. An introduction to: 1) health/fitness evaluation, 2) exercise prescription, and 3) exercise leadership.

HPER-R 324 Recreational Sports Programming (3 cr.) Junior (56–85 cr.) or Senior (86+ cr.) status. Overview of programmatic elements and techniques in recreational sports. Topics include informal, intramural, club, extramural, and instructional sports programming; values of recreational sports; and terminology and career opportunities in various recreational sport settings.

HPER-R 423 Visitor Behavior (3 cr.) Examines the theory and findings of visitor and tourism research as it is conducted in such recreation and leisure settings as parks, museums, towns, historic sites, sporting facilities, and resorts. Topics include visitor motivations, expectations, social interactions, and assessment. Students will learn nine techniques for gathering information from and about visitors.

HPER-R 474 Camping Leadership II (2 cr.) Focuses on direct involvement in the outdoor living experience. The student will be encouraged to develop and apply skills in a variety of outdoor-living activities. Emphasis will be placed on planning, participating in, and evaluating activities from both the participant and leadership viewpoints.

KINE-T 590 Introduction to Research in Health, Kinesiology, and Recreation (3 cr.) The course objectives are: 1) to introduce graduate students to the use of research as the basis for generating knowledge in areas related to health, kinesiology, and recreation; 2) to introduce students to the importance of research and to give students practice with tools and tasks of research; 3) to introduce students to quantitative and qualitative research methodologies; 4) to assist students in the development of skills in reading, conducting, and understanding research; and 5) to assist students in the development of an understanding of the conceptual foundations of research from which they will be able to: a) critically review and evaluate research, and b) pursue greater understanding of more technical aspects of research through advanced course work in research methodology and statistics.

KINE-T 591 Interpretation of Data in Health, Kinesiology, and Recreation (3 cr.) An applied approach to the collection, organization, analysis, and interpretation of data pertinent to public health and vital statistics is outlined. The application of statistical and biostatistical methods to public health is explained.

FN 31300 Principles of Healthy Menu Planning and Food Programs (3 cr.) Basic principles of nutrition as applied to menu planning, food preparation, and recipe modification. Computerized nutrient analysis and preparation laboratories will be used to practice principles of healthier menus and food preparation techniques.

FN 31500 Fundamentals of Nutrition (3 cr.) P: CHEM-C 101 or BIOL-N 217 or consent of instructor. Basic principles of nutrition and their application in meeting nutritional needs during the life cycle.

FN 30300 Essentials of Nutrition (3 cr.) Basic nutrition and its application in meeting nutritional needs of all ages.

FN 33000 Selection and Planning (3 cr.) Diet selection for health maintenance in culturally diverse populations based on current dietary guides with utilization of the computer for diet evaluation.

KINE-L 135 Learning Community: Physical Education-Exercise Science (1 cr.) Focuses on your personal development specifically as it relates to self-discovery, health and fitness, and school/life balance. Our enthusiastic instructional team will help you polish your strategies for academic and personal success and introduce you to the campus resources that will support you throughout your college career while you get to know your new colleagues in all four courses. Classes will be activity-centered and include numerous opportunities for fun and interesting campus and community engagement. This course is structured around the fundamental concepts of belonging, transitioning, and planning that represent the conditions necessary for your success in college and beyond.

KINE-L 333 Innovation in Leadership and Team Dynamics (3 cr.) This course introduces innovation in team dynamics via a series of collaborative, non-competitive team-building activities. The foundation of the course will be based on understanding and utilizing various personality and strengths assessments. Specific activities will include but are not limited to goal setting, cooperation, communication, decision-making, and

problem-solving. This course encompasses variables such as team dynamics, leadership, innovation, resilience, conflict resolution, cultural awareness, and emotional intelligence.

KINE-N 220 Nutrition for Health (3 cr.) Introduction to nutrients, their uses, and food sources. Application of nutrition principles to personal eating habits for general health; overview of current issues in nutrition.

KINE-P 157 Teaching Individual and Team Activities (3 cr.) This course is designed to provide physical education teacher education (PETE) majors with performance and teaching competencies in a variety of individual and team activities across grades P–12. There will be an emphasis on instruction and practice in using professional literature (online and in-print) as the basis for teaching decisions. Students will participate in the teaching of peers at IUPUI.

KINE-P 195 History and Principles of Physical Education (3 cr.) Understanding and interpretation of principles of modern physical education programs. Contributions of historical programs related to development of present-day programs.

KINE-P 199 Prior Learning Assessment in Kinesiology (1-3 cr.) This course is designated for the adult or returning student in anticipation of earning credit via Prior Learning Assessment (PLA) as defined by, both, IUPUI and the Department of Kinesiology. The structure of this course will prepare the student for the formal assessment to document prior learning, this course does not provide any content.

KINE-P 200 Microcomputer Applications in Kinesiology (3 cr.) A hands-on introduction to the use of microcomputers as problem-solving tools in physical education. Application programs in word processing, spreadsheets, data management, and graphics applied to specific problems in physical education, athletics, and sports.

KINE-P 204 Motor Development (3 cr.) The purpose of this course is to provide students the opportunity to develop skills and knowledge related to motor development. Through lecture, discussion, readings, and laboratory activities, students will be exposed to information regarding physical growth, maturation, and aging; motor skill acquisition from infancy through adulthood; perceptual-motor development; physiological changes and exercise over the lifespan; and socio-cultural influences on motor development.

KINE-P 205 Structural Kinesiology (3 cr.) Overview of basic human body structures and functions appropriate for beginning students in exercise science. Fundamental concepts concerning the interaction of biological and mechanical aspects of the musculoskeletal and neuromuscular structures. Emphasis on the application to the study and teaching of human movement.

KINE-P 212 Introduction to Exercise Science (3 cr.) An introduction to the science of exercise and human movement. Special topics in exercise physiology, sport biomechanics, sports medicine, and motor integration.

KINE-P 215 Principles and Practice of Exercise Science (3 cr.) A study of the scientific principles related to physical fitness and the practical application

of principles. Students will be involved in setting up, participating in, and evaluating personal fitness activities.

KINE-P 216 Current Concepts and Applications in Physical Fitness (3 cr.) Part of new fitness core in teacher preparation curriculum; introductory course in fitness prerequisite to upper level course work required by Indiana State Department of Education and NASPE for teacher certification in physical education.

HPER-P 224 Teaching of Dance Activities (2 cr.) Methods and materials of folk, square, social, and modern dance. Terminology, fundamental skills, selection, and presentation of dances. Emphasis on planning dance units and teaching of dances. Fundamentals of locomotor and non-locomotor skills, as well as experiences in creative movement activities. Instruction in rhythmic movement progressions and development of materials for unit plans.

KINE-P 246 Performance and Teaching of Cardio and Resistance Training (3 cr.) This course will focus on teaching cardiovascular fitness and resistance training activities in health and fitness settings. These concepts will be covered: basic muscle anatomy, safety and etiquette, proper techniques, equipment options, aerobic fitness, exercise prescription, basic training principles, and lifetime fitness activities (youth through older adults). Emphasis on design, planning, and teaching of these activities.

KINE-P 258 Performance and Teaching of Activities for Persons with Special Needs (1 cr.) The course will provide the student with basic skills and competencies to modify games and sport activities on the basis of ability. Emphasis on practical application for special populations.

KINE-P 280 Basic Prevention and Care of Athletic Injuries (2 cr.) An introduction to the principles of injury prevention. Lecture of emergency measures (e.g., fractures, sprains, dislocations and spinal injuries). Skill training and demonstrating in bandaging, taping and splinting techniques emphasized.

KINE-P 290 Movement Experiences for Preschool and Elementary Children (3 cr.) Provides the student with knowledge of potential outcomes of preschool and elementary school motor development programs, of how to implement such programs, and of appropriate movement experiences for young children. Also provides the student with opportunities for observing and teaching young children in a structured gymnasium setting.

KINE-P 324 Recreational Sports Programming (3 cr.) Course provides an overview of the programmatic elements and techniques that currently exist in recreational sports. Specific topics include informal, intramural, club, and extramural programming; value of recreational sports; programming techniques; publicity and promotion; facility utilization; equipment concerns; safety; liability; and program observation.

KINE-P 333 Sport in America-Historical Perspectives (3 cr.) Study of the evolution of sport in the United States within the larger context of historical developments in society; women's sport experiences in relation to the development of sport; and examination of sport as a reflection of American culture from the founding of the colonies to the present.

KINE-P 373 Resistance Exercise and Sports Conditioning (3 cr.) P: Visit degree map for most updated prerequisite information. Human anatomy or equivalent recommended. This course focuses on progressive resistance exercise and its application in physical conditioning for the competitive athlete, the fitness enthusiast, and various special populations. Topics covered will include basic muscle physiology, kinesiology, musculoskeletal adaptation to resistance exercise, modes of training, muscle-specific exercises, and exercise technique.

KINE-P 374 Basic Electrocardiography for the Exercise Sciences (2 cr.) P: Visit degree map for most updated prerequisite information. Introduction to the basic concepts, theory, interpretation of electrocardiograms (ECG/EKG), and its uses in fitness programs dealing with healthy people and cardiac rehabilitation patients.

KINE-P 390 Growth and Motor Performance of School-Age Youth K–12 (2 cr.) P: Visit degree map for most updated prerequisite information. A study of growth and developmental characteristics of school age youth. Emphasis is placed on motor development and movement performance and the relationship to cognitive and affective behavior. Supervised teaching experiences are an integral part of course.

HPER-P 391 Biomechanics (3 cr.) P: Visit degree map for most updated prerequisite information. An introduction to the mechanics of human motion. Includes linear and angular kinematics and kinetics in the context of human motion; mechanics of fluids; mechanics of muscles; and analysis of selected sports activities.

KINE-P 392 Sport in American Society (3 cr.) P: Visit degree map for most updated prerequisite information. The purpose of this course is to expose the student to the discipline of sport sociology, to embark on a critical examination of American sport from a social context, and to analyze the interrelationship between sport and American culture. Course organization will include lectures, discussions, videos, guest speakers, and investigative analyses.

KINE-P 393 Professional Practice Programs in Health, Physical Education and Recreation (3-10 cr.) P: At least sophomore standing, and approval of the instructor and the Office of Professional Practice Programs. The final internship class for the exercise science and fitness management & personal training major. Approval to take the class is required by the Kinesiology Internship Director. This course is designed to provide the student with quality career-related work experience. Evaluation by employer and the kinesiology internship director.

KINE-P 397 Kinesiology (3 cr.) P: Visit degree map for most updated prerequisite information. Application of facts and principles of anatomy, physiology, and mechanics to problems of teaching physical education skills and activities of daily living.

KINE-P 398 Adapted Physical Education (3 cr.) P: Visit degree map for most updated prerequisite information. Study of conditions that require physical education programs to be adapted to special needs of individuals. Principles and practices in application of exercises and activities for specific disabling conditions.

HPER-P 402 Ethics in Sport (3 cr.) A study of the nature of ethics in sport with an emphasis on current application of moral principles and values. The relationship of ethics to social issues in sport, including philosophical and historical perspectives, will be explored.

HPER-P 403 Theory and Practice of Cardiovascular Fitness (3 cr.) P: Visit degree map for most updated prerequisite information. This course focuses on principles and processes of designing, organizing, and teaching a variety of aerobic training forms. Topics covered include a review of basic exercise principles and how they are used to create modes of aerobic training used in group and individual exercise programs.

HPER-P 405 Introduction to Sport Psychology (3 cr.) P: Visit degree map for most updated prerequisite information. An overview of the field, including psychological aspects of sport performance, coaching and the relationship of exercise with mental health. Various theoretical orientations will be addressed with an emphasis on empirical research.

KINE-P 409 Basic Physiology of Exercise (3 cr.) P: Visit degree map for most updated prerequisite information. A survey of human physiology parameters as related to physical exercise and work and the development of physiological fitness factors. Physiological foundations will be considered.

KINE-P 410 Physical Activity Programming for Individuals with Disabilities and Other Special Populations (3 cr.) P: Visit degree map for most updated prerequisite information. Course focuses on the provision of physical activity programs in community settings for individuals with special needs. Topics include: laws relating to service delivery, conditions which may lead to impairment of ability to participate in physical activity, facility and equipment accessibility, activity modifications, contraindications to activity, and organized disabled sport.

HPER-P 416 Fitness Management (3 cr.) This course brings business management principles and operational guidelines to the fitness practitioner. Topics include facility management, organizational program operation, member service, health and safety facility standards, finance maintenance, evaluation and planning processes, strategic planning, and facility design.

KINE-P 417 Physical Activity and Disease: Prevention and Treatment (3 cr.) P: Visit degree map for most updated prerequisite information. Provides an overview of the role of physical activity in the prevention of disease and disability. The causes of common diseases, physiological impact, and treatment side effects of common diseases will be discussed to enable effective exercise prescription within special populations.

KINE-P 419 Fitness Testing and Interpretation (3 cr.) P: Visit degree map for most updated prerequisite information. Provides practical experience with various fitness testing protocols, basic exercise prescription, and interpretation of fitness data.

KINE-P 420 Exercise Leadership and Program Design (3 cr.) P: Visit degree map for most updated prerequisite information. The course is designed to be a culminating experience for the fitness specialist student to demonstrate practical application of the

theory, techniques, and skills of safe, effective, efficient exercise leadership and program design in a variety of supervised settings with both apparently healthy and special populations. This course serves as a foundation for becoming a qualified candidate for the ACSM Certified Exercise Physiologist national certification.

KINE-P 421 Special Topics in Physical Education (1-3 cr.) An in-depth study of a selected topic from the many areas that have contributed to the development of physical education in today's world. Topics will vary. Directed to upper-level students with a special interest in the topic presented.

KINE-P 435 Philosophical Foundations of Coaching (3 cr.) A philosophical approach to coaching for various sports. Topics include, but are not limited to different coaching styles and strategies, growth and development characteristics, legal issues and liability, pedagogical considerations, coaching relationships, and other issues and problems related to sport.

KINE-P 443 Internship in Physical Education (3 cr.) The penultimate capstone activity for exercise students. The course is designed to refine and further develop knowledge skills, and competencies for conducting health and fitness screenings, and develop exercise programs for apparently healthy adults. Approval to take the class is required by the kinesiology internship director. Evaluation by the course instructor.

KINE-P 452 Motor Learning (3 cr.) P: Visit degree map for most updated prerequisite information. An examination of factors that affect the acquisition and performance of motor skills. Topics include perception, psychomotor learning, practice methods, and theories of neuromuscular integration.

HPER-P 493 Tests and Measurements in Physical Education (3 cr.) P: Visit degree map for most updated prerequisite information. Theory of measurement in physical education, along with selection and administration of appropriate tests, and interpretation of their results by fundamental statistical procedures.

KINE-P 495 Laboratory Teaching in Physical Education Program (1 cr.) P: Visit degree map for most updated prerequisite information. Prepractice teaching experience. Students assist and help teach activities in the Physical Education Program. Students must have had a course in the teaching of that activity before they are allowed to assist.

KINE-P 497 Organizational and Curricular Structures of Physical Education K-12 (2 cr.) P: Visit degree map for most updated prerequisite information. Techniques in organization and development of all-grade curriculum in physical education. Development and implementation of extracurricular activities.

KINE-P 498 Practicum in Physical Education and Athletics (1-3 cr.) A practical learning experience in teaching and/or coaching under the guidance of faculty and supervisor. S/F grades.

KINE-P 499 Research in Physical Education and Athletics (1-3 cr.) This course is open to junior majors or minors in physical education.

KINE-R 275 Leadership and Teamwork Development (3 cr.)

The primary goal of this course is to develop effective, competent, and responsible leaders who are able to successfully influence others while accomplishing a goal. This course is unique because it encompasses variables such as personal identity, leadership, group dynamics, strengths and talents, and cultural awareness. Working with these variables, it is the intent of this course to teach teamwork, creative problem solving, and leadership behavior. Upon completion of this course, students will recognize and demonstrate effective leadership, teamwork, and personal skills.

KINE-R 470 Professional Field Experience in Recreation (1-3 cr.) Requires consent of instructor. Practical/applied field work in a physical education setting.

KINE-K 500 Special Topics in Kinesiology (3 cr.) Selected topics in physical education.

KINE-K 525 Psychological Foundations of Exercise and Sport (3 cr.) Addresses theoretical and empirical aspects of topics including exercise and mental health, anxiety and sport performance, "personology" and sport, overtraining, exercise adherence, and perceived exertion.

KINE-K 530 Mechanical Analysis of Human Performance (3 cr.) P: ANAT-A 215 or equivalent; PHYS-P 201 recommended. Newtonian mechanics applied to human movement. Analysis of sports techniques.

KINE-K 535 Physiological Basis of Human Performance (3 cr.) P: PHYS-P 215 or equivalent. A study of physiological changes that occur with exercise. Emphasis on cardiorespiratory, muscular, and biochemical adaptations to training, and how these adaptations affect human performance. Physiological principles are applied to athletic training, adult fitness, weight regulation, and physical therapy.

KINE-K 542 Neuromuscular Control of Movement (3 cr.) An overview of neural mechanisms underlying motor control. Includes applications of neurophysiological principles to human motor performance.

KINE-K 543 Cortical Control of Human Movement (3 cr.) This course will focus on the areas of the brain that control voluntary movement. An emphasis will be on the research that has contributed to our understanding of these brain areas. Furthermore, we will talk about techniques used to study the brain and movement.

KINE-K 553 Physical Activity and Health (3 cr.) Provides an overview of the role of physical activity in the prevention of disease and disability. Explores the health-related consequences of inactivity and discusses interventions designed to increase physical activity within populations. The course will focus on obesity and its health-related consequences.

KINE-K 560 Corporate Fitness and Wellness (3 cr.) An overview of preventive and rehabilitative exercise programs, including: 1) types of programs; 2) scope and philosophies of programs; 3) program offerings. An introduction to: 1) health/fitness evaluation, 2) exercise prescription, and 3) exercise leadership.

KINE-K 562 Exercise Prescription in Health and Disease I (3 cr.) Modification of prescription for

metabolic and immune diseases. Topics include disease etiology, pathophysiology, exercise intervention, clinical management, and exercise prescription for hyperlipidemia, obesity, diabetes, stage renal disease, cancer, AIDS, and organ transplantation.

KINE-K 563 Cardiac Assessment in Exercise Testing (3 cr.) Physiology, assessment techniques and interpretation of basic cardiac rhythm, 12 lead EKG, and adjunctive imaging techniques in clinical exercise testing. Introduction to basic cardiac pharmacology.

KINE-K 571 Administration of Physical Education (3 cr.) Prepares individuals to assume administrative roles in physical education. Concepts and practices related to the administration of physical education. Procedures for developing and evaluating learning experiences. Aspects of administration pertaining to programming, personnel, facilities, equipment, supplies, safety, and in-service programs.

KINE-K 593 Physical Ergonomics (3 cr.) This course will focus on ergonomic applications between humans and their environment. An emphasis will be on physical ergonomics applied to present work-day problems. The focus of the course will be understanding the role ergonomics plays in overall work efficiency and also prevention of work-related injuries.

KINE-K 601 Readings in Kinesiology (1-3 cr.) Graduate GPA of at least 3.0. Guided readings for broadening information about and understanding of the profession.

KINE-K 602 Independent Study and Research (1-5 cr.) Graduate GPA of at least 3.0. Independent research conducted under the guidance of a graduate faculty member.

KINE-K 635 Cardiovascular Physiology of Exercise (3 cr.) Advanced principles of cardiovascular physiology with an emphasis on the regulatory mechanisms controlling cardiovascular function at rest and during physical stress.

KINE-K 638 Biochemical Adaptations to Exercise (3 cr.) This course will focus on biochemical adaptations to various types of exercise, such as endurance training and resistance training. Discussions will highlight classic and newer innovative techniques in this field of study. The class will also address inter-individual differences in response to exercise.

KINE-K 705 Experimental Laboratory Techniques (3 cr.) This course will focus on the laboratory techniques used in exercise science. The goal is to provide a broad foundation that students will be able to use towards future research in exercise science. An emphasis will be on current techniques with discussion of historical techniques that have built the foundation of exercise science.

KINE-K 701 Scientific Writing in Exercise Science (3 cr.) This course is delivered in-person and focuses heavily on group discussion of scientific writing principles in the field of exercise science. You will leave with an understanding of the process of writing for exercise science research and will have practiced the writing and editing involved with it.

HPER-P 403 Theory and Practice of Cardiovascular Fitness (3 cr.) P: Visit degree map for most updated

prerequisite information. This course focuses on principles and processes of designing, organizing, and teaching a variety of aerobic training forms. Topics covered include a review of basic exercise principles and how they are used to create modes of aerobic training used in group and individual exercise programs.

KINE-K 800 Dissertation Proposal in Kinesiology (3 cr.)

This course will focus on the design and conduct of research to complete the aims identified in the student's research proposal. Successful completion of these aims are expected to lead to a written dissertation and a public presentation and defense.

KINE-N 204 Plant-Based Diets (3 cr.) Learn about plant-based diets with emphasis on vegetarianism. Discusses reasons for being a vegetarian. Includes practical tips, resources, menu planning and review of common misconceptions. Basic nutrition concepts help you understand how and why you want to eat a plant-based diet. Cooking labs held in the new demo kitchen.

Military Science

HPER-E 130 Army Physical Fitness (2 cr.) Students will learn sound work out techniques and knowledge that will enable them to lead a healthy lifestyle.

HPER-E 230 Advanced Army Physical Fitness (2 cr.)

Open to all students at IUPUI who are physically able to participate in a fitness class, regardless of whether they are in another military science class. The course emphasizes the development of an individual fitness program and the role of exercise and fitness in one's life. Basic Course and Advanced Course cadets attend sessions for no credit without formally enrolling, in accordance with the Professor of Military Science's Physical Fitness Memorandum. If cadets desire credit for this course, they must formally enroll and pay for the course.

MIL-G 101 Leadership and Personal Development (1 cr.) Introduces cadets to the personal challenges and competencies that are critical for effective leadership.

Cadets learn how the personal development of life skills such as critical thinking, goal-setting, time management, physical fitness and stress management relate to leadership, officership and the Army profession.

The focus is on developing basic knowledge and comprehension of Army leader attributes and core leader competencies while gaining a big picture understanding of ROTC, its purpose in the Army and its advantages for the student.

MIL-G 102 Foundations in Leadership (1 cr.) This course provides an overview of leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback and using effective writing skills. Cadets explore dimensions of leadership values, attributes, skills and actions in the context of practical, hands-on and interactive exercises. Leadership labs, physical training sessions, and a weekend field training exercise are optional, but available to those looking for more out of their college experience.

MIL-G 120 Leadership Lab I (1 cr.) Must be enrolled in an Army ROTC class. Different roles assigned based on level in the program. Learn and practice basic soldiering

skills. Build self-confidence, team building and leadership skills that can be applied throughout life. Course meets on most Fridays throughout the semester. Students desiring credit for this course must formally enroll and pay for the course.

MIL-G 121 Leadership Lab II (1 cr.) Must be enrolled in an Army ROTC class. Different roles assigned based on level in the program. Learn and practice basic soldiering skills. Build self-confidence, team building and leadership skills that can be applied throughout life. Course meets on most Fridays throughout the semester. Students desiring credit for this course must formally enroll and pay for the course.

MIL-G 201 Innovative Tactical Leadership (2 cr.) This course explores the dimensions of creative and innovative tactical leadership strategies and styles by studying historical case studies and engaging in interactive student exercise. Cadets practice aspects of personal motivation and team building in the context of planning, executing and assessing team exercises. Leadership labs, physical training sessions, and a weekend field training exercise are optional, but available to those looking for more out of their college experience.

MIL-G 202 Leadership in Changing Environments (2 cr.) This course examines the challenges of leading in complex contemporary operational environments. Dimensions of the cross-cultural challenges of leadership in a constantly changing world are highlighted and applied to practical Army leadership tasks and situations. Leadership labs, physical training sessions, and a weekend field training exercise are optional, but available to those looking for more out of their college experience.

MIL-G 301 Adaptive Team Leadership (3 cr.) This course challenges cadets to study, practice, and evaluate adaptive leadership skills as they are presented with the demands of the ROTC Leader Development Assessment Course. Challenging scenarios related to small-unit tactical operations are used to develop self-awareness and critical thinking skills. Cadets receive systematic and specific feedback on their leadership abilities. Periodic weekend and Friday leadership labs, physical training sessions, and a weekend field training exercise are mandatory course requirements.

MIL-G 302 Leadership Under Fire (3 cr.) This course uses increasingly intense situational leadership challenges to build cadet awareness and skills in leading small units. Skills in decision-making, persuading, and motivating team members when "under fire" are explored, evaluated, and developed. Aspects of military operations are reviewed as means of preparing for the ROTC Leader Development Assessment Course. Periodic weekend and Friday leadership labs, physical training sessions, and a weekend field training exercise are mandatory course requirements.

MIL-G 303 Adaptive Team Leadership (3 cr.) This course challenges cadets to study, practice and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Cadets receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, cadets continue to develop their leadership and critical thinking abilities.

MIL-G 401 Developing Adaptive Leaders (3 cr.) This course develops cadet proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing leadership performance feedback to subordinates. Cadets are given situational opportunities to assess risk, make ethical decisions, and provide coaching to fellow ROTC cadets. Periodic weekend and Friday leadership labs, physical training sessions, and a weekend field training exercise are mandatory course requirements.

MIL-G 402 Leadership in a Complex World (3 cr.) This course explores the dynamics of leading in the complex situations of current military operations. Cadets examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. Aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support are examined and evaluated. Periodic weekend and Friday leadership labs, physical training sessions, and a weekend field training exercise are mandatory course requirements.

MIL-G 403 Developing Adaptive Leaders (3 cr.) This course transitions the focus of student learning from being trained, mentored and evaluated as an MSL III Cadet, to learning how to train, mentor and evaluate underclass cadets. MSL IV Cadets will learn the duties and responsibilities of an Army staff officer and apply the Military Decision Making Process (MDMP), the Army Writing Style and the Army's Training Management and METL Development processes during weekly Training Meetings to plan, execute and assess battalion training events. Cadets will learn how to safely conduct this training by understanding and employing the Composite Risk Management Process. MSL IV Cadets will learn how to use the Comprehensive Soldier Fitness (CSF) program to reduce and manage stress.

MIL-G 404 Leadership in a Complex World (3 cr.) This course explores the dynamics of leading soldiers in Full Spectrum Operations in the Operating Environment (OE). Cadets examine differences in customs and courtesies, principles of war and rules of engagement in the face of terrorism. They also explore aspects of interacting with non-government organizations, civilians on the battlefield and host nation support and explore counterinsurgency operations. Cadets will learn what support services are available to assist soldiers and their families in times of need, such as: Red Cross, CFC, AER, etc. MSL IV's will develop and present a battle analysis and participate in a staff ride at an historic military site.

Occupational Therapy-OTD-PP

SHRS-T 720 Professional Doctoral Seminar I (1 cr.)

First of a series of three doctoral seminars during which students articulate their educational goals and monitor their progress toward reaching those goals. The first course in this series will help students identify their strengths and challenges related to their educational, professional, and practice goals. In this course students will plan coursework to meet their goals.

SHRS-T 725 Professional Doctoral Seminar II (1 cr.)

Second in a series of three seminars in which students monitor their educational goals in relationship to the program courses. In this seminar students have the opportunity to adapt the remaining coursework of the

program to support their goals. Students update their ePortfolio (or other approved document) to document their progress toward meeting their educational, professional, and clinical goals.

SHRS-T 750 Advanced Practice Capstone Project Proposal (4 cr.) One of three courses that form the capstone project. The student identifies a capstone project proposal in consultation with the doctoral advisor. The capstone project proposal is composed of the background information and literature that supports the project and detailed description of the project methodology. Capstone topics are chosen based on students' educational, professional, and/or practice goals and range from development of an online course, to systematic review of literature, to an ethnographic study, to secondary analysis of existing data. Students can also participate in faculty research.

SHRS-T 755 Teaching in Occupational and Rehabilitation Sciences (3 cr.) The main goals for students in this course are 1) to form useful conceptual frameworks for thinking about such issues in post-professional teaching as student learning, teaching methods, and assessment of teaching and learning and 2) to gain practical skills and knowledge for teaching effectively in a post-professional settings.

SHRS-T 760 Advancements in Occupational Science (3 cr.) Course introduces the student to advancements in occupational science. It also provides students an overview of the literature of occupational science in relation to: 1) emerging trends in inter-professional education and practice; 2) ways of addressing psychological and social well-being in practice and 3) health and participation issues in the occupational therapy practice from all ages and diagnoses, and from traditional areas of practice to emerging areas such as primary care.

SHRS-T 770 Applied Translational Research in Occupational Therapy (3 cr.) Course provides the student with the underpinnings needed to translate findings from inter-disciplinary, evidence based healthcare research into practical application. Students apply these findings to practices that affect health outcomes in individual patients and populations. The course goal is to prepare the student to improve health through the application of both occupational therapy and inter-disciplinary research.

SHRS-T 775 Evidence-Based Practice in Occupational Therapy (3 cr.) Prepares the student to evaluate occupational therapy practice, service, and applied research, and assure that practice is increasingly evidence-based by developing critical thinking skills, critically evaluating the research literature, and follows the tenants of best practice.

SHRS-T 790 Occupational Science Practicum in Practice, Education, or Leadership and Administration (4 cr.) In consultation with the doctoral advisor, students will engage in a minimum of 60 hours of practicum experience in a setting approved by the student's advisor and that supports their capstone project. This could include a needs assessment, data gathering, student teaching, interviewing, observation, or practical experience in a setting applicable to the student's capstone project.

SHRS-T 820 Professional Doctoral Seminar III (1 cr.)

Third in a series of three courses in which students monitor their educational goals in relationship to the program courses. In this seminar students continue to evaluate their progress toward meeting their educational, professional, and practice goals. At the completion of this course students will have a final Portfolio (or other approved form) that includes the student's coursework, accomplishments, reports, papers, and all other artifacts that document having reached the student's educational, professional, and clinical goals. e the student to participate in research, emphasizing the use of technology.

SHRS-T 850 Advanced Practice Capstone Project Completion & Presentation (4 cr.) For the course the student completes and presents the capstone project. Submission of the completed project for publication is encouraged.

SHRS-T 860 Leadership & Administration in Occupational Therapy (3 cr.) Course reviews pertinent literature and other sources of information as a basis for discussing best-practice in management and supervision, health policy and administration, leadership, advocacy, and entrepreneurship. Prepares students with leadership and administrative skills to assist in the application of these skills in practice.

Nutrition and Dietetics

NTRD-N 265 Scientific Foundations of Human Nutrition (3 cr.) Sophomore standing or instructor permission. This course will allow the student to apply the principles of physiology, chemistry, and biology to describe the role of nutrition in the human body and to explore the interrelated and protective role of nutrition in wellness, health promotion, and disease prevention.

NTRD-N 365 Translating Nutrition: From Theory to Practice (3 cr.) P: One of NTRD-N265, HPER-N220, KINE-N220 with a grade of C or better. This course provides the knowledge and skills to translate nutrition principles in planning and selecting nutritionally adequate, appetizing, and aesthetically pleasing personalized menus/meal plans with an emphasis on sustainability, resource management, and food safety.

NTRD-N 420 Human Nutrition Through the Lifespan (3 cr.) P: One of NTRD-N265, HPER-N220, KINE-N220 with a grade of C or better. The study of nutritional needs during stages of the human life cycle from pregnancy and lactation through infancy, childhood, adolescence, and adulthood to later maturity, including an introduction to cultural food patterns, principles of nutrition assessment, and agencies offering nutrition services.

NTRD-N 460 Global Perspectives in Nutrition, Health, Disease, and Disability (3 cr.) Major emphasis on global perspectives with specific focus on economically less developed countries, examining existing and emerging issues in international nutrition that influence the health, well-being, and disability, and the efficacy and effectiveness of nutritional interventions in the prevention of disease and disability among people living in developing countries.

NTRD-N 500 Nutrition and Physical Activity (3 cr.)

P: Graduate standing, undergraduate course in biological sciences or consent of instructor.

This course applies the principles of physiology, chemistry, and biology to describe the role of nutrition and exercise in the human body and explore the interrelated and protective role of nutrition and exercise in wellness, health promotion, and disease prevention. *Intended for non-majors.*

NTRD-N 544 Medical Nutrition Therapy (3 cr.)

P: Dietetic internship. Study of physiological and biochemical alterations that occur during disease states and their effect on nutritional requirements and methods of providing nutrients.

NTRD-N 546 Medical Lectures (1-6 cr.) Lectures by professional staff and invited guests in the health care field.

NTRD-N 751 Human Metabolic Nutrition I (3 cr.)

P: BIOC-B 500 or consent of instructor.

Previously NTRD-N 550

An integrated study of the biochemical and physiological aspects of human macronutrient metabolism with reference to fundamental nutrition issues including determination of nutrient quality, nutrient interrelationships, and energy balance in the normal adult human and in common clinical problems.

NTRD-N 752 Human Metabolic Nutrition II (3 cr.)

P: NTRD-N 751

Previously NTRD-N 552

A continuation of NTRD-N 751. An integrated study of the biochemical and physiological aspects of human nutrient metabolism and systems such as immune function, bone adipose tissue, genetics, and epigenetics in normal adult humans and in common clinical problems.

NTRD-N 753 Nutrition & The Microbiome (3 cr.)

P: NTRD-N 751 or consent of instructor

Previously NTRD-N 553

An integrated study and application of the biochemical and physiological aspects of human and microbiome macronutrient metabolism with special reference to the microbiome, gut-brain axis, immunity, and the potential interrelationship between the microbiome and common chronic conditions.

NTRD-N 560 Review of Nutrition Standards (3 cr.)

Review of various nutrition standards, including those of the United States, the United Kingdom, Canada, and the World Health Organization. Course includes a review of all cited literature for one of the nutrients listed in the Recommended Dietary Allowances.

NTRD-N 563 Research Methods in Nutrition and Dietetics (3 cr.) P: Dietetic internship Study of research methodology utilized in nutrition and dietetics. Course includes critique of literature and preparation of a grant research proposal.

NTRD-N 567 Management Issues in Dietetics (1 cr.)

P: Dietetic internship. Advanced study in institutional and hospital dietetic management, including personnel, financial, operational, and regulatory issues.

NTRD-N 570 Pediatric Nutrition I (3 cr.) P: B500, BIOL 557, undergraduate metabolic nutrition course, or consent

of instructor. An application of principles of physiology, biochemistry, and nutrition to the specialized nutrient needs and nutritional care of healthy infants, children, and adolescents and those with the most common pediatric conditions, illnesses, or disorders of broad nutritional significance.

NTRD-N 572 Advanced Pediatric Nutrition (3 cr.)

P: NTRD-N 550, NTRD-N 570, or consent of instructor. An application of principles of physiology, biochemistry, and nutrition to the specialized nutrient needs and nutritional care of infants, both preterm and term, and patients with complex pediatric conditions/illnesses that have a significant nutritional component.

NTRD-N 574 Nutrition Management of High Risk Neonates and Infants (3 cr.)

P: NTRD-N 550, NTRD-N 572, or consent of instructor. An application of physiology, biochemistry, and nutrition to the specialized nutrient needs and nutritional care of neonates, both preterm and term, who require intensive care. Discussions will include nutrition management issues related to the infant during hospitalization, at discharge, and in the home environment.

NTRD-N 576 Leadership Development in Pediatric Nutrition (3 cr.)

Requires consent of instructor. This course is an entry-level leadership development series of experiential learning activities, including a leadership development project for post-graduate health care professionals and fellows.

NTRD-N 590 Dietetic Internship (4-12 cr.)

Supervised clinical experience in clinical and community nutrition and food service systems management. Course meets the requirements of the American Dietetic Association for the postbaccalaureate experience needed for dietetic registration. Previous admission into dietetic internship required. Not applicable to a graduate degree program.

NTRD-N 591 Seminar in Nutrition and Dietetics (1 cr.)

Requires consent of instructor. Exploration of various topics and issues in nutrition.

NTRD-N 593 Topics in Nutrition (1-3 cr.) Requires consent of instructor. Exploration of a selected topic in nutrition at an advanced level. May be repeated once for credit if topics differ.

NTRD-N 595 Independent Study in Nutrition (1-3 cr.)

Requires consent of instructor. Individualized readings on topics not covered in regular course offerings.

NTRD-N 596 Clinical Dietetics (1-15 cr.) Clinical study in specialized areas of dietetics. May be taken more than once with the consent of the department for a maximum of 15 credit hours.

NTRD-N 598 Research Nutrition & Dietetics (1-9 cr.)

Original research as approved by the department.

NTRD-N 600 Legal and Ethical Issues in Nutrition & Dietetics (3 cr.)

P: Admission into the Doctorate in Nutrition & Dietetics Track 1 (Entry level coordinated Doctorate in Nutrition & Dietetics) Explores the dietetic profession, professional nutrition organizations, and their connection to the community at large as it impacts dietetic practice. The Academy of Nutrition and Dietetics (AND) Code of Ethics, legal and professional practice

regulations, standards of care, reimbursement, and coding for nutrition services are discussed.

NTRD-N 640 U.S. Public Health Nutrition (3 cr.)

P: PBHL H 501 and a nutrition course The study of U.S. public health nutrition policies and community-based programs, including diverse U.S. populations, assessment of nutrition status in communities, and population-based nutrition communication. Diet intake methods and surveys used in public health nutrition monitoring and assessment will be explored.

NTRD-N 670 Nutrition in Pregnancy & Lactation (3 cr.)

P: BIOL-I 556 (formerly BIOL 55600), BIOL-I 557 (formerly BIOL 55700, (formerly BIOC-B 500, any NTRD Nutrition course, or Permission of the Instructor As a natural part of the female lifecycle, conception, pregnancy, and lactation are unique life stages that lead to the production of human life. The nutritional status of females and males is critical for the development of offspring and successful birth outcomes.

NTRD-N 642 Nutrition Education Experience (3 cr.)

P: Permission of the instructor C: EDUC-T 750
This course partners with EDUC-T 750. Students will engage in assessing, planning, creating assessments, and evaluating learning applications through hands-on experiences in the nutrition field. The final project for this lab is a nutrition video to be shown on social media.

NTRD-N 650 Food Science (3 cr.) P: BIOC-B 500 or

permission of the instructor
Discussion of food composition, food components, the food matrix, processing methods, food additives and factors affecting food safety, food palatability and nutritive value of human food.

NTRD-N 652 Meal Planning for Culturally Diverse Populations (3 cr.) P: Enrolled in a Nutrition and Dietetics graduate program or permission of the instructor

This course provides the knowledge and skills to plan aesthetically pleasing and nutrient-dense menus/meals for healthy individuals at every life stage taking into account food preferences, cultural traditions, and budgetary considerations.

NTRD-N 655 US Food Market Place (3 cr.) P: NTRD-N 650

This course explores the current US food marketplace. A discussion of food law as it relates to labeling, fortification, sustainability, conventional food products, acquisition of goods and services, GMO crops, organic and conventional agriculture as well as the role of prime vendors and food brokers are presented.

NTRD-N 674 Pediatric Nutrition (3 cr.) P: BIOC-B 500 and BIOL-I 556 (formerly BIOL 55600) or permission of course instructor C: BIOL-I 557 (formerly BIOL 55700)

This course applies the principles of physiology, biochemistry, and nutrition to nutrition care and planning for healthy infants, children and adolescents, and those with the most common pediatric conditions/illnesses of broad nutritional significance.

NTRD-N 765 Advanced Pediatric Nutrition (3 cr.)

P: NTRD-N 674 and NTRD-N 752

This course applies the principles of physiology, biochemistry, and nutrition to the specialized nutrient needs and nutrition care of infants, both preterm and term, and patients with complex conditions/illnesses that have a significant nutrition component.

Occupational Therapy

ANAT-D 528 Gross Anatomy for Health Professions

(5 cr.) This is an introductory course in human gross anatomy designed to introduce the principal concepts, basic structure, and function of the human body. Students will have the opportunity to learn, through dissection and demonstration of human cadaveric specimens, clinical and functional correlates of human anatomy.

OCTH-T 541 Fundamentals of Occupational Therapy Practice (3 cr.)

This course introduces essential skills required of occupational therapists in contemporary clinical practice. Students will learn and apply a variety of skills, including selection and use of medical equipment, transfers, positioning, common precautions, monitoring of vital signs, chart reading, and activity analysis. TEST

OCTH-T 543 OT Practice: Mental Health (4 cr.)

This lecture with lab course will emphasize an occupation-centered approach to support mental health across practice settings for individuals, groups, and populations. Students will receive the basic tools to recognize and assess client and contextual factors related to mental health and treatment planning.

OCTH-T 544 OT Practice: Rehabilitation, Disability, and Participation (4 cr.)

This lecture and laboratory course focuses on rehabilitation of persons who have deficits in occupational performance due to injuries, illnesses, or other causes, using the occupational therapy process to facilitate return to participation in daily living.

OCTH-T 545 OT in Health Promotion & Chronic Conditions (3 cr.)

This course focuses on the role of occupation in the promotion of health and the prevention of disease and disability. Models of health promotion, wellness, and chronic care management are explored and applied.

OCTH-T 549 Case-based Seminar I (2 cr.)

This is the first of two seminars focused on clinical decision-making. Students are presented with a series of case-based clinical problems coordinated with prior and concurrent coursework. Uses a modified problem-based learning format with emphasis on evidence-based and occupation-focused assessment, treatment planning, and evaluation.

OCTH-T 557 Group Process and Professional Communication in OT (2 cr.)

This course lecture with lab course introduces the principles and concepts of professional communication and group process in occupational therapy practice.

OTHC-T 558 Management & Supervision in OT

(2 cr.) A study of the occupational therapist's role in the management and administration of services in both health and community systems. Payment systems, managerial functions, professional standards, entrepreneurship, marketing, policy, and legal issues are emphasized.

OCTH-T 559 Measurement & Assessment in OT (3 cr.)

This lecture with lab course explores measurement issues in clinical practice. The course will focus on providing

students with practical skills that will allow them to locate, select, evaluate and administer assessment and screening instruments.

OCTH-T 561 Theory and Reasoning in OT (3 cr.)

Conceptualization and synthesis of existing models, frames of reference, paradigms, and theories for occupational therapy practice are examined and applied.

OCTH-T 567 Applied Research in OT (3 cr.) This lecture with laboratory course prepares students to be competent consumers of research and to design and implement a scholarly project.

OTHC-T 570 Introduction to Occupational Science & Occupational Therapy (3 cr.) This course will examine the use of occupation as a therapeutic tool through the study of occupation, occupational science, activity analysis, and therapeutic use of self.

OCTH-T 590 Fieldwork Level I A (1 cr.) Supervised clinical experiences designed to strengthen the ties between didactic courses and preparation for Level II fieldwork experiences.

OCTH-T 591 Fieldwork Level I B (1 cr.) Supervised clinical experiences in the Indiana University Student Outreach Clinic, a free, student-run clinic that provides health and human services for the uninsured and underserved in the Indianapolis community. This experience is designed to strengthen the ties between didactic courses and preparation Level II fieldwork experiences.

OCTH-T 643 OT Practice: Children & Youth (4 cr.) This lecture with lab course explores the development and occupational engagement of infants, children, and adolescents while considering the delivery of occupational therapy services to address disruptions in occupational performance, activity engagement, and social participation.

OCTH-T 645 OT Practice: Older Adults (4 cr.) This course covers disruption of occupational performance caused by age-related decline or diseases and the application of occupational therapy process to promote productive aging. Lectures and lab components address theories, assessments, and treatments to maximize health and quality of life for older adults through facilitation of participation in everyday living.

OCTH-T 649 Case-based Seminar II (2 cr.) The second of two seminars focused on clinical decision-making. Students are presented with a series of case-based clinical problems coordinated with prior and concurrent coursework. Uses a modified problem-based learning format with emphasis on evidence-based and occupation-focused assessment, treatment planning, and evaluation. Clinical complexity is emphasized in this seminar.

OCTH-T 650 Orthotics & Physical Agent Modalities in OT (2 cr.) This lecture and laboratory course provides a supervised learning experience in the fabrication of orthoses and application of physical agent modalities as a preparatory methods to optimize occupation and facilitate participation.

OCTH-T 651 Doctoral Capstone Seminar I: Project development (1 cr.) This is the first course in the doctoral capstone experience and project course series.

This course focuses on the development phase of the capstone. Students explore ideas, develop their initial doctoral capstone proposals, and begin the process of site selection.

OCTH-T 655 Technology in OT (3 cr.) This lecture and laboratory course introduces the concepts of positioning, environmental adaptations, computer uses and technologies, assistive devices, and adaptive equipment. Low technology will be a focus; some expansion to high technology will also be discussed.

OCTH-T 661 OT in Team Based Care (1 cr.) In this course students will explore the basics of team-based care including the integral role of OT. Students will understand team-based care including inter-professional patient visits, goal setting, treatment plans, and discharge planning. Inter-professional learning experiences are embedded within the course.

OCTH-T 663 Community-Based and Population Focused Practice in OT (3 cr.) Students will develop a proposal for new or expanded community-based occupational therapy services including needs assessment, literature review, mock funding request, program evaluation, and presentation.

OCTH-T 671 Biomechanics of Human Occupation (3 cr.) This lecture with lab course involves the study and integration of principles of human movement including biomechanical principles and analysis, joint structure and function, muscle physiology, and musculoskeletal function for occupational performance.

OCTH-T 675 Translational Neuroscience (5 cr.) An inter-professional course in which students acquire a foundational understanding of neuroanatomy, neurophysiology as well as clinical features of the human nervous system and neurologic disorders.

OCTH-T 690 Fieldwork Level I C (1 cr.) Supervised clinical experiences designed to strengthen the ties between didactic courses and preparation for Level II fieldwork experiences.

OCTH-T 748 Trauma Informed Practice in OT (1 cr.) In this course the concepts of trauma-sensitive, trauma-informed, and trauma-specific practice will be explored. Students will understand what constitutes individual, community, and historical trauma and integrate knowledge about trauma and resilience into trauma-informed practice in a variety of practice settings.

OCTH-T 762 OT as Health & Academic Educator (2 cr.) In this course, students will explore the method and practice of teaching and develop skills in creating instructional plans for adult learners in academic and clinical practice settings.

OCTH-T 767 Evidence-Based Decision Making in OT (3 cr.) An introduction to the skills of integrating best available research, clinical knowledge, and patient values in clinical decision-making is presented. Emphasis is placed on locating, selecting, and critically appraising clinical research to assess its usefulness in guiding clinical decision making in occupational therapy practice.

OCTH-T 780 Doctoral Capstone Seminar II: Needs Assessment (2 cr.) This is the second course in the doctoral capstone experience and project course series.

This course focuses on the planning phase of the capstone. Students finalize their capstone sites, complete a needs assessment, and begin to develop a doctoral capstone proposal.

OCTH-T 781 Doctoral Capstone Seminar III: Plan Development (2 cr.) This is the third course in the doctoral capstone experience and project course series.

This course focuses on the final planning phase of the capstone prior to the start of the experience. Students finalize their doctoral capstone individualized project goals and objectives and project evaluation plan.

OCTH-T 795 Fieldwork Level II A (6 cr.) On-site, supervised, in-depth fieldwork experiences emphasizing delivery of occupational therapy services to establish entry-level competency skills.

OCTH-T 796 Fieldwork Level II B (6 cr.) On-site, supervised, in-depth fieldwork experiences emphasizing delivery of occupational therapy services to establish entry-level competency skills.

OCTH-T 830 Leadership Seminar & Capstone Project (1 cr.) In this course, the student finalizes and disseminates a capstone project that demonstrates synthesis of advanced knowledge in a designated practice area. Students will also disseminate a culminating scholarly project and showcase professional artifacts as evidence of their leadership development.

OCTH-T 860 Leadership, Advocacy, Ethics, & Management in OT (5 cr.) This course examines issues related to ethics, advocacy, and leadership in a variety of practice settings and professional roles. Students will explore opportunities for leadership development in their professional lives.

OCTH-T 880 Doctoral Capstone Experience (7 cr.) This student-directed 14-week experiential course allows the doctoral student to gain advanced skills through a concentrated experience in an area of interest relevant to occupational therapy practice, education, or research. Under the mentorship of an external site mentor and faculty mentor, students will implement and evaluate an individualized capstone project.

OCTH-T 881 Advanced Topics in OT : Hand/Upper Extremity Rehab (2 cr.) In this course, students will review and apply current evidence-based practice and clinical concepts in the evaluation, interventions, and assessment of outcomes of various hand and upper extremity conditions frequently encountered in clinical practice.

OCTH-T 882 Advanced Topics in OT: Pediatrics (2 cr.) This course will focus on advancing pediatric occupational therapy clinical skills and clinical reasoning to evaluate and intervene. Classroom and community-based components will emphasize integration of theoretical constructs and advanced clinical knowledge related to contemporary pediatric practice.

OCTH-T 883 Advanced Topics in OT: Neurorehabilitation (2 cr.) In this course students will acquire and apply information concerning neurologic diseases and disorders that are common to adult clients evaluated and treated by occupational therapists. Specific standardized assessments, evaluation and treatment strategies, and rehabilitation practices will be addressed

pertinent to the occupational performance difficulties associated with a neurologic injury/disease.

OCTH-T 884 Advanced Topics in OT: Sexuality in OT Rehab (2 cr.) This course will explore theory and framework relative to sexuality, introduce the dimensions of human sexuality, recognize the gap in service provision, identify barriers OT clinicians experience as supported by evidence-based practice, investigate client needs, and explore practical mechanisms and intervention strategies for integrating sexuality into OT practice.

OCTH-T 721 Leadership & Advocacy# (3 cr.) Course reviews pertinent literature and other sources of information as a basis for discussing best-practice in#leadership, health policy, advocacy, and entrepreneurship. Prepares students with leadership and#advocacy#skills to assist in the application of these skills in practice.

OCTH-T 750 Advanced Practice Capstone Project Proposal (2 cr.)

This#is the first course in the advanced capstone series. # In this course the student develops a capstone project proposal. The proposal will include the need and literature review to support the project and project methodology including plan for evaluation of the project. Capstone project topics are chosen based on the students' educational, professional, and/or practice goals.

OCTH-T 755 Teaching in Occupational#and Rehabilitation Sciences (3 cr.)

In this course#students#will#gain knowledge of teaching methods and develop skills in creating instructional plans for adult learners in academic and clinical practice settings.

OCTH-T 764 Planning & Evaluation (3 cr.)

This course examines different types of program evaluation, including needs assessment, process evaluation, impact, and outcome evaluation.

OCTH-T 765 Introduction to#Dissemination & Implementation Science# (3 cr.)

This course#introduces#dissemination and implementation science,#including#approaches and methods#used to bridge the gap between research and practice to ensure that evidence is used to inform decisions that will improve the health of individuals and communities.

OCTH-T 770 #Introduction#to Community Engaged Health Research in Occupational Therapy (3 cr.)

Community-engaged health research (CEHR) examines health related problems within the context and complexities of people's everyday lives. CEHR involves partnerships between researchers and community members that serve as catalysts for changing policies, programs, and practices with the goal of addressing locally important health related quality of life issues.

OCTH-T 790 Advanced Practice Capstone Project Plan (4 cr.)

This#is the#second#course in the advanced capstone series.# In this course the students finalize their#capstone methodology and evaluation plans#and#adjust#as needed.

Students move forward with the implementation phase of their capstone projects.

OCTH-T 760 #Current Issues in Occupational Therapy # (3 cr.)

This course introduces the student to advancements in the field of occupational therapy and addresses emerging trends in inter-professional education and practice, social well-being in practice, and health and participation issues in occupational therapy practice from all ages and diagnoses, and from traditional areas of practice to emerging areas.

OCTH-T 840 #Self Directed Unit of Study (3 cr.)

This independent study course allows students to work with the instructor to determine an individualized plan for acquiring knowledge and skills related to an individualized occupational therapy topic and emerging technology in a specific area of focus.

OCTH-T 840 Advanced Practice Capstone Project Completion & Presentation# (3 cr.)

This is the final course in the advanced capstone series. In this course the students complete, present, and disseminate their advanced capstone projects.

OCTH-T 830 Leadership Seminar & Capstone

Project (2 cr.) In this course, the student finalizes and disseminates a capstone project that demonstrates synthesis of advanced knowledge in a designated practice area. Students will also disseminate a culminating scholarly project and showcase professional artifacts as evidence of their leadership development.

Physical Therapy

ANAT-D 528 Gross Anatomy for Healthcare

Professionals (5 cr.) This is an introductory course in human gross anatomy designed to introduce the principal concepts, basic structure, and function of the human body. Students will have the opportunity to learn, through dissection and demonstration of human cadaveric specimens, clinical and functional correlates of human anatomy.

PTHR-P 501 Case Series Rounds I (1 cr.) A case-series clinical rounds course focusing on problem-based learning, where expert clinicians present real case studies.

PTHR-P 510 Integrated Clinical Education I (1 cr.) The initial part-time weekly clinical laboratory experience which provides student exposure to clinical physical therapy practice in various patient care settings.

PTHR-P 511 Clinical Decision Making and Professionalism (2 cr.) An overview of the profession of physical therapy and the professional education process. Includes the role of physical therapy in contemporary health care delivery, the disablement model, and an introduction to the APTA Guide to Practice as components of the clinical reasoning process.

PTHR-P 513 Functional Anatomy and Clinical Biomechanics (5 cr.) Integration of foundational knowledge of gross anatomy with structure and function of the neuromusculoskeletal system and human motion. Includes the study of the concepts of biomechanics,

and joint structure and function as they apply to physical therapy interventions.

PTHR-P 514 Evidence-Based Critical Inquiry I (2 cr.) Introduction to clinical research methodology and critical interpretation of the professional literature.

PTHR-P 515 Physical Therapy Examination & Assessment I (3 cr.) First of two courses covering examination, evaluation, and intervention aspects of physical therapy practice. Emphasis is on history taking, systems review, functional examination and intervention, and documentation.

PTHR-P 520 Clinical Integration II (1 cr.) The second part-time weekly clinical laboratory experience which provides student exposure to clinical physical therapy practice in various patient care settings.

PTHR-P 524 Cardiopulmonary Practice Patterns (3 cr.) Provides the essential knowledge base for development of exercise prescriptions for well populations and for physical therapy interventions for patients with cardiopulmonary pathologies or dysfunctions.

PTHR-P 526 Physical Therapy Examination & Assessments II (5 cr.) The second of two courses covering examination, evaluation, and interventional aspects of physical therapy practice. Regional application is emphasized along with corresponding documentation.

PTHR-P 531 Clinical Physiology, Pathophysiology, & Pharmacology I (6 cr.) This two-part course is designed to provide students with knowledge in normal and abnormal physiology, including an understanding of how cells, tissues, organs, and organ systems work together. The first semester will include four blocks of normal and abnormal physiology and pharmacology for: cellular/neuro, muscle, metabolism, and endocrinology.

PTHR-P 532 Legal & Ethical Issues in Physical Therapy (2 cr.) Includes essential information related to ethical, legal, and professional practice regulations and standards of care. Interpersonal communication skills for the healthcare environment are also presented.

PTHR-P 533 Aging and Physical Therapy Practice I (2 cr.) This course teaches concepts related to functional movement and posture from a lifespan perspective and focuses on changes in movement and function as a result of the aging process.

PTHR-P 534 Introduction to Motor Sciences (2 cr.) Principles and concepts of motor learning and motor control for the development of physical therapy interventions.

PTHR-P 535 Clinical Physiology, Pathophysiology, & Pharmacology II (6 cr.) This course is a continuation of Clinical Physiology, Pathophysiology, & Pharmacology I. Course content will focus on study of normal and abnormal physiology and pharmacology for the following modules: renal, gastrophysiology, oncology, hematology, endocrine, and metabolic bone diseases.

PTHR-P 540 Translational Neuroscience (5 cr.) A multidisciplinary consideration of structural, functional, and clinical features of the human nervous system.

PTHR-P 541 Musculoskeletal Practice Patterns I (4 cr.) Physical therapy management of patients with

impaired posture, joint mobility, motor function, and muscle performance. Integrates previous course work involving evaluation and interventions.

PTHR-P 599 Clinical Education I (3 cr.) Initial full-time clinical experience lasting six weeks. This course will serve as the introduction to clinical integration of physical therapy knowledge and skills. Students will be assigned to specific sites.

PTHR-P 601 Case Series Rounds II (1 cr.) A case-series clinical rounds course focusing on problem-based learning, where expert clinicians present real case studies.

PTHR-P 610 Integrated Clinical Education III (2 cr.) The third part-time weekly clinical laboratory experience which provides student exposure to clinical physical therapy practice in various patient care settings.

PTHR-P 622 Musculoskeletal Practice Patterns II (4 cr.) Physical therapy management of patients with impaired joint mobility, motor function, and muscle performance associated with spinal dysfunction, connective tissue disorders, trauma, and surgical procedures.

PTHR-P 633 Aging and Physical Therapy Practice II (2 cr.)

Physical therapy management of individuals with pediatric orthopedic and neurological disorders. Concepts covered will relate to the development of functional movement and posture from a child's perspective focusing on progress through the developmental process.

PTHR-P 641 Neurorehabilitation I (4 cr.) Physical therapy management of stroke, spinal cord, and brain injury.

PTHR-P 642 Neurorehabilitation II (2 cr.) Physical therapy management of individuals with movement disorders, balance/vestibular problems, cerebral palsy, and genetic disorders.

PTHR-P 643 Psychosocial Dimensions of Physical Therapy Practice (2 cr.) Social, psychological, and behavioral components of patient-therapist interactions are illustrated, including grief, loss, motivation, social support, and cultural influences among diverse patient populations.

PTHR-P 645 Evidence-Based Critical Inquiry II (2 cr.) Development, approval, and generation of the proposal for the review of the literature related to a specific topic in patient outcomes assessment or other approved area.

PTHR-P 646 Introduction into Therapeutic Interventions (4 cr.) This course provides an introduction to the theory and application of therapeutic interventions utilized in physical therapist practice. Interventions include: (1) therapeutic exercise testing and prescription; (2) thermal, acoustic, mechanical, and electrotherapeutic physical agents; and (3) basic concepts of soft tissue massage.

PTHR-P 650 Integumentary Practice Patterns (2 cr.) The physical therapy management of the integumentary system with special emphasis on physical therapy interventions for burns and various types of wounds.

PTHR-P 660 Selected Topics in Physical Therapy Practice (3 cr.) Introduction to emerging physical therapy

practice patterns in such areas as women's health, occupational health, chronic metabolic and immunologic diseases, and cognitive and emotional disorders.

SHRS-P 661 Prosthetic and Orthotic Interventions (2 cr.) Includes both theory and application of orthotic and prosthetic devices and equipment utilized in physical therapy interventions.

PTHR-P 664 Administration and Management of Physical Therapy Services (3 cr.) The administration and management of physical therapy services in the context of multiple types of healthcare systems.

PTHR-P 675 Capstone Seminar (1 cr.) Capstone seminar experience integrating classroom and clinical learning. Presentations mentored by clinical and academic faculty will be required.

PTHR-P 680 Health Promotion and Community Outreach (3 cr.) Essential concepts related to the roles of physical therapists in prevention and in the promotion of health, wellness, and fitness. Course includes application of concepts through service component in selected community agencies.

PTHR-P 685 Independent Study (1-3 cr.) This course offers students an opportunity to learn from faculty activities by participating in research or teaching labs in an area of interest. The educational objectives and assignments are customized by faculty according to the intent of the learning activity.

PTHR-P 695 Clinical Education II (3 cr.) Full-time clinical experience of 6 weeks duration, which provides students the opportunity to apply theory and skills in physical therapy interventions with specific patient populations.

PTHR-P 696 Clinical Education III (4 cr.) Full-time clinical experience of 8 weeks duration, which provides students the opportunity to apply theory and skills in physical therapy interventions with specific patient populations.

PTHR-P 697 Clinical Education IV (5 cr.) Full-time clinical experience of 10 weeks duration, which provides students the opportunity to apply theory and skills in physical therapy interventions with specific patient populations.

PTHR-P 699 Clinical Elective (1-3 cr.) Clinical education experience in a student-requested content area which provides students the opportunity to apply theory and skills in physical therapy examination and intervention with patients in a specialized physical therapy clinical practice area.

PTHR-P 701 Case Series Rounds III (1 cr.) A case-series clinical rounds course focusing on problem-based learning, where expert clinicians present real case studies.

Physician Assistant Studies

ANAT-D 528 Gross Anatomy for Healthcare Professionals (5 cr.) This is an introductory course in human gross anatomy designed to introduce the principal concepts, basic structure, and function of the human body. Students will have the opportunity to learn, through dissection and demonstration of human cadaveric specimens, clinical and functional correlates of human anatomy.

MPAS-M 500 Introduction to the PA Profession (3 cr.)

This course is primarily lecture style with some guest speakers and group project work. It provides students with an understanding of the history and development of the Physician Assistant (PA) profession and the PA's role in the health care system. Also explored are issues confronting practicing professionals such as regulations governing practice, credentialing, licensure, malpractice insurance, physician supervision, delegation and prescribing, providing culturally sensitive care, and ethics.

MPAS-M 501 Clinical Medicine for PA I (9 cr.) The first in a series of three, this course provides Physician Assistant students with the knowledge of a variety of general medical problems encountered in clinical practice. Students learn to evaluate and manage common problems while utilizing and amplifying critical thinking skills and knowledge learned in basic science courses.

MPAS-M 502 Clinical Medicine for PA II (15 cr.) The second in a series of three, this course provides Physician Assistant students with the knowledge of a variety of general medical problems encountered in clinical practice. Students learn to evaluate and manage common problems while utilizing and amplifying critical thinking skills and knowledge learned in basic science courses.

MPAS-M 503 Clinical Medicine for PA III (10 cr.) The third in a series of three, this course provides Physician Assistant students with the knowledge of a variety of general medical problems encountered in clinical practice. Students learn to evaluate and manage common problems while utilizing and amplifying critical thinking skills and knowledge learned in basic science courses.

MPAS-M 504 Clinical Therapeutics (3 cr.) This course is designed to build on students' knowledge of the general principles of clinical medicine and pharmacology. Lectures will teach how these principles are used to make rational clinical prescribing decisions. Small groups will be formed, and students will be asked to write and oral present assessments and plans over chief complaint topics. Topics covered will include pharmacology, routes of administration, pharmacokinetics, pharmacodynamics, pharmacogenomics, and toxicology, drug classes, disease management, and drug safety and regulation.

MPAS-M 505 Psychosocial Aspects of Health Care (2 cr.) This course is part of a two-course series on health promotion and disease prevention. This course prepares the Physician Assistant student to recognize social determinants of health and population health considerations and to effectively communicate with individuals regarding health behaviors.

MPAS-M 506 Health Care Across the Lifespan (3 cr.) This course is part of a two-course series on health promotion and disease prevention. This course prepares the Physician Assistant student to apply the principles of health promotion and disease prevention across the lifecycle.

MPAS-M 507 Patient Evaluation I (3 cr.) This course prepares the Physician Assistant student to utilize basic interviewing and history-taking skills, perform a complete physical exam including appropriate special tests, and

present medical information in both written and oral formats.

MPAS-M 508 Patient Evaluation II (3 cr.) This course is a continuation of Patient Evaluation I in which students continue to explore the components of the complete physical examination, special testing, and documentation. They will be challenged to refine history taking and written documentation skills, further cultivate critical thinking, and begin to develop oral presentation skills.

MPAS-M 509 U.S. Health Care: Systems, Policies and Public Health for PA (2 cr.) This course will explore U.S. health care systems and policies. Discussion will focus on policy formation; influencers on policy making (stakeholders and data); health care system operations; the impact policies have on U.S. health care outcomes; and the interaction of national, state, and local policies.

MPAS-M 510 Introduction to Evidence Based Medicine for PA (2 cr.) To prepare students to search, interpret, and evaluate the medical and scientific literature relevant to patient care based on the concepts of evidence-based medicine; to become familiar with human subject research.

MPAS-M 531 Clinical Physiology & Pathophysiology I (4 cr.) The purpose of this course is to provide physician assistant students with a knowledge base of human physiology and pathology as a foundation for their clinical practice. This is the first course in a two-course sequence.

MPAS-M 532 Clinical Physiology & Pathophysiology II (4 cr.) The purpose of this course is to provide physician assistant students with a fundamental knowledge of human physiology and pathology as a foundation for clinical practice. This is the second course in a two course sequence.

MPAS-M 681 Clinical Rotation: Family Medicine (3 cr.) This is the 4-week Family Medicine Clinical Rotation requirement of the experiential year. This clinical rotation is designed to provide students with a clinical opportunity in Family Medicine under the direct supervision of a qualified preceptor. This rotation introduces students to diverse preventive, emergent, acute, and chronic patient encounters and their complications and impact on patients across the life span.

MPAS-M 682 Clinical Rotation: Outpatient Medicine (3 cr.) This is the 4-week Outpatient Clinical Rotation requirement of the experiential year. This clinical rotation is designed to provide students with a clinical opportunity in a variety of outpatient medicine opportunities under the direct supervision of a qualified preceptor. This rotation introduces students to diverse preventive, emergent, acute, and chronic patient encounters and their complications, multiple co-morbidities, and impact on patients across the life span.

MPAS-M 683 Clinical Rotation: Women's Health (3 cr.) This is the 4-week Women's Health Clinical Rotation requirement of the experiential year. This clinical rotation is designed to provide students with a clinical opportunity in women's health under the direct supervision of a qualified preceptor. This rotation introduces students to diverse preventive, emergent, acute, and chronic patient encounters and their complications and impact on patients across the life span.

MPAS-M 684 Clinical Rotation: Pediatrics (3 cr.) This is the 4-week Pediatric Clinical Rotation requirement of the experiential year. This clinical rotation is designed to provide students with a clinical opportunity in Pediatric Medicine under the direct supervision of a qualified preceptor. This rotation introduces students to diverse preventive, emergent, acute, and chronic patient encounters and their complications and impact on patients in the pediatric population.

MPAS-M 685 Clinical Rotation: Surgery (3 cr.) This is the 4-week Surgical Clinical Rotation requirement of the experiential year. This clinical rotation is designed to provide students with a clinical opportunity in general surgery under the direct supervision of a qualified preceptor. This rotation introduces students to diverse pre-operative, intra-operative, and post-operative conditions and their complications and impact on patients across the life span.

MPAS-M 686 Clinical Rotation: Behavioral Medicine (3 cr.) This is the 4-week Psychiatric Clinical Rotation requirement of the experiential year. This clinical rotation is designed to provide students with a clinical opportunity in psychiatry under the direct supervision of a qualified preceptor. This rotation introduces students to acute and chronic mental health conditions, their complications and impact on patients across the life span.

MPAS-M 687 Clinical Rotation: Public Health and Community Medicine (3 cr.) This is the 4-week Community Medicine Clinical Rotation requirement of the experiential year. This clinical rotation provides students with a unique opportunity within a Community Medicine Health Center, to maximize the physician/physician assistant collaboration model, to further develop an awareness of and coordination with all health team members, and to experience and participate in the concept of a patient centered medical home. This rotation introduces students to diverse preventive, emergent, acute, and chronic patient encounters, and their complications and impact on patients across the life span, within the underserved population.

MPAS-M 688 Clinical Rotation: Internal Medicine (3 cr.) This is the 4-week Internal Medicine Clinical Rotation requirement of the experiential year. This clinical rotation is designed to provide students with a clinical opportunity in inpatient medicine, under the direct supervision of a qualified preceptor. This rotation introduces students to diverse preventive, emergent, acute, and chronic patient encounters and their complications and impact on primarily adult and geriatric patients.

MPAS-M 689 Clinical Rotation: Emergency Medicine (3 cr.) This is the 4-week Emergency Medicine Clinical Rotation requirement of the experiential year. This clinical rotation is designed to provide students with a clinical opportunity in Emergency Medicine under the direct supervision of a qualified preceptor. This rotation introduces students to diverse preventive, emergent, acute, and chronic patient encounters and their complications and impact on patients across the life span.

MPAS-M 690 Clinical Rotation: Specialty Selective (3 cr.) This is the 4-week Selective Clinical Rotation requirement of the experiential year. This clinical rotation is designed to provide students with a clinical opportunity in any area of specialty medicine or surgery of their

choosing, under the direct supervision of a qualified preceptor. This rotation introduces students to diverse emergent, acute, and chronic patient encounters and their complications and impact on primarily adult and geriatric patients.

MPAS-M 691 Clinical Rotation: Elective (2 cr.) This is a 3-week elective course that allows students to expand the breadth and depth of understanding in medical topic area(s) of interest.

MPAS-M 692 Clinical Rotation: Elective (2 cr.) This is a 3-week elective course that allows students to expand the breadth and depth of understanding in medical topic area(s) of interest.

MPAS-M 693 Scholarly Inquiry and Research Project For PA I (1 cr.) This course allows Physician Assistant students to complete a clinically relevant research project under his or her faculty advisor's supervision. Students will identify a clinically oriented question and use the principles of evidence-based critical inquiry to address the question.

MPAS-M 694 Clinical Skills for PA II (1 cr.) This course is a continuation of the prior clinical skills course. Skills learned are pertinent to physician assistant practice, including phlebotomy, intravenous lines, musculoskeletal special tests, central venous line placement, chest tube insertion and removal, sterile technique, and suturing review.

MPAS-M 695 Seminar in Physician Assistant Clinical Practice (1 cr.) This course is a continuation of basic practice principles introduced in MPAS-M 500, with more emphasis placed on preparing the clinical PA student for progression of clinical skills and ultimately employment. Students will integrate concepts and knowledge gained from didactic instruction and clinical rotations with emphasis placed on preparation for entering clinical practice. Students will be introduced to various old and new strategies to improve their skills as clinicians related to their integral role on a team to related to enhancing patient-centered care and the PA profession as a whole.

MPAS-M 698 Concepts in Leadership and Management for PA (1 cr.) This course provides the framework for continuously learning to understand, appreciate, and react to the leadership and management principles necessary to influence and assume leadership positions in the Physician Assistant (PA) profession and clinical practice. Students will examine and critically analyze current theories, management principles, processes, and practices.

MPAS-M 520 Evidence Based Critical Inquiry (3 cr.) Applying evidence based critical inquiries into clinical practices.

MPAS-M 699 Remediation for PA (1 cr.) This course is a remediation course for a student who has not successfully completed a non-clinical rotation course with a minimum C final course grade per the policy outlined in the IU Master of Physician Assistant Studies Program Handbook and Policy Manual.

MPAS-M 696 Clinical Skills for PA I (1 cr.) This course is an introduction to clinical skills pertinent to physician assistant practice, including local anesthesia, suturing,

stapling, incision and drainage, hand knot tying, lumbar puncture, ultrasound, thoracentesis, and joint injections.

MPAS-M 700 Graduate Preparedness as Entry Level PA (2 cr.) This course is a summative portfolio of program-defined competencies and requirements for graduation as an entry-level PA.

MPAS-M 818 Principles of Medical Pharmacology (3 cr.) This survey of pharmacology will teach the student general principles of drug action. Students will develop an understanding of the basic pharmacokinetic, pharmacodynamic, and pharmacogenetic principles underlying drug therapy; prototypic drugs and their adverse effects; the development of drug dependence and addiction; and an awareness of environmental toxins.

Department of Tourism, Event and Sports Management

TESM-C 301 Career and Leadership Principles (3 cr.) Focuses on the necessary skills and tools for success in an internship setting as well as principles of career preparation including resumes and interviewing. Examines and practices principles of leadership, teamwork, problem-solving, conflict resolution, and ethical behavior in the context of the workplace, career development, and citizenship.

TESM-C 387 TCEM Internship (3 cr.) Provides an immersive, hands-on, learning experience in the tourism industry. This independent study course offers opportunities to prepare students for a career in the industry.

TESM-C 401 TCEM Internship (3 cr.) Provides an immersive, hands-on, learning experience in the tourism industry. This independent study course offers opportunities to prepare students for a career in the industry.

TESM-E 104 Principles of Event Management (3 cr.) Provides an introductory approach to planning and organizing events. Focus is on the operational principles of for-profit and non-profit event types, including sporting, cultural, social, and business.

TESM-E 210 Special Event Management (3 cr.) Explores in-depth the planning for a myriad of social events such as themed parties, weddings, balls, fundraiser recognition, and entertainment events. Experiential learning via event volunteer work is a component of this course.

TESM-E 219 Management of Sports Events (3 cr.) Surveys sport event planning on the amateur and professional levels. Discussions and studies entail site selection, logistics, personnel, marketing, economics, and legalities of hosting an event.

TESM-E 304 Mechanics of Event Planning (3 cr.) Analyzes elements and details relating to organization and execution of events. Students practice and apply principles to a number of topics including budgeting, site selection, marketing, staffing, risk management, design, and evaluation.

TESM-E 377 Exhibit Marketing (3 cr.) Leads students through every phase of exhibit marketing, from the initial

planning stage to implementation and post-show follow-up.

TESM-E 404 Event Production (3 cr.) Focuses on the creation, management, and execution of events. Students will design an event concept and produce the event.

TESM-E 471 International Meeting Planning (3 cr.) Explores the organization and production of international corporate business meetings, seminars, incentive trips, and customer events using innovative and cost-effective programs that address changing business needs.

TESM-E 477 Non Profit Meeting Management (3 cr.) Focuses on basic aspects and skills involved in planning and managing non-profit meetings and conventions. Examines sequences of events from the conceptual state of the first meeting plan through completion of the event.

TESM-G 100 Introduction to the Tourism Industry (3 cr.) Introduces the various components of the tourism, events, and hospitality industry. Emphasis is placed on exploring such areas as service, food and beverage operations, lodging, hospitality, events, and attractions. Students are exposed to different career opportunities available within the diverse scope of the industry.

TESM-G 110 TCEM Learning Community (3 cr.) Provides students with a comprehensive introduction to IUPUI. Topics will focus on skills essential for success, including resources of the university, school, and department, academic planning, discipline-based learning, skill-based learning, service learning, and critical reflection.

TESM-G 299 Special Topics in Tourism (3 cr.) Investigates tourism trends and themes. Students will be immersed in topics via experiential learning, case study analysis, independent study, and/or service learning.

TESM-G 302 Independent Study in Tourism (3 cr.) Industry of research project to be arranged between a student and faculty member geared to individual needs, interests, aptitudes, and desired outcomes. Plans and project outcomes must be approved by an appropriate faculty.

TESM-G 309 Cruise Line Management (3 cr.) Introduces the cruise line industry and investigates the skills needed to begin a productive career in the specialized travel segment.

TESM-G 315 Economics of Tourism and Events (3 cr.) Analyzes macro and microeconomic concepts as they apply to the production, distribution, and consumption of tourism-related goods and services. Topics include tourism demand, competition among tourism suppliers, and benefits and costs of tourism development.

TESM-G 410 Tourism Research (3 cr.) Examines the process of research planning and development with emphasis on goal achievement for tourism and communities. Includes the identification of tourism research problems and application of literature review, data collection, analysis techniques, and interpretation.

TESM-G 412 Tourism Management Principles (3 cr.) Builds upon the foundation of management through analysis and application in the tourism industry. Topics include strategic planning, risk management, international business, and entrepreneurship. Students will examine

principles of non-profit management, social responsibility, and effective management of the workforce.

TESM-G 472 Global Tourism Seminar (3 cr.) Provides an international perspective on the key issues facing tourism in the global environment. Includes critical examination of the meaning and scope of tourism; niche tourism markets; environmental, socio-cultural and economic impacts of tourism; political role in tourism; tourism growth management; and tourism trends.

TCEM-G 499 Event Tourism Analysis (3 cr.) Develops skills in analyzing organizational challenges, formulating and selecting alternatives, and identifying issues inherent in strategy implementation within the event tourism industry.

TESM-H 105 Lodging Management and Operations (3 cr.) Explores the operations and management of lodging facilities. Topics include type of property, revenue management, and guest services focused on meeting guests' needs and maximizing occupancy. Discussion includes special forms of lodging, such as bed and breakfast facilities, vacation ownerships, and resorts.

TESM-H 191 Sanitation and Health in Food Service, Lodging and Tourism (3 cr.) The application of sanitary and public health engineering principles to food service and lodging operations.

TESM-H 205 Facilities Operations (3 cr.) Introduces methods of managing event facilities with a focus on client services, risk management, and event planning across multiple types of venues.

TESM-H 218 Wines of the World (3 cr.) Discover, appreciate, and use fine wines at the personal or professional level. Wines will be explored alone and in food pairings.

TESM-H 305 Food and Beverage Operations (3 cr.) Explores management of off-premise and on-premise food and beverage operations. Topics include menu selection, service styles, delivery outlets, safety, and guest/client relations. Experiential learning activity required.

TESM-H 308 Western European Wines (3 cr.) Reach greater heights of wine comprehension by exploring the tastes and history of Western European wines.

TESM-H 318 Beer, Wine and Spirits Management (3 cr.) Learn the business of wine, beer and spirits management and apply this knowledge to practical use in the food and beverage service and retail industries.

TESM-H 328 Beers of the World (3 cr.) Explore the world's great beer styles, including imports and craft beers, as well as beer flavors and off-flavors, the brewing process, ingredients, history, beer, and food pairing, competitions, judging, and more. Sampling and field trips will be required. Students will also be prepared to take the Certified Cicerone exam.

TCEM-H 371 Convention Sales and Service (3 cr.) Explores convention and facility sales and service. Considers meetings and events pre-planning through post-event evaluation from the supplier's perspective. Topics include marketing and advertising a facility property, organizing a sales staff, selling to different markets, and contract/legal issues.

TESM-H 385 Spirits of the World (3 cr.) Examine a historical, social, and business perspective of spirits and practical experience including product and industry knowledge. Gain an appreciation of each category of spirits both on their own and when paired with food.

TCEM-H 408 Food and Wine Pairing (3 cr.) Appreciate the subtleties, the nuances, and sheer enjoyment of proper food and wine combinations.

TESM-S 211 Introduction to Sports Management (3 cr.) An examination of the broad spectrum of career opportunities available in the sport management profession. Special emphasis on career planning, sport management terminology, and an overview of specific skills and courses required for professional preparation in sport management.

TESM-S 411 Legal Issues in Sport Settings (3 cr.) An introduction to legal principles involved in sport. Tort liability, including intentional tort, negligence, and product liability. Covers constitutional law issues, particularly as they relate to athletic eligibility, athletes' rights, sex discrimination, and drug testing and discussion of sport contracts.

TESM-S 415 Sport Promotions and Public Relations (3 cr.) An introduction to the theories and techniques of sport promotions, public relations, and fundraising.

TESM-S 418 Sports Marketing (3 cr.) Examination of the elements of the marketing mix as they pertain to the sport enterprise. Also includes the coverage of decision-making and planning from the sport manager's perspective and the impact of corporate sponsorship on the delivery of sport.

TESM-S 423 Financial Principles in Sport (3 cr.) An introduction to the basic financial and managerial accounting concepts necessary to be financially literate in the sport business industry. Examination of the various means for financing sport organizations.

TESM-S 432 Sports Marketing Consulting Project (3 cr.) Challenges senior-level students to apply what they have learned to address a problem or situation presented by a sport organization. Students will follow a multiple-step process to identify project objectives, collect and analyze data relevant to the problem or situation, and offer strategic recommendations that address the problem or are relevant to the situation.

TESM-T 107 Tourism Planning and Development (3 cr.) Introduces students to tourism attractions and destination management organizations (DMOs). Focus will include management, marketing, and product development of DMOs including convention and visitors bureaus (CVBs) and state tourism offices.

TESM-T 207 Tourism Policy and Sustainability (3 cr.) Examines the relationships among tourism, sustainability, and development. Focuses on the development of tourism policy at local, state, national, and international levels. Discusses theories of development as economic, environmental, and socio-cultural concepts.

TESM-T 208 Global Tourism Geography (3 cr.) Explores principal geographic features, population centers, and attractions including travel destinations across the world.

TESM-T 234 Cultural Heritage Tourism (3 cr.)

Analyzes the integration of visitor interests/needs and the protection of cultural and heritage resources. Elements examined include the various cultural and heritage assets operable as tourism attractions in addition to the link between quality cultural heritage tourism and community development. Emphasis is placed on Indiana cultural and heritage tourism.

TESM-T 307 Tourism Marketing and Sales (3 cr.)

Expands on the process of developing marketing and sales strategies for the tourism industry. Focus includes integrated marketing and the sales process.

TESM-T 319 Sports Tourism Development (3 cr.)

Examines the relationship between sport and tourism phenomena with regard to community and business growth. Paradigms of experience, historical development, globalization, mobility, sustainability, culture, identity, current practices in sport tourism marketing and operations are core components of this course.

TESM-T 329 Tourism Sports Marketing (3 cr.) Analyzes the use of marketing principles in the context of sport tourism and events.

TCEM-T 382 Travel Trends and Destinations (3 cr.)

Develops an understanding of the patterns, principles, and management of international travel to popular tourist destinations.

TESM-T 483 Ecotourism (3 cr.) Introduces students to the history, principles, marketing, planning, and management of ecotourism activities and development which promotes environmental awareness and adds economic benefits.

TESM-T 500 Foundations of Event Tourism (3 cr.) This course will serve as a forum for the discussion of today's tourism, including tourism trends, tourism impact, tourism policy issues, examination of the role of the tourist, the tourism manager, and the host community, etc. Delivery will be through a series of structured lectures, seminars, directed activities, and a research project. This will include analyses of case studies, discussions, slide shows, DVD/ videos, guided readings, and individual/group research projects.

TESM-T 519 Sports Tourism Management (3 cr.)

This course analyzes the interconnectedness of sport and tourism from behavioral, historical, economic, management, marketing, environmental, and policy perspectives. Issues and trends in the sport and tourism industry are also investigated.

TESM-T 531 Event Tourism Marketing (3 cr.)

The purpose of this course is to help you gain advanced marketing concepts and learn the process of formulating and managing marketing strategy for event tourism. After taking this class, you should be able to: 1) identify aspects of event tourism marketing, 2) review and critically assess different marketing theories and practices in event tourism, and 3) conduct methodological sound marketing research of your own.

TESM-T 534 Cultural Tourism Management (3 cr.)

The course investigates the relationship between culture and tourism by examining the socio-cultural complexities of cultural heritage tourism. Issues and trends in the management of tangible and intangible assets, such

as interpretation, globalization, cross-cultural values, impacts of development, sustainable tourism, etc., are also investigated.

TESM-T 562 Economics of Event Tourism (3 cr.)

P: Undergraduate Micro-Economics. The course examines the fundamental economic principles as they apply to the leisure and tourism industry. The economic complexities of the tourism product, including travel behavior, tourism spending, demand and supply of tourism services, costs and benefits of tourism events, tourism development by governments, etc., will be investigated. Trends in travel and tourism and related socio-economic impacts are examined.

TESM-T 571 Strategic Meeting Management (3 cr.) This graduate seminar is designed to address contemporary issues facing business professionals in the meeting and event industry. The course will evaluate high-level strategies that address a coordinated approach to planning and evaluating meetings.