School of Health & Human Sciences

From the Founding Dean:

Welcome to the School of Health & Human Sciences (SHHS)!

We're excited to have you here! At SHHS, you'll find a place that's all about hands-on learning, real-world experiences, and preparing you for a successful future in healthcare, sports, and tourism. Our school is located in the heart of Indianapolis, a city known for its sports culture and booming health industry—giving you access to amazing opportunities that you won't find anywhere else.

We offer eight academic programs: Health Sciences, Kinesiology, Military Science, Nutrition & Dietetics, Occupational Therapy, Physical Therapy, Physician Assistant Studies, and Tourism, Event & Sport Management. Some of our programs are nationally ranked—our Occupational Therapy program is 27th in the nation, and our Physical Therapy program is ranked 53rd out of hundreds. Plus, SHHS is one of the best values for tuition in Indiana, so you're getting a top-notch education without breaking the bank.

If you're into sports, this is the place to be! As the **sports capital of the country**, Indy gives our students exclusive opportunities to work with major teams, events, and organizations—something you won't get at other schools. Whether you're passionate about healthcare, fitness, or event and sport management, you'll get hands-on experience that sets you apart.

Our professors aren't just teachers—they're leaders in their fields, working on cutting-edge research and collaborating with top organizations. They're here to help you succeed, whether that means landing your dream job, making groundbreaking discoveries, or creating unforgettable experiences in the sports and tourism industries.

We can't wait to see where SHHS takes you. Welcome to the start of an exciting journey!

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
317-274-SHHS (7447)

shhsinfo@iu.edu

Physical Education (PE)/Natatorium

901 W. New York Street
Indianapolis, IN 46202

Includes offices (second floor) for:

- Health sciences
- Kinesiology
- Tourism, event, and sport management
- Office of Student Engagement and Success (undergraduate program support)

8:30 a.m.–4 p.m. Eastern time; closed major holidays.

Health Sciences

1050 Wishard Boulevard
Indianapolis, IN 46202

Includes offices (second and third floors) for:

- Nutrition and dietetics
- Occupational therapy
- Physical therapy
- Physician assistant studies
- Office of Student Engagement and Success (graduate and professional program support plus SHHS recorder)
- SHHS Dean's Office (marketing and communications, finance and administration, human resources, development)

8:30 a.m.–4 p.m. Eastern time; closed major holidays.

National Institute of Fitness and Sport (NIFS)

250 University Boulevard
Indianapolis, IN 46202

Includes offices for researchers from Exercise Science, located on the main floor

Hours with faculty by appointment.

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 8 majors, 11 certificates, and 7 minors. All majors and certificates award an Indiana University diploma upon completion.

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 a dynamic, hands-on learning experience.

- Applied Fitness and Sports Performance
- Event Management
- Exercise Science
- Health Sciences
- Hospitality
- Physical Education Teacher Education
- Tourism
- Sport Management

Certificates

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

- 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
  - Cultural Tourism
  - Destination Management
  - Event Management
  - Food and Beverage Operations
  - Sports Destination 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**

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

- Kinesiology
  - Coaching
  - Dance
  - Health Education
  - Wellness Coaching
- Tourism, Event, and Sport Management
  - Individualized Minor

For more information on undergraduate programs in the School of Health & Human Sciences, click here.

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 Applied Fitness and Sports Performance 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 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 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 a major in the Tourism, Convention, and Sport Management department, 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 Applied Fitness and Sports Performance, you need to:

- Earn a grade of C or better in the following courses:
  - Anatomy: BIOL-N 212 AND BIOL-N 213 (two-semester sequence) or BIOL-N 261 or KINE-P 205
  - Math: MATH-110 or MATH-I 111
  - Kinesiology: KINE-P 212
- Have a cumulative grade point average of at least 2.0

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

- Earn a grade of C or better in the following courses:
  - Anatomy: BIOL-N 261 or KINE-P 205 (BIOL-K 101 will be accepted for exercise science pre-med and PA majors only)
  - Math: MATH-I 111
  - Kinesiology: KINE-P 212
- 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-P 205
  - Math: MATH-I 110 or MATH-I 111
  - Physical Education: KINE-P 195
- Have a cumulative and degree grade point average of at least 2.5

To update your major to a major in the Tourism, Convention, and Sport Management Department, you need to:

- Have completed 9 credits from IU Indianapolis
- Earn a grade of C- or higher in any TESM 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. Additionally, students can complement their bachelor's degrees with one of the department's four minors offered in kinesiology-related fields of study.

Majors

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

- Exercise Science
- Applied Fitness and Sports Performance
- Physical Education Teacher Education

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.

- Personal Training
- Youth Physical Wellness Programming

Minors

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

- Coaching
- Dance
- Health Education
- Wellness Coaching

Department of Tourism, Event, and Sport Management

The tourism, event, and sport management department offers four major 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 event management, hospitality, sport management, or tourism. The department offers five certificate degree programs and one minor.

IU Indianapolis gives students several advantages when it comes to studying sports, hospitality, tourism, and events. Students gain hands-on career experience while learning from professors who help land premier volunteer gigs, coveted internships, unique co-ops, and unparalleled experiences.

Each students' education goes beyond the classroom. Students will be behind the scenes, at the game, in the crowd, and within the center of it all! They benefit from all the things that make Indy a great place to live and work: sports, museums, festivals, venues, restaurant, hotels, and more.

No matter their major, students will graduate with a business foundations certificate from the prestigious Kelley School of Business alongside their BSTESM. Students also can earn credit for current and previous work experiences, double major, or add certificates and minors. As an engaged student in the heart of the state's tourism and events hub, you'll build a professional network and strong resume even before you graduate.

The TESM majors follow a cohesive curriculum, and students will study content in these areas:

- IU Indianapolis General Education Competencies
- TESM Core Curriculum
- Business Foundations
- Major-specific courses
- Elective courses

Majors

- Event Management
- Hospitality
- Tourism
- Sport Management

Certificates

- Cultural Tourism
- Destination Management
- Event Management
- Food and Beverage Operations
- Sports Destination Development

Minor

- Individualized Minor

Health Sciences

Major

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.

Health Sciences majors must fulfill the IU Indianapolis general education requirements corresponding to Indiana College Core

Core Communication (6 credits)

- ENG-W 131: Reading, Writing, and Inquiry I (3 credits) or ENG-W 140: Reading, Writing, and Inquiry: Honors (3 credits) completed with a grade of C (2.0) or higher
- COMM-R 110: Fundamentals of Speech Communication (3 credits)

Analytical Reasoning (6 credits) This requirement is satisfied with the following courses:

- Analytical Reasoning List A (3 credits)
- Statistics (300 level-required) (3 credits)

Cultural Understanding (3 credits)

- Cultural Understanding (3 credits)

Life and Physical Sciences (8 credits): This requirement is satisfied with the following courses:

- BIOL-N 216: Human Anatomy (5 credits)
- Life and Physical Sciences (3 credits)

Arts/Humanities and Social Sciences (9 credits)

- Arts & Humanities (3 credits)
- PSY-B 110: Introduction to Psychology (3 credits)3
- HPER-H 195: Principles and Applications of Lifestyle Wellness (3 credits)

A grade of C or higher must be earned in all HLSC courses

- HLSC-H 100: Learning Community Seminar Health OR HLSC-H 211: Health Sciences Orientation Seminar (2 credits)
- HLSC-H 200 Survey of U.S. Health Care Systems (3 credits)
- HLSC-H 220 Aging and the Older Person (3 credits)
- HLSC-H 210 Introduction to Rehabilitation (3 credits)
- HLSC-H 220 Aging and the Older Person (3 credits)
- HLSC-H 250 Health & Rehabilitation Systems Across the World (3 credits)
- HLSC-H 264 Disability and Society (3 credits)
- HLSC-H 315 Health Screening for Practitioners (3 credits)
- HLSC-H 362 Legal and Regulatory Aspects in Rehabilitation (3 credits)
- HLSC-H 363 Ethical Considerations in Medical Decision Making (3 credits)
- HLSC-H 365: Diversity Issues in Health and Rehabilitation Services (3 credits)
- HLSC-H 440: Medical Aspects and Psychological of Disability (3 credits)
- HLSC-H 441: Administration and Supervision of Rehabilitation Organizations (3 credits)
- HLSC-H 442: Research in Health and Rehabilitation Sciences (3 credits)
- HLSC-H 445: Implementation and Evaluation in Health Sciences and Rehabilitation (3 credits)
- HLSC-H 475: Health Sciences Senior Capstone (3 credits)
- HLSC-H 495 Health Sciences Internship (6 credits)

Health Sciences Additional Baccalaureate Requirements

- Nutrition & Exercise Elective (3 credits). Select one of:
  - KINE-N 220: Nutrition for Health
  - NTRD-N 265: Scientific Foundations of Human Nutrition
- PSY-B 310: Lifespan Development (3 credits)
- PSY-B 380: Abnormal Psychology (3 credits)
- Advanced Writing Requirement (3 credits). Select one of:
  - ENG-W 230: Writing in the Sciences
  - ENG-W 270: Argumentative Writing
- HIM-M 330: Medical Terminology (3 credits)
- Additional courses beyond the IU Indianapolis General Education Core and major course requirements to total 120 credit hours (these are not required to be SHHS courses, but could be).
- Only college level course work will count toward open electives. Remedial courses in areas such as math and English do not count.

Certificates

- Gerontology Studies
- Global Health and Rehabilitation
- Rehabilitation and Disability Studies

Minor

- Serious Illness and Supportive Care

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.

Curriculum:

Health Elective (HLSC-H 361 or HPER-H 363)
Introductory Nutrition Course (NTRD-N 265 or KINE-N 220)
NTRD-N 365 - Translating Nutrition: From Theory to Practice
NTRD-N 420 - Human Nutrition Through The Lifespan

View more detail about the nutrition certificate curriculum

Department of Military Science

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.

Curriculum

- MIL-G 301: Adaptive Team Leadership (3 credits)
- MIL-G 302: Leadership Under Fire (3 credits)
- MIL-G 321: Military History & Leadership (3 credits)
- MIL-G 331: Cadet Leaders Course (3 credits)
- MIL-G 401: Developing Adaptive Leaders (3 credits)
- MIL-G 402: Leadership in a Complex World (3 credits)

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 Kinesiology

Applied Fitness and Sports Performance Major

1. Identify the anatomy and physiology of major bodily structures and how they relate to the movements of fitness and sports.
2. Analyze human movement principles to improve fitness and sports performance.
3. Recognize and plan for variability among fitness participants and athletes.
4. Teach and evaluate the various movements and techniques within fitness and sports.
5. Explain the essentials of nutrition for fitness and sports performance.
6. Implement behavior change and sport psychology strategies to optimize fitness and sports performance.
7. Develop into competent and responsible leaders in fitness and sports performance operations and professions.
8. Read and evaluate various sources of information on fitness and sports performance.
9. Design training and recovery sessions and programs to target particular fitness and sports performance goals.
10. Demonstrate dispositions essential to becoming effective professionals.

Exercise Science Major

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 - all majors

Rough Draft of TESM Student Learning Outcomes

1. **Cultural Appreciation & Global Perspectives** : Students will appreciate diverse cultural perspectives while fostering inclusive practices that acknowledge different worldviews in tourism, events, sports, and hospitality contexts.
2. **Sustainability & Responsible Management**: Students will integrate environmental, social, and economic sustainability principles into operational and strategic decision-making processes.
3. **Industry Knowledge & Professional Practice**: Students will develop practical workplace skills through direct industry experience. They will apply academic knowledge in tourism, events, sports and hospitality in a professional setting.
4. **Storytelling & Presentation Competence**: Students will craft and deliver compelling narratives and presentations using appropriate technologies and communication strategies to effectively engage diverse audiences.

5. **Strategic Planning & Management:** Students will develop strategic plans demonstrating business acumen, financial literacy, and resource management to achieve organizational objectives.
6. **Innovation & Creative Problem Solving**: Students will apply creative methods, mindsets, and technology to develop innovative solutions that address industry challenges and opportunities.
7. **Professional Development & Career Orientation**: Students will demonstrate professional competencies, leadership skills, and ethical decision-making while developing strategies for career advancement.
8. **Marketing & Customer Experience**: Students will design and implement marketing or sales strategies that create meaningful customer experiences and drive stakeholder engagement.

Exercise Science

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 majors also complete a Personal Training undergraduate certificate as part of the program.

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.

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

Learn more about the Exercise Science major via the School of Health and Human Sciences website.

Exercise Science majors must fulfill the IU Indianapolis general education requirements corresponding to Indiana College Core.

A cumulative GPA of 2.0 or greater must be earned in the general education courses.

Core Communication (6 credits)

- ENG-W 131: Reading, Writing, and Inquiry I (3 credits) or ENG-W 140: Reading, Writing, and Inquiry: Honors (3 credits) completed with a grade of C (2.0) or higher
- COMM-R 110: Fundamentals of Speech Communication (3 credits)

Analytical Reasoning (9 credits) This requirement is satisfied with the following courses:

- MATH-I 153: College Algebra (3 credits)
- MATH-I 154: Trigonometry (3 credits)
- Statistics (300 level-required) (3 credits)

Cultural Understanding (3 credits)

- Cultural Understanding (3 credits)

Life and Physical Sciences (20 credits) This requirement is satisfied with the following courses:

- BIOL-N 216: Human Anatomy (5 credits)
- BIOL-N 217: Human Physiology (5 credits)
- CHEM-C 105: Principles of Chemistry I (3 credits)
- CHEM-C 125: Experiential Chemistry I (2 credits)
- PHYS-I 201: General Physics I (5 credits)

Arts/Humanities and Social Sciences (9 credits)

- Arts & Humanities (3 credits)
- PSY-B 110: Introduction to Psychology (3 credits)3
- Additional Arts & Humanities or Social Science (3 credits)

A grade of C or higher must be earned in all HPER and KINE courses

- HPER-H 160: First Aid and Emergency Care (3 credits)
- KINE-L 135: Learning Community: Physical Education - Exercise Science (1 credit)
- KINE-N 220: Nutrition for Health (3 credits)
- KINE-P 205: Structural Kinesiology (3 credits)
- KINE-P 212: Introduction to Exercise Science (3 credits)
- KINE-P 215: Principles & Practices of Exercise Science (3 credits)

- KINE-P258: Performance & Teaching of Activities for Persons w/Special Needs (1 credit)
- KINE-P 200: Microcomputer Application in Kinesiology (3 credits)
- KINE-P 246: Performance & Teaching of Cardiovascular & Resistance Training (3 credits)
- KINE-P 373: Resistance Exercise & Sports Conditioning (3 credits)
- KINE-P 374: Basic Electrocardiography for the Exercise Sciences (3 credits)
- KINE-P 391: Biomechanics (3 credits)
- KINE-P 393: Professional Practice Programs in Physical Education, Health, & Recreation (7 credits)
- KINE-P 403: Theory & Practice of Cardiovascular Fitness (3 credits)
- KINE-P 405: Introduction to Sports Psychology (3 credits)
- KINE-P 409: Basic Physiology of Exercise (3 credits)
- KINE-P 410: Physical Activity Programming for Individuals w/Disabilities (3 credits)
- KINE-P 417: Physical Activity and Disease: Prevention and Treatment (3 credits)
- KINE-P 419: Fitness Testing & Interpretation (3 credits)
- KINE-P 420: Exercise Leadership & Program Design (3 credits)
- KINE-P 443: Internship in Physical Education (3 credits)
- KINE-P 452: Motor Learning
- KINE-R 275: Dynamics of Camp Leadership (3 credits)

- Additional courses beyond the IU Indianapolis General Education Core and major course requirements to total 120 credit hours (these are not required to be SHHS courses, but could be).
- Only college level course work will count toward open electives. Remedial courses in areas such as math and English do not count.

Applied Fitness and Sports Performance

The Applied Fitness and Sports Performance major combines the knowledge and application of techniques to advance the Fitness and Sports Performance of others. Students build their knowledge through cutting-edge course work, research projects, internships, and then translate that to real world experiences. This major is designed for students who want to graduate and directly enter the fitness and sports performance industries. Through the Applied Fitness and Sports Performance major, graduates have the skills to work with a variety of populations and positively impact the lives of others. The Applied Fitness and Sports Performance major program outcomes are aligned with the National Strength and Conditioning Association (NSCA) professional standards. Applied Fitness and Sports Performance majors also complete a Personal Training undergraduate certificate as part of the program.

Student Learning Outcomes - Applied Fitness and Sports Performance

1. Identify the anatomy and physiology of major bodily structures and how they relate to the movements of fitness and sports.
2. Analyze human movement principles to improve fitness and sports performance.
3. Recognize and plan for variability among fitness participants and athletes.
4. Teach and evaluate the various movements and techniques within fitness and sports.
5. Explain the essentials of nutrition for fitness and sports performance.
6. Implement behavior change and sport psychology strategies to optimize fitness and sports performance.
7. Develop into competent and responsible leaders in fitness and sports performance operations and professions.
8. Read and evaluate various sources of information on fitness and sports performance.
9. Design training and recovery sessions and programs to target particular fitness and sports performance goals.
10. Demonstrate dispositions essential to becoming effective professionals.

Applied Fitness and Sports Performance majors must fulfill the IU Indianapolis general education requirements corresponding to Indiana College Core.

A cumulative GPA of 2.0 or greater must be earned in the general education courses.

Core Communication (6 credits)

- ENG-W 131: Reading, Writing, and Inquiry I (3 credits) or ENG-W 140: Reading, Writing, and Inquiry: Honors (3 credits) completed with a grade of C (2.0) or higher
- COMM-R 110: Fundamentals of Speech Communication (3 credits)

Analytical Reasoning (6 credits)

- College math from List A (3 credits)
- List A or List B (3 credits)

Cultural Understanding (3 credits)

- Cultural Understanding (3 credits)

Life and Physical Sciences (10 credits) This requirement is satisfied with the following courses:

- BIOL-N 216: Human Anatomy (5 credits)
- BIOL-N 217: Human Physiology (5 credits)

Arts/Humanities and Social Sciences (9 credits)

- Arts & Humanities (3 credits)
- PSY-B 110: Introduction to Psychology (3 credits)3
- Additional Arts & Humanities or Social Science (3 credits)

A grade of C or higher must be earned in all HPER and KINE courses

- HPER-H 101: Wellness for the College Student (1 credit)

- HPER-H 180: Stress Prevention & Management or HPER-H195: Principles & Applications of Lifestyle Wellness (3 credits)
- KINE-K 460 Behavioral Aspects of Physical Activity and Exercise (3 credits)
- KINE-L 135: Learning Community: Physical Education - Exercise Science (1)
- KINE-N 220: Nutrition for Health or FN 30300: Nutrition Course (3 credits)
- KINE-N 330: Sports Nutrition (3 credits)
- KINE-P 141: Fundamentals of Human Movement (3 credits)
- KINE-P 205: Structural Kinesiology (3 credits)
- KINE-P 212: Introduction to Exercise Science (3 credits)
- KINE-P 215: Principles & Practices of Exercise Science (3 credits)
- KINE-P 258: Performance & Teaching of Activities for Persons w/Special Needs (1 credit)
- KINE-R 275: Dynamics of Camp Leadership (3 credits)
- KINE-P 200: Microcomputer Application in Kinesiology (3 credits)
- KINE-P 204: Motor Development (3 credits)
- KINE-P 246: Performance & Teaching of Cardiovascular & Resistance Training (3 credits)
- KINE-P 280: Athletic Injuries (2 credits)
- KINE-P 373: Resistance Exercise & Sports Conditioning (3 credits)
- KINE-P 393: Professional Practice Programs in Physical Education, Health, & Recreation (7 credits)*
- KINE-P 397: Kinesiology (3 credits)
- KINE-P 403: Theory & Practice of Cardiovascular Fitness (3 credits)
- KINE-P 405: Introduction to Sports Psychology (3 credits)
- KINE-P 409: Basic Physiology of Exercise (3 credits)
- KINE-P 410: Physical Activity Programming for Individuals w/Disabilities (3 credits)
- KINE-P 416: Fitness Management (3 credits)
- KINE-P 419: Fitness Testing & Interpretation (3 credits)
- KINE-P 420: Exercise Leadership & Program Design (3 credits)
- KINE-P 443: Internship in Physical Education (3 credits)*

Students must obtain CPR certification prior to enrollment in KINE-P 443 and KINE-P 393.

- Additional courses beyond the IU Indianapolis General Education Core and major course requirements to total 120 credit hours (these are not required to be SHHS courses, but could be).
- Only college level course work will count toward open electives. Remedial courses in areas such as math and english do not count.

Physical Education Teacher Education

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.

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.

Learn more about the Physical Education Teacher Education major via the School of Health and Human Sciences website.

Physical Education Teacher Education majors must fulfill the IU Indianapolis general education requirements corresponding to Indiana College Core.

A cumulative GPA of 2.0 or greater must be earned in the general education courses.

Core Communication (6 credits)

- ENG-W 131: Reading, Writing, and Inquiry I (3 credits) or ENG-W 140: Reading, Writing, and Inquiry: Honors (3 credits) completed with a grade of C (2.0) or higher
- COMM-R 110: Fundamentals of Speech Communication (3 credits)

Analytical Reasoning (6 credits)

- MATH-I 130: Math for Elementary Teachers I (3 credits), completed with a grade of C (2.0) or higher
- MATH-I 131: Math for Elementary Teachers II (3 credits)

Cultural Understanding (3 credits)

- Cultural Understanding (3 credits)

Life and Physical Sciences (6 credits) This requirement is satisfied with the following courses:

- Life & Physical Sciences Competency (3 credits)
- KINE-P 205: Structural Kinesiology (3 credits)

Arts/Humanities and Social Sciences (9 credits)

- Arts & Humanities (3 credits)
- Social Sciences (3 credits)
- Additional Arts & Humanities or Social Science (3 credits)

Kinesiology Courses

A grade of C or higher must be earned in all HPER and KINE courses

- HPER-F 255: Human Sexuality (3 credits)
- HPER-H 352: Secondary School Health Curriculum & Strategies (3 credits)
- HPER-H 464: Coordinated School Health Programs (3 credits)
- KINE-L 135: Learning Community: Physical Education - Exercise Science (1 credit)
- KINE-P 157: Teaching Individual & Team Activities (3 credits)
- KINE-P 195: History & Principles of Health and PE (3 credits)
- KINE-P 200: Microcomputer Applications in Kinesiology (3 credits)
- KINE-P 204: Motor Development (3 credits)
- KINE-P 216: Current Concepts & Applications in Physical Fitness (3 credits)
- KINE-P 224: Teaching of Dance Activities (2 credits)
- KINE-P 246: Performance & Teaching of Cardiovascular & Resistance Training (3 credits)
- KINE-P 258: Performance & Teaching of Activities for Persons w/Special Needs (1 credits)
- KINE-P 290: Movement Experiences for Preschool & Elementary Children (3 credits)
- KINE-P 390: Growth & Motor Performance of School Age Youth K-12 (2 credits)
- KINE-P 397: Kinesiology (3 credits)
- KINE-P 398: Adapted Physical Education (3 credits)
- KINE-P 493: Tests & Measurements in Physical Education (3 credits)
- KINE-P 495: Lab Teaching & Physical Education Program (1 credit)
- KINE-P 497: Organizational & Curricular Structures of Physical Education K-12 (2 credits)
- KINE-R 275: Dynamics of Camp Leadership (3 credits)
- Selected Health Elective. Complete 6 credits from the following:
  - HPER–F 258: Marriage and Family Interaction (3 credits)
  - HPER–H 180: Stress Prevention and Management (3 credits)
  - HPER–H 318: Drug Use in American Society (3 credits)
  - HPER–H 350: Complementary and Alternative Approaches to Health (3 credits)

Education Blocks

A grade of C or higher must be earned in all EDUC courses

Block I

- EDUC-M 322: Diversity & Learning: Reaching Every Adolescent (6 credits)
- EDUC-M 403: Laboratory/Field Experience (1 credit)
- EDUC-L 441: Bilingual Education: Introduction (3 credits)

Block II

- EDUC-K 306: Teaching Students with Special Needs in Secondary Classrooms (3 credits)
- EDUC-M 404: Field Experience (1 credit)
- EDUC-S 420: Teaching and Learning in the Middle School (3 credits)

Block III

- EDUC-M 456: Methods of Teaching Physical Education (3 credits)

Block IV

- EDUC-M 482: Student Teaching (14 credits)

Undergraduate Certificates

Health Sciences Certificates

Student Learning Outcomes for Health Sciences undergraduate certificates can be found here.

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.

Curriculum (15 credits)

- HLSC-H 220: Aging and the Older Person† (3 credits)
- HLSC-G 350: Survey of Programs for Older Adults (3 credits)
- HLSC-G 375: Physical Change and Aging (3 credits)
- HLSC-I 435: Global Rehabilitation Perspectives in Aging‡ (3 credits)
- HLSC-G 450: Seminar in Gerontology (capstone course) (3 credits)

† indicates course fulfills requirements in the Bachelor of Science in Health Sciences degree

‡ indicates course fulfills Global Health & Rehabilitation Certificate requirements.

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 the certificate with a choice between a virtual exchange or study abroad experience, enhancing cultural competence. Prepare for a dynamic career with knowledge that expands the view of health-care in general.

Curriculum (15 credits)

- NTRD-N 265: Scientific Foundations of Human Nutrition or KINE-N 220: Nutrition for Health† (3 credits)
- HLSC-H 250: Health & Rehab Systems Across the World† (3 credits)
- HLSC- P 350: Medical Decision Making in Popular Film‡ (3 credits)
- HLSC- I 435: Global Rehabilitation Perspectives in Aging‡ (3 credits)
- HLSC- I 470: International Service-Learning in Rehabilitation (3 credits)

† indicates course fulfills requirements in the Bachelor of Science in Health Sciences degree

‡ indicates course fulfills Serious Illness & Supportive Care Minor or Rehabilitation and Disability Studies Certificate requirements.

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.

Curriculum (15 credits)

- HLSC-H 210: Introduction to Rehabilitation† (3 credits)
- HLSC-R 320: Survey of Adaptive Rehabilitation Technology (3 credits)
- HLSC-I 435: Global Rehabilitation Perspectives in Aging‡ (3 credits)
- HLSC-R 425: Generational Impact on Current Rehabilitation Topics (3 credits)
- HLSC-H 440: Medical & Psychological Aspects of Disabilities† (3 credits)

† indicates course fulfills requirements in the Bachelor of Science in Health Sciences degree

‡ indicates course fulfills Global Health & Rehab and Gerontology Certificate requirements

Kinesiology Certificates

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: National Strength and Conditioning Association (NSCA), American College of Sports Medicine (ACSM), & American Council on Exercise (ACE). There are currently no state or national licensing requirements for personal trainers. Many individuals identify themselves as personal trainers and establish their own businesses. The certificate program provides students with basic foundational knowledge and skills related to human anatomy, human physiology, exercise technique, and program design. This is NOT a certification in personal training.

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.

Curriculum (26-28 credits)

All courses must be completed with a grade of C or higher

- KINE-P 205: Structural Kinesiology (3 credits)
- KINE-P 215: Principles and Practice of Exercise Science
- Required Biology Sequence. Choose one option:
  - Option I:BIOL-N 212/N2 13: Human Biology I & Lab (4 credits) and BIOL-N 214/N215: Human Biology II & Lab (4 credits)
  - Option II: BIOL-N 261: Human Anatomy (5 credits) and BIOL-N 217: Human Physiology (5 credits)
- KINE-N 220: Nutrition for Health (3 credits)
- KINE-P 246: Performance and Teaching of Cardiovascular and Resistance Training (3 credits)
- KINE-P 373: Resistance Exercise and Sports Conditioning (3 credits)
- KINE-P 403: Rhythmic Aerobic Training (3 credits)

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

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.

Curriculum (20 credits)

All courses must be completed with a grade of C or higher

- KINE–P 157: Teaching Individual and Team Activities (3 credits)
- HPER-H 160: First Aid and Emergency Care (3 credits)
- KINE–P 258: Activities for People with Special Needs (1 credit)
- KINE–P 290: Movement Experiences for Pre-School and Elementary School Children (3 credits)
- KINE-Nc220: Nutrition for Health (3 credits)
- FN 31300: Principles of Healthy Menu Planning and Food Preparation (3 credits)
- HPER-H 317: Topical Seminar in Health Education (3 credits)
- KINE–P 498: Practicum in Physical Education and Athletics (1 credit)

Tourism, Event, and Sport Management Certificates

Cultural Tourism

In this certificate program, students will dive into cultural tourism with courses focused on developing a foundational knowledge of the tourism industry. In addition, students will expand their knowledge of food and culture, cultural attractions, and cultural travel .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 Tourism certificate not awarded to Tourism majors.

Curriculum (12 credits)

- TESM-T 207 Tourism Policy & Sustainability (3 credits)
- TESM-T 208 Tourism Geography (3 credits)
- TESM-T 234: Cultural Heritage Tourism (3 credits)
- Electives (3 credits). Select one from:
  - TESM-T 309 Cruise Line Management (3 credits)
  - TESM-T 382 Travel Trends & Tour Operations (3 credits)
  - TESM-T 396 Tourism Topics (3 credits)
  - TESM-T 483 Ecotourism (3 credits)

Destination Management

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.

*Destination Management certificate not awarded to Tourism majors.

Curriculum (15 credits)

- TESM-T 207 Tourism Policy & Sustainability (3 credits)
- TESM-T 306 Management of Attractions (3 credits)
- TESM-T 307 Destination Marketing & Management (3 credits)
- TESM-T 382: Travel Trends & Tour Operations (3 credits)
- Electives (3 credits). Select one from:
  - TESM-T 208 Tourism Geography (3 credits)
  - TESM-T 309 Cruise Line Management (3 credits)
  - TESM-T 319 Sports Tourism Development (3 credits)
  - TESM-H 391 Safety, Risk, and Crisis Management (3 credits)
  - TESM-T 483 Ecotourism (3 credits)

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.

*Food & Beverage Operations certificate not awarded to Hospitality majors.

Curriculum (15 credits)

- TESM-H 305 Food & Beverage Operations (3 credits)
- TESM-H 318 Beer, Wine, & Spirits Management (3 credits)
- TESM-H 391 Safety, Risk, and Crisis Management (3 credits)
- Electives (6 credits). Select two from:
  - TESM-H 218 Wines of the World (3 credits)
  - TESM-H 310 Event Catering Management (3 credits)
  - TESM-H 328 Beers of the World (3 credits)
  - TESM-H 385 Distilled Spirits of the World (3 credits)
  - TESM-H 408 Food & Wine Pairing (3 credits)

Event Management

The certificate in event 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. Students will explore elements of convention and meeting sales, international meeting planning, non-profit meeting planning, special events planning, and fundraising in events.

*Event Management certificate not awarded to Event Management majors.

Curriculum (15 credits)

- TESM-E 204 Event Strategy & Management (3 credits)
- TESM-E 304 Event Design & Decor (3 credits)
- TESM-H 391 Safety, Risk, and Crisis Management (3 credits)
- TESM-E 404 Event Production (3 credits)
- Elective (3 credits) Select one of:
  - TESM-E 210 Celebrations, Weddings, & Ceremonies (3 credits)
  - TESM-E 219 Management of Sports Events (3 credits)
  - TESM-E 370 Festivals, Live Entertainment, & Community Events (3 credits)
  - TESM-E 371 Conferences, Conventions, & Expos (3 credits)
  - TESM-E 375 Corporate Events (3 credits)
  - TESM-E 377 Event Marketing & Technology (3 credits)
  - TESM-E 477 Philanthropy & Fundraising in Events (3 credits)
  - TESM-E 496 Event Immersion Topics (3 credits)

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.

Curriculum (12 credits)

- TESM-E 219 Sport Event Production (3 credits)
- TESM-T 307 Destination Marketing & Management (3 credits)
- TESM-T 319 Sport Tourism Development (3 credits)
- TESM-T 329 Tourism Sport Marketing (3 credits)

Undergraduate Minors

Health Sciences

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.

Curriculum (12 credits)

- HLSC-P 340: Introduction to Critical Illness & Supportive Care (3 credits)
- HLSC-H 363: Ethical Considerations in Medical Decision Making† (3 credits)
- HLSC-P 350: Medical Decision Making in Popular Film‡ (3 credits)
- Elective (3 credits) Select one course from the following:
  - COMM–C 392: Health Communication
  - COMM–C 400: Patient-Provider Communication
  - HLSC–H 220: Aging and the Older Person
  - MHHS–M 301: Perspectives on Health, Disease and Healing
  - PHIL–P 383: Death, Dying, & Immortality (Topics in Philosophy)
  - REL–R 300: Religion, Death, and Dying (Studies in Religion)
  - REL–R 384: Religions, Ethics, and Health
  - SOC–R 300: Aging & Society (Topics in Applied Sociology)
  - SWK–S 307: Grief & Loss Across the Life Span

† course fulfills requirements in the Bachelor of Science in Health Sciences degree
‡ course fulfills requirement in the Global Health & Rehabilitation Certificate

Kinesiology

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.

Curriculum (18 credits)

All courses must be completed with a grade of C or higher

- KINE–P 204: Motor Development (3 credits)
- KINE–P 215: Principles AND Practices of Exercise Science (3 credits)
- KINE–P 280: Basic Prevention and Care of Athletic Injuries (2 credits)
- KINE–P 258: Activities for People with Special Needs (1 credit)
- KINE–P 435: Philosophical Foundations of Coaching (3 credits)
- Coaching Minor Elective. Students must choose 6 credits from the approved course list to complete this minor:
  - HPER–A 363: Coaching of Baseball (1-2 credits)

- KINE–P 290: Movement Experiences for Pre-School and Elementary School Children (3 credits)
- KINE–P 397: Kinesiology (3 credits)
- KINE–P 405: Introduction to Sport Psychology (3 credits)
- TESM–C 205: Facilities and Operations (3 credits)
- TESM–S 411: Legal Issues in Sport Settings (3 credits)

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.

Curriculum (12 credits)

All courses must be completed with a grade of C or higher

- HPER-E 155: Beginning Modern Dance (1 credit)
- HPER-E 255: Intermediate Modern Dance (1 credit)
- HPER-D 201: Modern Dance Workshop I (1 credit)
- HPER-D 201: Modern Dance Workshop II (1 credit)
- HPER-D 221: Dance Composition I (2 credits)
- HPER-D 441: Dance Production I (2 credits)
- KINE-P 224: Teaching of Dance (2 credits)
- Dance Minor Electives (2 credits). Select two from:
  - HPER–D 101: Beginning Ballet I (1 credit)
  - HPER–D 110: Beginning Modern Jazz Dance (1 credit)
  - HPER–D 202: Intermediate Ballet II (1 credit)
  - HPER–D 218: Modern Jazz Dance Technique (1 credit)

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.

Curriculum (18 credits)

All courses must be completed with a grade of C or higher

- HPER–H 195: Principles and Applications Of Lifestyle Wellness (3 credits)
- Nutrition Elective (3 credits). Students must choose one of these courses to complete this minor:
  - FN 30300: Essentials of Nutrition (3 credits)
  - KINE–N 220: Nutrition for Health (3 credits)
- HPER–H 366:Health Problems in the Community
- Fitness & Exercise Elective (3 credits) Students must choose one of these courses to complete this minor:
  - KINE–P 215: Principles and Practices of Exercise Science (3 credits)
  - KINE–P 216: Current Concepts and Applications in Physical Fitness (3 credits)
- Health Education Minor Electives (6 credits) Students must complete 6 credit hours from the following courses:
  - HPER–F 255: Human Sexuality (3 credits)
  - HPER–F 258: Marriage and Family Interaction (3 credits)
  - HPER–H 180: Stress Prevention and Management (3 credits)
  - HPER–H 305: Women's Health (3 credits)
  - HPER–H 315: Consumer Health (3 credits)
  - HPER–H 317: Topical Seminar in Health Education (3 credits)
  - HPER–H 318: Drug Use In American Society (3 credits)
  - HPER–H 350: Complementary and Alternative Approaches to Health (3 credits)
  - HPER–H 352: Secondary School Health Curriculum and Strategies (3 credits)
  - HPER–H 363: Personal Health (3 credits)
  - HPER–H 464: Coordinated School Health Programs (3 credits)

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.

Curriculum (18 credits)

All courses must be completed with a grade of C or higher

- HPER–H 180: Stress Prevention and Management (3 credits)
- HPER–H 195: Principles and Applications of Lifestyle Wellness (3 credits)
- HPER–H 317: Applied Wellness Coaching & Motivational Interview (Topical Seminar In Health Education) (3 credits)
- KINE–P 421: Behavioral Aspects of Physical Act & Exercise (Special Topics In Physical Education) (3 credits)
- Wellness Coaching Minor Category A (3 credits): Students must choose one course from the approved list for a total of 3 credit hours.
  - HLSC–H 361: Health Promotion and Disease Prevention (3 credits)
  - HPER–H 315: Consumer Health (3 credits)
  - HPER–H 366: Health Problems in the Community (3 credits)
  - KINE–P 215: Principles and Practices of Exercise Science (3 credits)
  - KINE–P 216: Current Concepts and Applications In Physical Fitness (3 credits)
  - PSY–B 365: Health Psychology
- Wellness Coaching Minor Elective Category B (3 credits): Course Details: Students must choose one course from the approved list for a total of 3 credits.
  - FN 31300: Principles of Healthy Menu Planning and Food Preparation (3 credits)

- FN 33000: Diet Selection and Planning (3 credits)
- KINE–N 220: Nutrition for Health (3 credits)

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.

Curriculum (15 credits)

- MIL-G 301: Adaptive Team Leadership (3 credits)
- MIL-G 302: Leadership Under Fire (3 credits)
- MIL-G 321: Military History & Leadership (3 credits)
- MIL-G 331: Cadet Leaders Course (3 credits)
- MIL-G 401: Developing Adaptive Leaders (3 credits)
- MIL-G 402: Leadership in a Complex World (3 credits)

Tourism, Event, and Sport Management Minor

Individualized Minor

Students can pursue the Individualized Minor in TESM to customize their educational experience to specific career goals. This minor is open to all students at IU Indianapolis. To complete the minor, students must:

- Meet with a faculty advisor and develop a mutually agreed upon series of courses to complete.
- Obtain approval from the TESM Department Chair
- Complete a total of 15 credit hours of courses from TESM-prefix courses
  - Up to 3 credit hours of courses completed as part of a TESM Major can count toward the 15-credit hour requirement
  - Up to 3 credit hours of TESM-C 402 can count toward the 15-credit hour requirement

Event Management

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

For students who love behind-the-scenes work and creating unforgettable experiences, the event management major is the backstage pass to the fast-paced, global world of event planning. Whether it is staging epic concerts, coordinating international trade shows, or planning the hottest ticket in town, students will gain the skills to make it all happen; from corporate events to weddings to mega-events, and everything in between. Students will study alongside other students in the Tourism, Event, and Sport Management program and have the opportunity to earn the business foundations undergraduate certificate through the Kelley School of Business.

Event Management majors must fulfill the IU Indianapolis general education requirements corresponding to Indiana College Core.

Core Communication (6 credits)

- ENG-W 131: Reading, Writing, and Inquiry I (3 credits) or ENG-W 140: Reading, Writing, and Inquiry: Honors (3 credits) completed with a grade of C (2.0) or higher
- COMM-R 110: Fundamentals of Speech Communication (3 credits)

Analytical Reasoning (6 credits)

- Analytical Reasoning List A (3 credits)
- Analytical Reasoning List A or B (3 credits)

Cultural Understanding (3 credits)

- Cultural Understanding (3 credits)

Life and Physical Sciences (3 credits)

- Life and Physical Sciences (3 credits)
- Life and Physical Sciences (3 credits)

Arts/Humanities and Social Sciences (9 credits)

- Arts & Humanities (3 credits)
- Social Sciences (3 credits)
- Arts & Humanities or Social Sciences (3 credits)

- TESM-G 110: TESM Learning Community (1 credit)
- TESM-C 100: Introduction to TESM (3 credits)
- TESM-C 205: Facility Management (3 credits)
- TESM-C 301: Career & Leadership Principles (3 credits)
- TESM-C 325: Selling in TESM (3 credits)
- TESM-C 410: Data Literacy and Research (3 credits)
- TESM-C 401: Internship (6 credits)
- BUS-X 204: Business Communications or ENG-W 231: Professional Writing (3 credits)
- HER-E 120: Introduction to Graphic Design Essentials or NEWM-N 102: Creative Design (3 credits) (NEWM-N 102 can be used to satisfy the Arts & Humanities gen ed requirement)

- TESM-C 112: Business Foundations of TESM
- TESM-C 312: Human Resources in the Service Industry (3 credits)
- BUS-A 186: Accounting and the Business Environment OR BUS-A 200: Foundations of Accounting for Non-Business Majors (3 credits)
- BUS-F 200: Foundations of Financial Management (3 credits)
- BUS-K 201: Foundations of Business Information Systems and Decision Making (3 credits)
- BUS-M 200: Marketing and Society OR 300 Introduction to Marketing (3 credits)
- BUS-P 200: Foundations of Operations and Supply Chain Management (3 credits)

- TESM-E 204: Meetings and Events Strategy and Management (3 credits)
- TESM-E 304: Event Design and Décor (3 credits)

- TESM-E 377: Event Marketing & Technology (3 credits)
- TESM-H 391: Safety, Risk, and Crisis Management (3 credits)
- TESM-E 404: Event Production (3 credits)
- Major-selective electives (9 credits) Select 3 of:
  - TESM-E 210 :Celebrations, Weddings, and Ceremonies
  - TESM-E 219: Sport Event Production
  - TESM-E 370: Festivals, Live Entertainment, Community Events
  - TESM-E 371: Conferences, Conventions, and Expos
  - TESM-E 375: Corporate Events
  - TESM- E 477: Philanthropy and Fundraising
  - TESM-E 496: Event Immersion Topics

- Additional courses beyond the IU Indianapolis General Education Core and major course requirements to total 120 credit hours (these are not required to be SHHS courses, but could be).
- Only college-level course work will count toward open electives. Remedial courses in areas such as math and English do not count.

Hospitality

Hospitality (B.S.T.E.S.M.)

The hospitality major prepares students for an exciting career crafting extraordinary guest experiences, creating inviting spaces, and elevating service to an art form. With a hospitality major, students will master the skills needed to create unforgettable stays, oversee hotels and resorts, and manage food and beverage operations. Students will study alongside other students in the Tourism, Event, and Sport Management program and have the opportunity to earn the business foundations undergraduate certificate through the Kelley School of Business.

Hospitality majors must fulfill the IU Indianapolis general education requirements corresponding to Indiana College Core.

Core Communication (6 credits)

- ENG-W 131: Reading, Writing, and Inquiry I (3 credits) or ENG-W 140: Reading, Writing, and Inquiry: Honors (3 credits) completed with a grade of C (2.0) or higher
- COMM-R 110: Fundamentals of Speech Communication (3 credits)

Analytical Reasoning (6 credits)

- Analytical Reasoning List A (3 credits)
- Analytical Reasoning List A or B (3 credits)

Cultural Understanding (3 credits)

- Cultural Understanding (3 credits)

Life and Physical Sciences (3 credits)

- Life and Physical Sciences (3 credits)
- Life and Physical Sciences (3 credits)

Arts/Humanities and Social Sciences (9 credits)

- Arts & Humanities (3 credits)
- Social Sciences (3 credits)
- Arts & Humanities or Social Sciences (3 credits)

- TESM-G 110: TESM Learning Community (1 credit)
- TESM-C 100: Introduction to TESM (3 credits)
- TESM-C 205: Facility Management (3 credits)
- TESM-C 301: Career & Leadership Principles (3 credits)
- TESM-C 325: Selling in TESM (3 credits)
- TESM-C 410: Data Literacy and Research (3 credits)
- TESM-C 401: Internship (6 credits)
- BUS-X 204: Business Communications OR ENG-W 231: Professional Writing (3 credits)
- HER-E 120: Introduction to Graphic Design Essentials OR NEWM-N 102: Creative Design (3 credits) (NEWM-N 102 can be used to satisfy the Arts & Humanities gen ed requirement)

- TESM-C 112: Business Foundations of TESM
- TESM-C 312: Human Resources in the Service Industry (3 credits)
- BUS-A 186: Accounting and the Business Environment OR BUS-A 200: Foundations of Accounting for Non-Business Majors (3 credits)
- BUS-F 200: Foundations of Financial Management (3 credits)
- BUS-K 201: Foundations of Business Information Systems and Decision Making (3 credits)
- BUS-M 200: Marketing and Society OR 300 Introduction to Marketing (3 credits)
- BUS-P 200: Foundations of Operations and Supply Chain Management (3 credits)

Major-specific Requirements for Hospitality:

- TESM-H 281: Lodging Management (3 credits)
- TESM-H 305: Food and Beverage Operations (3 credits)
- TESM-H 318: Beer, Wine, and Spirits Management (3 credits)
- TESM-H 341: Revenue and Finance in Hospitality (3 credits)
- TESM-H 391: Safety, Risk, and Crisis Management (3 credits)
- TESM-H 412: Hospitality Strategic Management (3 credits)
- TESM-H 499: Entrepreneurship in Hospitality (3 credits)
- Major-selective electives (3 credits) Select 1 of:
  - TESM-H 310: Catering
  - TESM-E 210: Celebrations, Weddings, and Ceremonies
  - TESM-E 371: Conferences, Conventions, and Expos
  - TESM-E 375: Corporate Events
  - TESM-H 328: Beers of the World
  - TESM-H 385: Distilled Spirits of the World
  - TESM-H 218: Wines of the World
  - TESM-H 408: Food and Wine Pairing

- Additional courses beyond the IU Indianapolis General Education Core and major course requirements to total 120 credit hours (these are not required to be SHHS courses, but could be).
- Only college-level course work will count toward open electives. Remedial courses in areas such as math and English do not count.

Tourism

Tourism (B.S.T.E.S.M.)

The tourism major prepares students for a dynamic career at the crossroads of travel, sustainability, arts, culture, and destination marketing. With world-class museums, cultural hotspots, and sports facilities right outside our door—plus one of the continent's top-ranking airports—the journey into tourism is just beginning. Students will study alongside other students in the Tourism, Event, and Sport Management program and have the opportunity to earn the business foundations undergraduate certificate through the Kelley School of Business.

Tourism majors must fulfill the IU Indianapolis general education requirements corresponding to Indiana College Core.

Core Communication (6 credits)

- ENG-W 131: Reading, Writing, and Inquiry I (3 credits) or ENG-W 140: Reading, Writing, and Inquiry: Honors (3 credits) completed with a grade of C (2.0) or higher
- COMM-R 110: Fundamentals of Speech Communication (3 credits)

Analytical Reasoning (6 credits)

- Analytical Reasoning List A (3 credits)
- Analytical Reasoning List A or B (3 credits)

Cultural Understanding (3 credits)

- TESM-T 208: Tourism Geography (3 credits)

Life and Physical Sciences (3 credits)

- Life and Physical Sciences (3 credits)
- Life and Physical Sciences (3 credits)

Arts/Humanities and Social Sciences (9 credits)

- Arts & Humanities (3 credits)
- Social Sciences (3 credits)
- Arts & Humanities or Social Sciences (3 credits)

- TESM-G 110: TESM Learning Community (1 credit)
- TESM-C 100: Introduction to TESM (3 credits)
- TESM-C 205: Facility Management (3 credits)
- TESM-C 301: Career & Leadership Principles (3 credits)
- TESM-C 325: Selling in TESM (3 credits)
- TESM-C 410: Data Literacy and Research (3 credits)
- TESM-C 401: Internship (6 credits)
- BUS-X 204: Business Communications OR ENG-W 231: Professional Writing (3 credits)
- HER-E 120: Introduction to Graphic Design Essentials OR NEWM-N 102: Creative Design (3 credits) (NEWM-N 102 can be used to satisfy the Arts & Humanities gen ed requirement)

- TESM-C 112: Business Foundations of TESM
- TESM-C 312: Human Resources in the Service Industry (3 credits)
- BUS-A 186: Accounting and the Business Environment OR BUS-A 200: Foundations of Accounting for Non-Business Majors (3 credits)
- BUS-F 200: Foundations of Financial Management (3 credits)
- BUS-K 201: Foundations of Business Information Systems and Decision Making (3 credits)
- BUS-M 200: Marketing and Society OR 300 Introduction to Marketing (3 credits)
- BUS-P 200: Foundations of Operations and Supply Chain Management (3 credits)

- TESM-T 207: Tourism Policy and Sustainability (3 credits)
- TESM-T 208: Global Tourism Geography (3 credits)
- TESM-T 234: Cultural Heritage Tourism (3 credits)
- TESM-T 306: Management of Attractions (3 credits)
- TESM-T 307: Destination Marketing and Management (3 credits)
- TESM-T 382: Travel Trends and Tour Operations (3 credits)
- TESM-T 472: Global Tourism Analysis (3 credits)
- Major-selective elective (3 credits) Select 1 of:
  - TESM-T: 396 Tourism Topics
  - TESM-T: 309 Cruise Line Management
  - TESM-T: 319 Sport Tourism Development
  - TESM-T: 329 Tourism Sports Marketing
  - TESM-T: 483 Ecotourism
  - MSTD-A: 403 Introduction to Museum Studies

- Additional courses beyond the IU Indianapolis General Education Core and major course requirements to total 120 credit hours (these are not required to be SHHS courses, but could be).
- Only college-level course work will count toward open electives. Remedial courses in areas such as math and English do not count.

Sport Management

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

Students majoring in Sports Management study the management and marketing of sports events, the financial principles of sports, and the PR and promotion of sports. Students will study alongside other students in the Tourism, Event, and Sport Management program and have the opportunity to earn the business foundations undergraduate certificate through the Kelley School of Business, preparing them for a successful career in the sports arena.

Sport Management majors must fulfill the IU Indianapolis general education requirements corresponding to Indiana College Core.

Core Communication (6 credits)

- ENG-W 131: Reading, Writing, and Inquiry I (3 credits) or ENG-W 140: Reading, Writing, and Inquiry: Honors (3 credits) completed with a grade of C (2.0) or higher
- COMM-R 110: Fundamentals of Speech Communication (3 credits)

Analytical Reasoning (6 credits)

- Analytical Reasoning List A (3 credits)
- Analytical Reasoning List A or B (3 credits)

Cultural Understanding (3 credits)

- Cultural Understanding (3 credits)

Life and Physical Sciences (3 credits)

- Life and Physical Sciences (3 credits)
- Life and Physical Sciences (3 credits)

Arts/Humanities and Social Sciences (9 credits)

- Arts & Humanities (3 credits)
- Social Sciences (3 credits)
- Arts & Humanities or Social Sciences (3 credits)

- TESM-G 110: TESM Learning Community (1 credit)
- TESM-C 100: Introduction to TESM (3 credits)
- TESM-C 205: Facility Management (3 credits)
- TESM-C 301: Career & Leadership Principles (3 credits)
- TESM-C 325: Selling in TESM (3 credits)
- TESM-C 410: Data Literacy and Research (3 credits)
- TESM-C 401: Internship (6 credits)
- BUS-X 204: Business Communications or ENG-W 231: Professional Writing (3 credits)
- HER-E 120: Introduction to Graphic Design Essentials or NEWM-N 102: Creative Design (3 credits) (NEWM-N 102 can be used to satisfy the Arts & Humanities gen ed requirement)

- TESM-C 112: Business Foundations of TESM
- TESM-C 312: Human Resources in the Service Industry (3 credits)
- BUS-A 186: Accounting and the Business Environment OR BUS-A 200: Foundations of Accounting for Non-Business Majors (3 credits)
- BUS-F 200: Foundations of Financial Management (3 credits)
- BUS-K 201: Foundations of Business Information Systems and Decision Making (3 credits)
- BUS-M 200: Marketing and Society OR 300 Introduction to Marketing (3 credits)
- BUS-P 200: Foundations of Operations and Supply Chain Management (3 credits)

- TESM-E 219: Sport Event Production (3 credits)
- TESM-S 332: Management Principles in Sport (3 credits)
- TESM-S 352: Sport Communication (3 credits)
- TESM-S 411: Sport Law (3 credits)
- TESM-S 418 Sport Marketing (3 credits)
- TESM-S 423: Sport Finance (3 credits)
- TESM-S 432: Sport Innovation Capstone (3 credits)
- Major-selective elective (3 credits) Select 1 of:
  - TESM-T 319: Sport Tourism Development
  - TESM-T 329: Tourism Sports Marketing
  - KINE-P 392: Sport Sociology
  - TESM-S 335: Foundations of Esports

- Additional courses beyond the IU Indianapolis General Education Core and major course requirements to total 120 credit hours (these are not required to be SHHS courses, but could be).
- Only college-level course work will count toward open electives. Remedial courses in areas such as math and English do not count.

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.

•

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.

•

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.

•

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

- + 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

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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.

-

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.

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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.

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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.

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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 Occupational 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.

-

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.

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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.

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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.

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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

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.

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.

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.
CRON 2.2 Demonstrate professional writing skills in preparing professional communications.
CRON 2.3 Demonstrate active participation, teamwork and contributions in group settings.
CRON 2.4 Function as a member of interprofessional teams.
CRON 2.5 Work collaboratively with NDTRs and/or support personnel in other disciplines.
CRON 2.6 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.
CRON 2.7 Apply change management strategies to achieve desired outcomes.
CRON 2.8 Demonstrate negotiation skills.
CRON 2.9 Actively contribute to nutrition and dietetics professional and community organizations.
CRON 2.10 Demonstrate professional attributes in all areas of practice.
CRON 2.11 Show cultural humility in interactions with colleagues, staff, clients, patients and the public.
CRON 2.12 Implement culturally sensitive strategies to address cultural biases and differences.
CRON 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, B,2 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

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

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.

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

PBLI 1 Identify strengths, deficiencies, and limits in one's knowledge and expertise.
PBLI 2 Set learning and improvement goals.
PBLI 3 Identify and perform learning activities that address one's gaps in knowledge, skills, or attitudes.
PBLI 4 Systematically analyze practice using quality improvement methods and implement changes with the goal of practice improvement.
PBLI 5 Incorporate feedback into day-to-day practice.
PBLI 6 Locate, appraise, and assimilate evidence from scientific studies related to patients' health problems.
PBLI 7 Use information technology to optimize learning.
PBLI 8 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.

Health Sciences

Master of Science in Health Sciences

Program Requirements

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

Admission Requirements

To be eligible to apply for the Master of Science in Health Sciences at IU Indianapolis you need to meet the following requirements and submit your application by March 1st:

- A bachelor's degree from an accredited college or university
- Cumulative undergraduate GPA of 3.0 on a 4.0 scale. Cumulative GPA is calculated on courses with grades that are recorded on official university/college transcripts.
- One undergraduate statistics or research methods course with a grade of B or better
- 3 letters of recommendation
- Personal statement (300 to 500 words) of academic and professional goals and/or reasons for your interest in obtaining a position in the healthcare industry
- Admissions interview
- If applicable, a TOEFL score of
  - Paper-based test: 500 or higher
  - Computer-based test: 213 or higher
  - Internet-based test: 79 or higher

No student will be permitted to work toward a degree without first being admitted to the Master of Science program.

Prior Course Work Applied Toward Degree Requirements

Upon the recommendation of the Health Sciences department chair and with the approval of the School of Health and Human Sciences Curriculum and Academic Policy Committee, up to 8 credit hours of graduate work may be transferred in partial fulfillment of degree requirements. No course may be transferred from another institution unless the course was completed with a grade of B or higher within five years before matriculation in the Master of Science degree program.

All application materials are due by March 15th for admission in the Fall Semester.

Curriculum Requirements

- HLSC-H 660: Rehabilitation Theories and Applications (3 credits)

- HLSC-H 661:Theory Application in Health and Rehabilitation Sciences (3 credits)
- HLSC-H 662: Health and Rehabilitation Systems Delivery (3 credits)
- HLSC-H 760: Design and Analysis of Rehabilitation Research (3 credits)
- HLSC-H 670: Research Practicum (3-6 credits)
- HLSC-H 670: Research Practicum (3-6 credits)
- HLSC-H 695: Internship in Health Sciences (3-6 credits)
- HLSC-H 710: Special Topics in Health Sciences (3 credits)
- Electives (9 credits)
  - One of the program's unique features is the ability to customize your curriculum to meet your educational and health career goals. By utilizing a wide range of interdisciplinary electives, you and your mentor will create the best plan of study for you.

Doctor of Philosophy (Ph.D.) in Health and Rehabilitation Sciences

Program Information

The Doctor of Philosophy in Health and Rehabilitation Sciences is an interdisciplinary program ideal for those interested in research rehabilitation and health sciences. Graduates of the program will acquire advanced knowledge and understanding of current trends and issues, and the problem-solving skills that will prepare them to assume leadership roles in practice and educational settings.

Program Requirements

The minimum requirements for the PhD are 90 credit hours of advanced study, of which up to 30 credit hours may be transferred from a student's post-baccalaureate degree of study, as approved by the Advisory Committee and the University Graduate School.

The 90 credit hours for the PhD are distributed among the following four content areas:

- Health and Rehabilitation Sciences Core Curriculum – 15 credit hours
- Research – 21 credit hours
- Health & Rehabilitation Sciences Concentration – 30 credit hours
- Electives – 6 credit hours
- Dissertation – 18 credit hours

Academic Progress: Time to Degree

Students enrolled in the PhD in Health and Rehabilitation Sciences have a total of seven years from the date of enrollment to complete the PhD. Students have five years from the date of enrollment to complete the qualifying project. Students not meeting either deadline will be terminated from the program. Exceptions to these timelines may be granted by the program faculty on a case-by-case basis for extenuating circumstances. It is the student's responsibility to document the extenuating circumstances and request the exception.

Admission Requirements

To be eligible to apply for the Ph.D. in Health and Rehabilitation Sciences at IU Indianapolis you need to meet the following requirements:

- Completion of a post-baccalaureate degree in health and rehabilitation sciences or in a related healthcare discipline from an accredited institution, or completion of a baccalaureate degree with professional experience.
- Cumulative undergraduate GPA of 3.0 on a 4.0 scale. Cumulative GPA is calculated on courses with grades that are recorded on official university/college transcripts.
- Résumé or curriculum vitae
- 3 letters of recommendation
- A personal statement (300 to 500 words) addressing the following:
  - Preparation for research (examples include coursework in research, engagement in research projects or grants, and completion of a master's degree thesis)
  - Intended research focus
  - Learning objectives
  - Leadership potential
- GRE Scores: Optional
- Admissions interview
- If applicable, a TOEFL score of
  - Paper-based test: 500 or higher
  - Computer-based test: 213 or higher
  - Internet-based test: 79 or higher

Curriculum Requirements

Health and Rehabilitation Sciences Core Curriculum (15 credits)

- HLSC-H 660: Rehabilitation Theories and Applications (3 credits)
- HLSC-H 661:Theory Application in Health and Rehabilitation Sciences (3 credits)
- HLSC-H 662: Health and Rehabilitation Systems Delivery (3 credits)
- HLSC-H 664: The Professoriate for Health and Rehabilitation Professionals (3 credits)
- HLSC-H 760: Design and Analysis of Rehabilitation Research (3 credits)

Research (21 credits)

- GRAD-N 802: Techniques for Effective Grant Writing (3 credits)
- NURS-W 540: Writing for Publication (3 credits)
- HLSC-H 670: Research Practicum (6 credits)
- GRAD-G 504: Intro to Research Ethics (3 credits) Research design and statistics electives (determined by advisory committee)

Concentration (30 credits)

Electives (6 credits)

Dissertation (18 credits)

Qualifying Project

Near, and usually in, the last semester of course work, students will complete a qualification project in health

and rehabilitation sciences, prepared by the student's Advisory Committee and consisting of two components: an original research project and public defense. The project is to be original research that includes new data and is intended as a preliminary, independent project to the dissertation. The project is to be developed in consultation with the student's advisor and advisory committee and may overlap with other courses (e.g. independent study), course requirements, or projects. The project defense will be conducted in two parts: a draft manuscript using a format (e.g., APA or AMA) approved by the advisory committee and an oral, public defense of the project to the advisory committee, similar in style to a conference proceeding. Only students who successfully defend the project may continue in the program. Students failing the initial defense may redefend the project one time. The second defense must occur within six months of the original defense. Students successfully completing the qualifying project will be advanced to doctoral candidacy and may enroll in dissertation level credit.

Dual Degree: Doctor of Physical Therapy/ Doctor of Philosophy in Health and Rehabilitation Sciences

Program Information

The program consists of completion of the Doctor of Physical Therapy degree with the ability to transfer 30 credit hours of the professional doctoral coursework to fulfill the PhD concentration requirements

Program Requirements

The program consists of a minimum of 110 credit hours for the Doctor of Physical Therapy and a minimum of 90 credit hours for the PhD degree.

Admission Requirements

In order to be accepted into our Doctor of Physical Therapy/ Doctor of Philosophy in Health and Rehabilitation Sciences dual degree program, you must meet and complete the admission requirements for both programs established for the Graduate School, the School of Health and Human Sciences, and when applicable, the Office of International Affairs. New students may apply to both programs simultaneously; students currently in the Doctor of Physical Therapy program may apply anytime during their first or second year.

To be eligible to apply for the Dual Doctor of Physical Therapy and Ph.D. degree program you need to meet all the following requirements:

- Must be enrolled in the DPT program as a 1st or 2nd-year student.
- To determine dual-degree eligibility, submit a pre-application (see below).
- Pre-applications are accepted May 1st through August 15th and include a statement of interest, CV, and potential lab interests.

Students should expect a timeline of 3-5 years post- DPT.

Curriculum Requirements

Health and Rehabilitation Sciences Core Curriculum (15 credits)

- HLSC-H 660: Rehabilitation Theories and Applications (3 credits)
- HLSC-H 661:Theory Application in Health and Rehabilitation Sciences (3 credits)
- HLSC-H 662: Health and Rehabilitation Systems Delivery (3 credits)
- HLSC-H 664: The Professoriate for Health and Rehabilitation Professionals (3 credits)
- HLSC-H 760: Design and Analysis of Rehabilitation Research (3 credits)

Research (21 credits)

- GRAD-N 802: Techniques for Effective Grant Writing (3 credits)
- NURS-W 540: Writing for Publication (3 credits)
- HLSC-H 670: Research Practicum (6 credits)
- GRAD-G 504: Intro to Research Ethics (3 credits)
- Research design and statistics electives (determined by advisory committee) (6 credits)

Concentration (30 credits)

Electives (6 credits)
Dissertation (18 credits)

Kinesiology

Master of Science in Kinesiology

Program Requirements

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

Admission Requirements

To be eligible to apply for the Master of Science in Health Sciences at IU Indianapolis you need to meet the following requirements and submit your application by March 1st:

- A bachelor’s degree from an accredited college or university
- Cumulative undergraduate GPA of 3.0 on a 4.0 scale. Cumulative GPA is calculated on courses with grades that are recorded on official university/college transcripts.
- One undergraduate statistics or research methods course with a grade of B or better
- 3 letters of recommendation
- Personal statement (300 to 500 words) of academic and professional goals and/or reasons for your interest in obtaining a position in the healthcare industry
- Admissions interview
- If applicable, a TOEFL score of
  - Paper-based test: 500 or higher
  - Computer-based test: 213 or higher
  - Internet-based test: 79 or higher

No student will be permitted to work toward a degree without first being admitted to the Master of Science program.

Prior Course Work Applied Toward Degree Requirements

Upon the recommendation of the Health Sciences department chair and with the approval of the School of

Health and Human Sciences Curriculum and Academic Policy Committee, up to 8 credit hours of graduate work may be transferred in partial fulfillment of degree requirements. No course may be transferred from another institution unless the course was completed with a grade of B or higher within five years before matriculation in the Master of Science degree program.

All application materials are due by March 15th for admission in the Fall Semester.

Curriculum Requirements

- HLSC-H 660: Rehabilitation Theories and Applications (3 credits)
- HLSC-H 661:Theory Application in Health and Rehabilitation Sciences (3 credits)
- HLSC-H 662: Health and Rehabilitation Systems Delivery (3 credits)
- HLSC-H 760: Design and Analysis of Rehabilitation Research (3 credits)
- HLSC-H 670: Research Practicum (3-6 credits)
- HLSC-H 670: Research Practicum (3-6 credits)
- HLSC-H 695: Internship in Health Sciences (3-6 credits)
- HLSC-H 710: Special Topics in Health Sciences (3 credits)
- Electives (9 credits)
  - One of the program's unique features is the ability to customize your curriculum to meet your educational and health career goals. By utilizing a wide range of interdisciplinary electives, you and your mentor will create the best plan of study for you.

Doctor of Philosophy (Ph.D.) in Exercise Science

Program Information

The Doctor of Philosophy 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.This is a full time, face-to-face, research-based doctoral program that includes 90 credit hours of graduate study.

During the program, students will pass qualifying exams, defend a dissertation proposal, then research, write, and defend a final dissertation.

You should plan to complete coursework, pass exams, and defend your dissertation proposal within three years (post-master's degree) or five years (post-bachelor's degree) of full-time enrollment.

Admission Requirements

To be eligible to apply for the Ph.D. in Exercise Science at IU Indianapolis you need to meet the following requirements:

- Applicants may be admitted into the Ph.D. program with a Master's in Kinesiology or related field, or directly after completing undergraduate study in exercise science, kinesiology or related field.
- Applicants must maintain a GPA of at least 3.25 on a 4.0 scale for the final 60 semester hours of undergraduate study, and 3.2 on a 4.0 scale for all previous graduate work to be considered.
- GRE scores are recommended.
- Sample of scientific writing from published or unpublished work.
- 3 letters of recommendation.
- Interview with graduate faculty involved in the admission process.

You must identify a graduate faculty member to perform your research with and your research must be congruent with that faculty member's.

Program Curriculum Requirements
Grades

Students must maintain an academic average of at least 3.0 (B) on a 4.0 scale.

Core Curriculum

Credit Hours: 90 credit hours of graduate study will be required for the doctoral degree. Students entering with a bachelor's degree will be admitted into the M.S. in Kinesiology program and obtain the nonthesis master's at the end of their second year of study.

The 90 credit hours, required of all students, beyond a bachelor's will consist of:

- 19-20 hours of required core exercise science courses:
- 12 hours in research tools courses
- 12 hours in a concentration area
- 12 hours in an outside minor
- 24 hours for dissertation work
- 9-10 hours for electives

Movement Science Core:

Every student in the program will take five or six required courses, depending on which human physiology class they will take:

- KINE-K 530 (3 hrs) Mechanical Analysis of Human Performance, or KINE-K 500 Musculoskeletal Injuries
- KINE-K 535 (3 hrs) Physiological Basis of Human Performance
- KINE-K 542 (3 hrs) Neuromuscular Control of Human Movement
- ANAT-D 501 (5 hrs) Functional-Oriented Human Gross Anatomy
- BIOL-K 556 (3 hrs) Physiology & BIOL-K 557 (3 credits) Physiology II OR PHSL-F 503 (5 hrs) Human Physiology

Research Tools Courses (12 credits):

All students will take 12 credits in courses focused on statistics, experimental design, data interpretation, instrumentation, scientific writing, or grant writing. Examples of some research tools courses within the Department of Kinesiology or other Schools are:

- KINE-T 590 (3 hrs) Introduction to Research in Health, Kinesiology, and Recreation
- KINE-T 591 (3 hrs) Introduction to Statistics in Health, Kinesiology, and Recreation or PBHL-B 551 (3 hrs) Biostatistics in Public Health I
- PBHL-B 562 (3 hrs) or Biostatistics in Public Health II
- KINE-K 701 (3 hrs) Scientific Writing in Exercise Science
- KINE-K 705 (3 hrs) Experimental Laboratory Techniques

A plan for these courses will be formulated and approved in consultation with Graduate Coordinator and faculty advisor.

Concentration Area (12 credits):

All students will identify a concentration area that they will receive additional coursework. We propose four different areas: Biomechanics, Motor Control, and Exercise Physiology. Each concentration track offers the flexibility for the individual to choose courses from the IU Indianapolis course catalog that can meet their independent need for expertise. The choice of courses is up to the individual in consultation with their Doctoral Advisory Committee and the Graduate Coordinator.

Concentration Courses:

Movement Biomechanics

- KINE-K 533 Clinical Biomechanics
- KINE-K 500 Biomechanics of Musculoskeletal Injuries
- KINE-K 593 Physical Ergonomics
- KINE-K 631 Quantitative Mechanical Analysis of Human Motion
- HPER-K 533 Advanced Theories of High Level Performance
- GRAD G 819 Basic Bone Biology

Motor Control

- KINE-K 543 Cortical Control of Human Movement
- HPER-K 533 Advanced Theories of High Level Performance
- ANAT-D 852 (D505) Neuroscience and Clinical Neurology
- KINE-K 631 Quantitative Mechanical Analysis of Human Motion
- ANAT-D 701 Translational Neuroscience
- ANAT-D 527 Neuroanatomy: Contemporary and Translational

Exercise Physiology

- KINE-K 500 Muscle Physiology
- KINE-K 563 Cardiac Assessment in Exercise
- KINE R-K 533 Physical Activity and Disease
- KINE-K 638 Biochemical Adaptations to Exercise
- GRDM-G 805 Diabetes and Obesity
- ANAT-D 502 Basic Histology
- PHSL-G 708 Cardiac and Coronary Physiology
- KINE-K 533 Advanced Theories of High Level Performance
- KINE-K 635 Cardiovascular Physiology of Exercise

Minor (12 hours):

All students will take 12 credits in a minor area formulated and approved as part of their POS in consultation with their Doctoral Advisory Committee and the Graduate Coordinator. These hours must be from other departments outside of Kinesiology on the IU Indianapolis campus. Students electing to pursue the degree minor in a separate department or school must obtain permission from that school to take the courses. The student will solicit an advisor in the minor's area of scholarship to give guidance, ensure the student's eligibility, appropriate course selections, and participate in preparing qualifying and oral examinations.

We propose the following approved external minors already existing at IU Indianapolis:

Biostatistics, Cardiovascular Science, Clinical Research, Computer Science, Diabetes and Obesity, Health Informatics, Epidemiology, Human Computer Interaction, Public Health, Anatomy & Cell Biology, Physiology, Rehabilitation Sciences, and others individualized minors.

The required **core exercise science courses** (19-20 hours) will consist of the following existing courses from schools outside of SHHS:

- Functional-Oriented Human Gross Anatomy
- Physiology I and II or PHSL-F 503 Human Physiology

In addition, the following three existing core courses (9 hours) are required within Department of Kinesiology:

- Mechanical Analysis of Human Performance
- Physiological Basis of Human Performance
- Neuromuscular Control of Human Movement

Research Tools courses (12 hours):

All students will take 12 credits in courses focused on statistics, experimental design, data interpretation, instrumentation, scientific writing, or grant writing. Courses can include:

- Introduction to Research in Health, Kinesiology and Recreation
- Interpretation of Data in Health, Kinesiology and Recreation or Biostatistics in Public Health II
- Experimental Analysis and Design
- Experimental Laboratory Techniques

Concentration Area (12 hours):

All students will identify a concentration area that they will receive additional coursework in the following areas:

- Biomechanics
- Motor Control
- Exercise Physiology

Electives (9+ hours):

The remainder of the hours must be elective courses from departmental offerings, or outside the department or school. These would be in disciplines supporting the student's dissertation and career focus, but that may not fit in the concentration or minor area. As an individual may take extra credit hours in the research tools, concentration area, or minor, the electives are proposed as 0 or greater

credit hours to offer flexibility to the student to meet their credit hour requirement (if needed or not).

Dissertation (24+ hours):

At least 24 of the required 90 credit hours of graduate study must dissertation credits.

Advisory Committees:

Upon entry into the Ph.D. program in exercise science each student will form his or her Academic Advisory Committee. The role of the Academic Advisory Committee is to advise and approve the student's POS. This committee must comprise a minimum of three kinesiology graduate faculty or affiliated member and a faculty member from the student's chosen minor subject area. The committee serves in an advisory capacity until the student passes the Qualifying Examination and forms his or her Doctoral Advisory Committee.

After successful completion of the Qualifying Examination, the student will solicit faculty members to serve on his or her Doctoral Advisory Committee (DAC). The DAC consists of at least four members whose duties will be to advise the student during their final course of study through to their dissertation defense. The student's Major Professor serves as the chair of the DAC.

The selection of the Major Professor requires his or her consent and the approval of the Graduate Coordinator. The student's research interests should align with the Major Professor's specialties. The DAC will comprise the student's Major Professor, two additional exercise science or affiliated graduate faculty, and one faculty member representing the student's minor area. Additional members may be included at the student's request. Inclusion of individuals without graduate faculty standing may be included but cannot supplant the other four members with graduate faculty status.

Examination Requirements:

Students must pass the three major examinations during the course of a Ph.D. program are the Qualifying Examination (QE), the Proposal Examination, and the Defense Examination. The purpose of the QE is to verify that students have mastered fundamental area-related topics in the student's concentration and minor areas at the core course level, and to present an oral examination of a topic in the concentration area. The purpose of the Proposal Examination is to determine whether a student is adequately prepared to conceive and undertake a suitable research topic. The Proposal Examination typically includes an oral presentation and a written thesis proposal. The purpose of the oral Defense

Examination of the dissertation is to determine if the thesis research warrants granting the Ph.D. degree. Doctoral research must be original and merit publication in the scholarly literature.

Qualifying Examination:

Ph.D. candidates will be required to complete a comprehensive knowledge examination following completion of core coursework, and at least two terms before the final examination. The student's graduate committee, in consultation with the graduate student, will determine the timing of this examination and its content. The format and content for the exam is at the discretion of the student's advisory committee and will vary from student to student. The exam will have written and oral components. The written exam will be completed first and submitted to and graded satisfactory/not satisfactory by each committee member. The results of the written exam must be satisfactory to the committee before moving to the oral portion of the exam. No later than two weeks after the completion of the written exam, the student will undertake an oral defense of their exam. Students who fail to successfully complete the written or oral component of the comprehensive exam will, at the discretion of the student's graduate committee, be given no more than one attempt to retake the examination. A Ph.D. candidate must successfully pass the preliminary exam before being eligible for further progress in the program.

Requirements for Doctoral Candidacy

Candidates for the Ph.D. in Exercise Science shall demonstrate the following (through successfully completing the QE) as a prerequisite to qualifying for the degree:

1. Intellectual awareness and curiosity sufficient to predict continued growth and contribution to the discipline.
2. Significant advanced, in-depth understanding in exercise science
3. Knowledge of representative literature and historical precedence of exercise science.
4. Considerable depth of knowledge in some aspect of exercise science, such as measurement, evaluation, clinical application, or technological advancement.
5. Sufficient writing and speaking skills to communicate clearly and effectively to members of the scholarly community and the wider community, and especially in teaching situations.
6. Research skills appropriate to the student's specific focus within exercise science, including expertise with appropriate methodologies, analysis, and statistics tools.

Proposal Examination:

The Proposal Examination is given to determine whether a student is adequately prepared to conceive and undertake a suitable research topic in the student's concentration and minor areas. Students may not schedule their Proposal Examination until after they have passed the Qualifying Examination and submitted their final Plan of Study. The Proposal Examination is primarily an oral examination associated with a written thesis proposal, but may include a written exam component at the discretion of the Doctoral Advisory Committee. Students must complete the Proposal Examination at least two academic sessions (counting regular semesters and summer sessions), for which they are registered, before taking the Defense Examination. The written dissertation proposal should be submitted to members of the Doctoral Advisory Committee at least two weeks before the examination.

During the Proposal Examination, the student is expected to exhibit:

- A clear understanding of the research problem;
- An awareness of pertinent background literature and current efforts in the research area of interest;

- Some initial progress toward solving the research problem; and
- A plan to execute the remainder of the dissertation research.

Only two attempts to pass this examination will be allowed.

Defense Examination:

A written narrative of original research must be approved by the Doctoral Advisory Committee in a public defense as described in the Graduate School Bulletin. Students enroll in KINE-K799 PhD Dissertation each semester after the dissertation topic is approved until the research has been completed.

Time Limit for Completion of the Ph.D. Degree:

Students entering the Ph.D. program with a master's degree are to complete all degree requirements within five equivalent full-time years from the beginning of their first semester registration. Those entering the program with a bachelor's degree have seven years to complete their degree requirements.

Extension to the cited time limit may be requested in writing and approved at the recommendation of the student's Doctoral Advisory Committee and the Graduate Coordinator. Only full semesters count toward the time limit. A student who is not in good standing with regard to the cited time limit will not be allowed to register for the following semester without the approval of the Graduate Coordinator.

Nutrition & Dietetics

Dietetic Internship Professional Certificate

This 19-credit-hour professional certificate is designed for students who have earned a graduate degree elsewhere and need the supervised practice hours to prepare them to become a registered dietitian nutritionist (RDN).

Curriculum (9 course credits + 10 credits from supervised practice)

- NTRD-N 544: Medical Nutrition Therapy (3 credits)
- NTRD-N 663: Evidence Based Practice in Nutrition and Dietetics (3 credits)
- NTRD-N 755: Management Issues in Nutrition and Dietetics (3 credits)
- NTRD-N 590: Supervised Practice (10 credits)

Master of Science in Nutrition and Dietetics + Dietetics Internship

Program Requirements

Indiana University's Master of Science plus Dietetic Internship (M.S.+D.I.) leverages the power of an IU degree backed by 100-plus years of dietetic internship training and more than 50 years of graduate education.

The program prepares students to become a registered dietitian nutritionist (RDN). Students will graduate equipped to make a difference in people's lives and become a leaders in the nutrition and dietetic profession. The Master of Science in Nutrition and Dietetics + Dietetic Internship (M.S. + D.I.) at the IU School of Health & Human Sciences is fully accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition & Dietetics.

Admission Requirements

To be eligible to apply for the M.S.+D.I. program, you need to meet the following requirements:

- Earned a bachelor's degree from an ACEND accredited university, college, or foreign equivalent as determined by a recognized credentialing agency.
- Declaration of intent to complete or verification statement from an ACEND-accredited didactic program in dietetics.
- A minimum overall academic GPA of 3.0 on a 4.0 scale and a minimum major GPA of 3.0.

Curriculum Requirements

Year 1 (fall) | 14 credit hours

- NTRD-N 751: Human Metabolic Nutrition I (3 credits)
- NTRD-N 755: Management of Food and Nutrition Systems (3 credits)
- NTRD-N 590: Supervised Practice (5 credits)
- Elective (3 credits)*

Year 1 (spring) | 14 credit hours

- NTRD-N 752: Human Metabolic Nutrition II (3 credits)
- NTRD-N 663: Evidence Based Practice in Nutrition and Dietetics (3 credits)
- NTRD-N 590: Supervised Practice (5 credits)
- Elective (3 credits)*

Year 1 (summer) | 6 credit hours

- NTRD-N 544: Medical Nutrition Therapy (3 credits)
- Elective (3 credits)*

Year 2 (fall) | 6 credit hours

- PBHL-B 561: Introduction to Biostatistics (3 credits)
- Elective (3 credits)*

***Potential electives – check course numbers**

- HPER-H 510: Organization and Administration of School Health Programs (3 credits)
- HPER-P 527: Childhood Motor Development (3 credits)
- KINE-K 525: Psychological Foundations of Exercise and Sport (3 credits)
- KINE-K 535: Physiological Basis of Human Performance (3 credits)
- KINE-P 560: Corporate Fitness and Wellness (3 credits)
- KINE-K 562: Exercise Prescription in Health and Disease (3 credits)
- NTRD-N 600: Legal and Ethical Issues in Nutrition and Dietetics (3 credits)
- NTRD-N 640: U.S. Public Health Nutrition (3 credits)
- NTRD-N 650: Food Science (3 credits)
- NTRD-N 652: Meal Planning for Culturally Diverse Populations (3 credits)
- NTRD-N 655: U.S. Food Market Place (3 credits)
- NTRD-N 674: Pediatric Nutrition (3 credits)

- NTRD-N 670: Nutrition in Pregnancy & Lactation (3 credits)
- NTRD-N 750: Vitamins and Minerals (3 credits)
- NTRD-N 753: Nutrition and the Microbiome (3 credits)
- NTRD-N 760: Personalized Adult Medical Nutrition Therapy I (3 credits)
- NTRD-N 762: Personalized Adult Medical Nutrition Therapy II (3 credits)
- NTRD-N 765: Advanced Pediatric Nutrition (3 credits)
- PBHL-E 765: Nutritional Epidemiology (3 credits)
- PBHL-H 507: **Human Resources and Organizational Behavior in Health Administration** (3 credits)
- PBHL-H 508: Managing Health Care Accounting Information for Decision Making (3 credits)
- PBHL-H 509: Health Services Financial Management (3 credits)
- PBHL-H 514: Health Economics (3 credits)

Master of Science in Nutrition and Dietetics Non-Thesis Track

Program Requirements

The Master of Science in Nutrition and Dietetics non-thesis track advances your academic training, enhances your ability to critically evaluate nutrition research, and prepares you for evidence-based practice in your community.

Admissions Requirements

To be eligible to apply for the Master of Science in Nutrition and Dietetics program, you need to meet the following requirements.

- Bachelor's degree with completion of prerequisite courses. The required courses must be completed with a grade of B- or higher.
  - Human anatomy (with lab)
  - Human physiology (lab preferred)
  - Statistics or Research Methods
  - Organic Chemistry
  - Undergraduate biochemistry (with lab; strongly recommended, not required)
  - Microbiology (with lab)
  - Human Nutrition (300 level or above with a science prerequisite)
- Earned a minimum cumulative grade point average of 3.0 on a 4.0 scale.

Curriculum Requirements

Year 1 (fall) | 15 credit hours

- PBHL-B 561: Introduction to Biostatistics (3 credits)
- NTRD-N 751: Human Metabolic Nutrition I (3 credits)
- Elective (9 credits)*

Year 1 (spring) | 15 credit hours

- NTRD-N 752: Human Metabolic Nutrition II (3 credits)
- NTRD-N 663: Evidence Based Practice in Nutrition and Dietetics (3 credits)
- Elective (9 credits)*

***Potential electives – check course numbers**

One of the unique features of our master's program is the ability to customize your curriculum to meet your educational and career goals. By utilizing a wide range of interdisciplinary electives, you and your mentor will create the best plan of study for you. This is by no means a comprehensive list of potential electives.

- HPER-H 510: Organization and Administration of School Health Programs (3 credits)
- HPER-P 527: Childhood Motor Development (3 credits)
- KINE-K 525: Psychological Foundations of Exercise and Sport (3 credits)
- KINE-K 535: Physiological Basis of Human Performance (3 credits)
- KINE-P 560: Corporate Fitness and Wellness (3 credits)
- KINE-K 562: Exercise Prescription in Health and Disease (3 credits)
- NTRD-N 544: Medical Nutrition Therapy (3 credits)
- NTRD-N 600: Legal and Ethical Issues in Nutrition and Dietetics (3 credits)
- NTRD-N 640: U.S. Public Health Nutrition (3 credits)
- NTRD-N 650: Food Science (3 credits)
- NTRD-N 652: Meal Planning for Culturally Diverse Populations (3 credits)
- NTRD-N 655: U.S. Food Market Place (3 credits)
- NTRD-N 674: Pediatric Nutrition (3 credits)
- NTRD-N 670: Nutrition in Pregnancy & Lactation (3 credits)
- NTRD-N 750: Vitamins and Minerals (3 credits)
- NTRD-N 753: Nutrition and the Microbiome (3 credits)
- NTRD-N 755: Management of Food and Nutrition Systems (3 credits)
- NTRD-N 760: Personalized Adult Medical Nutrition Therapy I (3 credits)
- NTRD-N 762: Personalized Adult Medical Nutrition Therapy II (3 credits)
- NTRD-N 765: Advanced Pediatric Nutrition (3 credits)
- PBHL-E 765: Nutritional Epidemiology (3 credits)
- PBHL-H 507: **Human Resources and Organizational Behavior in Health Administration** (3 credits)
- PBHL-H 508: Managing Health Care Accounting Information for Decision Making (3 credits)
- PBHL-H 509: Health Services Financial Management (3 credits)
- PBHL-H 514: Health Economics (3 credits)

Doctorate in Nutrition & Dietetics

Program Information

The Doctorate in Nutrition & Dietetics (DND) prepares you to become a registered dietitian nutritionist (RDN) and to practice as an autonomous professional and valued member of a collaborative health-care team. You'll

graduate equipped to make a difference in people's lives and become an expert in your profession.

Studying full time in Indianapolis for three years puts you in the center of the state's leading health and medical care facilities.

Admission Requirements

To be eligible to apply for the Doctorate in Nutrition and Dietetics program you need to meet the following requirements:

- Completion of all prerequisite courses for non-dietetic majors OR verification statement from an ACEND-accredited didactic program in dietetics.
  - Human anatomy (with lab)
  - Human physiology (lab preferred)
  - Statistics
  - General Chemistry I (with lab)
  - General Chemistry II (with lab)
  - Organic Chemistry
  - Microbiology (with lab)
  - Introductory human behavior, psychology, sociology, or anthropology
  - Human Nutrition
- Completed—or will complete—your undergraduate bachelor's degree from a regionally accredited university, college or foreign equivalent as determined by a recognized credentialing agency, before your intended fall start date.
- Earned a minimum cumulative grade point average of 3.0 on a 4.0 scale
- Current manager-level food safety certification. You may have one of the following certifications or equivalent:
  - ServSafe Manager Certificate
  - National Registry of Food Safety Professionals (NRFSP) Food Safety Manager Certificate

Curriculum Requirements

Year 1 (fall) | 15 credit hours

- BIOL-I 556: Physiology I (3 credits)
- BIOC-B 500: Introductory Biochemistry (3 credits)
- NTRD-N 600: Legal and Ethical Issues in Nutrition and Dietetics (3 credits)
- PBHL-H 508: Managing Health Care Accounting Information for Decision Making (3 credits)
- PBHL-B 561: Introduction to Biostatistics (3 credits)

Year 1 (spring) | 15 credit hours

- BIOL-I 557: Physiology II (3 credits
- NTRD-N 652: Meal Planning for Culturally Diverse Populations (3 credits)
- NTRD-N 663: Evidence Based Practice in Nutrition and Dietetics (3 credits)
- NTRD-N 670: Nutrition in Pregnancy & Lactation (3 credits)
- PBHL-H 509: Health Services Financial Management (3 credits)

Year 1 (summer) | 6 credit hours

- NTRD-N 640: U.S. Public Health Nutrition (3 credits)
- NTRD-N 650: Food Science (3 credits)

Year 2 (fall) | 15 credit hours

- MPAS-M 818: Principles of Medical Pharmacology for Physician Assistants (3 credits)
- NTRD-N 674: Pediatric Nutrition (3 credits)
- NTRD-N 751: Human Metabolic Nutrition I (3 credits)
- NTRD-N 755 Management of Food and Nutrition Systems (3 credits)
- NTRD-N 760 Personalized Adult Medical Nutrition Therapy I (3 credits)

Year 2 (spring) | 15 credit hours

- NTRD-N 750: Vitamins and Minerals (3 credits)
- NTRD-N 752: Human Metabolic Nutrition II (3 cr.)
- NTRD-N 762: Personalized Adult Medical Nutrition Therapy II (3 credits)
- NTRD-N 765: Advanced Pediatric Nutrition (3 credits)
- PBHL-H 507: Human Resources and Organizational Behavior in Health Administration (3 credits)

Year 2 (summer) | 6 credit hours

- NTRD-N 740: Nutrition Counseling Techniques (3 credits)
- NTRD-N 753: Nutrition & the Microbiome (3 credits)

Year 3 (fall) | 14 credit hours

- NTRD-N 745: Nutrition Communication Techniques (3 credits)
- NTRD-N 746: Nutrition Education Experience (1 credit)
- NTRD-N 850: Process Improvement Proposal (3 credits)
- NTRD-N 890: Supervised Practice Experience (7 credits)

Year 3 (spring) | 12 credit hours

- NTRD-N 801: Nutrition and Dietetic Seminar - Issues in Contemporary Nutrition (1 credit)
- NTRD-N 855: Process Improvement Research Project (3 credits)
  - Execution of the process improvement project and preparation of the written report. This is a R course and extends into the following semester.
- NTRD-N 890: Supervised Practice Experience (8 credits)

Year 3 (summer) | 3 credit hours

- NTRD-N 855 (continued)
- NTRD-N 890: Supervised Practice Experience (3 credits)

Postprofessional Doctorate in Nutrition & Dietetics

Program Information

One of the first postprofessional doctoral-level degrees specifically designed for registered dietitians/registered dietitian nutritionists, the Postprofessional DND (PPDND) will advance your education in nutrition and dietetics and

prepare you to be an autonomous professional and valued member of a collaborative health care team.

This program provides a path for registered dietitians to advance their academic training in the field of nutrition and dietetics through a combination of traditional classroom and online courses.

Admission Requirements

To be eligible to apply for the postprofessional Doctorate in Nutrition and Dietetics program you need to meet the following requirements.

- Current RD/RDN credential from the Commission on Dietetic Registration.
- Earned a minimum cumulative grade point average of 3.0 on a 4.0 scale.
- Completion of an accounting course with a grade of B- (80 percent) or higher. In some cases, an official course description or syllabus may be requested to ensure the course you completed aligns with the required PPDND prerequisite. Applicants may apply and take this course prior to program matriculation. Official transcript will be required.

Up to 30 credit hours of graduate coursework taken within the previous five years before matriculation may be applied to the postprofessional degree. Potential transfer credits will be reviewed on an individual basis by the program's graduate admission committee.

Curriculum Requirements

Year 1 (fall) | 15 credit hours

- BIOL-I 556: Physiology I (3 credits)
- BIOC-B 500: Introductory Biochemistry (3 credits)
- PBHL-H 508: Managing Health Care Accounting Information for Decision Making (3 credits)
- PBHL-B 561: Introduction to Biostatistics (3 credits)
- Elective (3 credits)
  - One of the program's unique features is the ability to customize your curriculum to meet your educational and health career goals. By utilizing a wide range of interdisciplinary electives, you and your mentor will create the best plan of study for you.

Year 1 (spring) | 15 credit hours

- BIOL-I 557: Physiology II (3 credits
- NTRD-N 652: Meal Planning for Culturally Diverse Populations (3 credits)
- NTRD-N 663: Evidence Based Practice in Nutrition and Dietetics (3 credits)
- NTRD-N 670: Nutrition in Pregnancy & Lactation (3 credits)
- PBHL-H 509: Health Services Financial Management (3 credits)

Year 1 (summer) | 6 credit hours

- NTRD-N 640: U.S. Public Health Nutrition (3 credits)
- NTRD-N 650: Food Science (3 credits)

Year 2 (fall) | 15 credit hours

- MPAS-M 818: Principles of Medical Pharmacology for Physician Assistants (3 credits)
- NTRD-N 674: Pediatric Nutrition (3 credits)
- NTRD-N 751: Human Metabolic Nutrition I (3 credits)
- NTRD-N 755 Management of Food and Nutrition Systems (3 credits)
- NTRD-N 760 Personalized Adult Medical Nutrition Therapy I (3 credits)

Year 2 (spring) | 15 credit hours

- NTRD-N 750: Vitamins and Minerals (3 credits)
- NTRD-N 752: Human Metabolic Nutrition II (3 cr.)
- NTRD-N 762: Personalized Adult Medical Nutrition Therapy II (3 credits)
- NTRD-N 765: Advanced Pediatric Nutrition (3 credits)
- PBHL-H 507: Human Resources and Organizational Behavior in Health Administration (3 credits)

Year 2 (summer) | 6 credit hours

- NTRD-N 740: Nutrition Counseling Techniques (3 credits)
- NTRD-N 753: Nutrition & the Microbiome (3 credits)

Year 3 (fall) | 9 credit hours

- NTRD-N 850: Process Improvement Proposal (3 credits)
- Electives (6 credits)

Year 3 (spring) | 9 credit hours

- NTRD-N 855: Process Improvement Research Project (3 credits)
  - Execution of the process improvement project and preparation of the written report. This is a R course and extends into the following semester.
- Electives (6 credits)

Year 3 (summer)

- NTRD-N 855 (continued)

Occupational Therapy

Doctor of Occupational Therapy

Admission Requirements

to be eligible to apply for the OTD program, you need to meet the following requirements.

- Completed all prerequisites with a maximum of two outstanding courses at the time of application. All prerequisites must be completed before starting the program. If you would like admissions to review your coursework, please email hprofadv@iu.edu to request a meeting.
- Completed—or will complete—your undergraduate bachelor's degree before your intended summer start date in the program.
- Earned a cumulative grade point average and prerequisite grade point average of 3.2 on a 4.0 scale, which includes all undergraduate and graduate coursework.
  - Introductory psychology (PSY-B 110)

- Abnormal Psychology/Psychopathology (PSY-B 380)
- Life Span/Human Development Psychology (PSY-B 310; must include the study of development from birth to death; more than one course may be required)
- Introductory Sociology/Introductory Anthropology (SOC-R 100/ANTH-A104)
- Statistics (STAT 30100; must include descriptive and inferential)*
- Human anatomy I (BIOL-N 261; with lab OR human anatomy & physiology I with lab)*
- Human physiology I (BIOL-N 217; lab preferred OR human anatomy & physiology II with lab)*
- Medical terminology (HIM-M 330)
*Courses must be completed not more than 7 years prior to the application deadline.

- All applicants are encouraged to observe OT practice and acquire shadowing experience, but there are no active requirements or minimum number of shadowing hours required.

Curriculum Requirements

Year 1 (summer) | 8 credits

- OCTH-T 570 Introduction to Occupational Science & Occupational Therapy (3 credits)
- OCTH-T 890 Functional Client Factors for Occupational Therapy (5 credits)

Year 1 (fall) | 15 credits

- OCTH-T 541: Fundamentals of Occupational Therapy Practice (3 credits)
- OCTH-T 557: Group Process and Professional Communication in OT (2 credits)
- OCTH-T 561: Theory and Reasoning in OT (3 credits)
- OCTH-T 590: Fieldwork Level I A (1 credit)
- OCTH-T 671: Biomechanics of Human Occupation (3 credits)
- OCTH-T 767: Evidence-Based Decision Making in OT (3 credits)

Year 1 (spring) | 17 credits

- OCTH-T 544: OT Practice: Rehabilitation, Disability, and Participation (4 credits)
- OCTH-T 549: Case-based seminar I (2 credits)
- OCTH-T 559: Measurement & Assessment in OT (3 credits)
- OCTH-T 567: Applied Research in OT (3 credits)
- OCTH-T 591: Fieldwork Level I B (1 credit)
- OCTH-T 643: OT Practice: Children & Youth (4 credits)

Year 2 (summer) | 6 credits

- OCTH-T 545: OT in Health Promotion & Chronic Conditions (3 credits)
- OCTH-T 651: Doctoral Capstone Seminar I: Project development (1 credit)
- OCTH-T 762: OT as Health & Academic Educator (2 credits)

Year 2 (fall) | 12 credits

- OCTH-T 655: Technology in OT (3 credits)
- OCTH-T 663: Community-Based and Population Focused Practice in OT (3 credits)
- OCTH-T 675: Translational Neuroscience (5 credits)
- OCTH-T 748: Trauma Informed Practice in OT (1 credit)

Year 2 (spring) | 16 credits

- OCTH-T 543: OT Practice: Mental Health (4 credits)
- OCTH-T 645: OT Practice: Older Adults (4 credits)
- OCTH-T 649: Case-based seminar II (2 credits)#
- OCTH-T 650: Orthotics & Physical Agent Modalities in OT (2 credits)
- OCTH-T 661: OT in Team Based Care (1 credit)
- OCTH-T 690: Fieldwork Level I C (1 credit)
- OCTH-T 780: Doctoral Capstone Seminar II: Needs Assessment (2 credits)

Year 3 (summer) | 6 credits

- OCTH-T 795: Fieldwork Level II A (6 credits)

Year 3 (fall) | 17 credits

- OCTH-T 781: Doctoral Capstone Seminar III: Plan Development (2 credits)
- OCTH-T 796: Fieldwork Level II B (6 credits)
- OCTH-T 860: Leadership, Advocacy & Ethics in OT (5 credits)
- OCTH-T 881-884 Advanced Topics in OT elective courses (2 credits each)
- Students will choose two elective courses to take.
- OCTH-T 881: ADVANCED TOPICS IN OT: HAND/ UPPER EXTREMITY REHABILITATION (2 credits)
- OCTH-T 882: ADVANCED TOPICS IN OT: PEDIATRICS (2 credits)
- OCTH-T 883: ADVANCED TOPICS IN OT: NEUROREHABILITATION (2 credits)
- OCTH-T 884: ADVANCED TOPICS IN OT: SEXUALITY IN OT REHAB (2 credits)
- OCTH-T 885: ADVANCED ELECTIVE IN OCCUPATIONAL THERAPY: OT IN WOMEN'S HEALTH (2 credits)
- OCTH-T 886: ACQUIRED BRAIN INJURY (2 credits)
- OCTH-T 887: ADVANCED TOPICS IN OT: PRACTICING TRAUMA-INFORMED CARE (2 credits)
- OCTH-T 889: ADVANCED TOPICS IN OT: OT IN ACUTE CARE/ICU (2 credits)

Year 3 (spring) | 9 credits

OCTH-T 830:

- Leadership Seminar & Capstone Project (2 credits)
- OCTH-T 880: Doctoral Capstone Experience (7) (14 weeks)

The doctoral capstone experience

The doctoral capstone is the final stage in your journey to earning your doctoral degree. You will be immersed in a 14-week experience at a community site of your choosing. The purpose is to develop in-depth knowledge related to occupational practice and prepare you for your career. During the 14-week period, you will collaborate with a

community partner to create a meaningful, evidence-based project.

The two key factors of the capstone are the experience you gain at the community site and the project which you develop with the community partner.

Year 2 | semester 1 (Y2 summer)

- Introduction to the capstone process
- Explore populations and needs of the community
- Identify your interests, values, and identity in order to begin the site matching process

Year 2 | Semester 2 (Y2 spring)

- Match with both a site and a mentor
- Prepare and analyze a needs assessment in collaboration with the site, leading to your capstone purpose and development of an evidence-based capstone project

Year 3 | Semester 3 (Y3 spring)

- Gain in-depth knowledge in your focus area by being on-site for 14 weeks
- Complete, analyze, and disseminate your capstone project

Postprofessional OTD

Eligibility Requirements

To be eligible to apply for the PPOTD program, you need to meet the following requirements:

- Completed entry-level occupational therapy education from an accredited institution; accreditation should be provided by the Accreditation Council for Occupational Therapy Education (ACOTE) in the United States or by the World Federation of Occupational Therapists (WFOT) if international.
- Completed a master's degree in any academic field. A master's in OT fulfills both degree requirements.
- Earned a cumulative grade point average of 3.2 on a 4.0 scale within the master's degree program.
- Currently hold occupational therapy licensure in the United States. International applicants must currently have or meet the requirements for licensure by the WFOT.
- Completed at least 18 months of clinical practice as an OT practitioner at the time of application.

Admissions will be determined based on the following criteria:

- Leadership potential, assessed through CV or resume, personal statement, and admissions interview.
- Ability to engage in advanced graduate work, assessed through letters of reference and GPA of prior graduate-level coursework.

Curriculum Requirements

The 12-month plan of study for the IU postprofessional Doctor of Occupational Therapy (PPOTD) is online except two required on-campus capstone sessions (fall capstone preparation retreat and the spring capstone pre-defense meeting). All courses must be completed in order to earn the degree.

Semester 1 (fall) | 11 credits

- OCTH-T 721 Leadership & Advocacy# (3 cr.)
- OCTH-T 750 Advanced Practice Capstone Project Proposal (2 cr.)
- OCTH-T 755 Teaching in Occupational#and Rehabilitation Sciences (3 cr.)
- OCTH-T 764 Planning & Evaluation (3 cr.)

Semester 2 (spring) | 10 credits

- OCTH-T 765 Introduction to#Dissemination & Implementation Science# (3 cr.)
- OCTH-T 770 #Introduction#to Community Engaged Health Research in Occupational Therapy (3 cr.)
- OCTH-T 790 Advanced Practice Capstone Project Plan (4 cr.)

Semester 3 (summer) | 9 credits

- OCTH-T 760 #Current Issues in Occupational Therapy# (3 cr.)
- OCTH-T 840 #Self Directed Unit of Study (3 cr.)
- OCTH-T 850 Advanced Practice Capstone Project Completion & Presentation# (3 cr.)

Physician Assistant Studies

Physician Assistant

Admission Requirements

To be eligible to apply for the MPAS program, you need to meet the following requirements.

- Completed all prerequisites with a maximum of one outstanding course at the time of your application. All prerequisite courses must be completed before starting the program.
- Completed—or will complete—your undergraduate bachelor's degree before your intended summer start date in the program.
- Earned a cumulative grade point average of at least 3.2 on a 4.0 scale, which includes all undergraduate and graduate courses.
- Earned an overall grade point average of at least 3.2 on a 4.0 scale for all science courses. For a list of all course subjects factored into the science GPA view CASPA's course subject list.
- Competitive applicants to the program have GPAs that exceed the minimums.
- CASPA calculates applicant's cumulative and overall science grade point averages.
- All applicants must have acquired patient care experience.
- Meet the technical standards that are deemed essential to be an MPAS student and to practice medicine. *(Adapted from the Indiana University School of Medicine Technical Non-Academic Standards.)*

Curriculum Requirements

Semester 1 (summer) | 18 credits

- ANAT-D 528 Gross Anatomy for Healthcare Professionals (5 credits)

- MPAS-M 500 Introduction to PA Profession (3 credits)
- MPAS-M 505 Psychosocial Aspects of Health Care (2 credits)
- MPAS-M 509 U.S. Health Care: Systems, Policies, and Public Prevention for PA (2 credits)
- MPAS-M 510 Introduction to Evidence-Based Medicine for PA (2 credits)
- MPAS-M 531 Clinical Physiology and Pathophysiology I (4 credits)

Semester 2 (fall) | 19 credits

- MPAS-M 501 Clinical Medicine for PA (9 credits)
- MPAS-M 507 Patient Evaluation I (3 credits)
- MPAS-M 532 Clinical Physiology and Pathophysiology II (4 credits)
- MPAS-M 818 Principles of Medical Pharmacology (3 credits)

Semester 3 (spring) | 18 credits

- MPAS-M 502 Clinical Medicine for PA II (14 credits)
- MPAS-M 508 Patient Evaluation II (3 credits)
- MPAS-M 696 Clinical Skills for PA I (1 credit)

Semester 4 (summer) | 17 credits

- MPAS-M 503 Clinical Medicine for PA III (10 credits)
- MPAS-M 504 Clinical Therapeutics (3 credits)
- MPAS-M 506 Health Care Across the Lifespan (3 credits)
- MPAS-M 694 Clinical Skills for PA II (1 credit)

Clinical curriculum
The clinical phase of the program provides students with a variety of clinical experiences designed to prepare them for generalist practice.

As a student, you'll participate in ten core clinical rotations and one elective.

Semester 5 (fall) | 13 credits

- MPAS-M 695 Seminar in Physician Assistant Clinical Practice (1 credit)
- Clinical rotations (12 credits)
- Semester 6 (spring) | 13 credits
- MPAS-M 698 Seminar in Physician Assistant Clinical Practice II (1 credit)
- Clinical rotations (12 credits)

Semester 7 (summer) | 13 credits

- MPAS-M 697 Topics in Review (1 credit)
- MPAS-M 700 Graduate Preparedness as Entry Level PA (2 credits)
- Clinical rotations (6 credits)
- Elective course (4 credits)

Clinical rotation courses

- MPAS-M 681 Family Medicine (3 credits)
- MPAS-M 682 Outpatient Medicine (3 credits)
- MPAS-M 683 Women's Health (3 credits)
- MPAS-M 684 Pediatrics (3 credits)
- MPAS-M 685 Surgery (3 credits)
- MPAS-M 686 Behavioral Medicine (3 credits)
- MPAS-M 687 Public Health and Community Medicine (3 credits)
- MPAS-M 688 Internal Medicine Inpatient (3 credits)
- MPAS-M 689 Emergency Medicine (3 credits)
- MPAS-M 690 Specialty Selective (3 credits)
- MPAS-M 691 Clinical Year Elective I (4 credits)

Physical Therapy

Doctor of Physical Therapy

Admission Requirements

To be eligible to apply for the Doctor of Physical Therapy (DPT) program, you need to meet the following requirements. All prerequisite courses must be at least three credit hours and be completed with a grade of 'C' or higher. All science courses must be at a level for science majors and include a lab.

- Completed—or will complete—a bachelor's degree in any major from a regionally-accredited institution
- Earned a minimum cumulative GPA of 3.2 and a math/science prerequisite of 3.2
- Completed all prerequisites with a maximum of two outstanding courses by the application deadline
  - Statistics* (must include a study of descriptive and inferential statistics)
  - Human anatomy* (one semester with lab, OR Human Anatomy & Physiology I with lab)
  - Human physiology* (one semester, lab preferred OR Human Anatomy & Physiology II with lab)
  - General Chemistry* (two semesters with labs that are inorganic focused)
  - General Physics* (two semesters with labs)
  - Introductory Psychology
  - Human Lifespan Development course (must include the study of development from birth to death; more than one course may be required)

**Grades earned in these courses will be utilized to calculate math/science GPA which must be a 3.2 minimum.*

- Completed observation of a physical therapist for a minimum of 40 hours is required. These 40 hours are preferably performed in two different physical locations with a variety of patient types in both inpatient and outpatient settings. Ideally, 20-plus hours would be performed in each of the two settings. However, a minimum of 40 hours performed in any setting will be accepted.

Curriculum Requirements

Year 1 (summer) | 8 credits

- OCTH-T 570 Introduction to Occupational Science & Occupational Therapy (3 credits)
- OCTH-T 890 Functional Client Factors for Occupational Therapy (5 credits)

Year 1 (fall) | 15 credits

- OCTH-T 541: Fundamentals of Occupational Therapy Practice (3 credits)

- OCTH-T 557: Group Process and Professional Communication in OT (2 credits)
- OCTH-T 561: Theory and Reasoning in OT (3 credits)
- OCTH-T 590: Fieldwork Level I A (1 credit)
- OCTH-T 671: Biomechanics of Human Occupation (3 credits)
- OCTH-T 767: Evidence-Based Decision Making in OT (3 credits)

Year 1 (spring) | 17 credits

- OCTH-T 544: OT Practice: Rehabilitation, Disability, and Participation (4 credits)
- OCTH-T 549: Case-based seminar I (2 credits)
- OCTH-T 559: Measurement & Assessment in OT (3 credits)
- OCTH-T 567: Applied Research in OT (3 credits)
- OCTH-T 591: Fieldwork Level I B (1 credit)
- OCTH-T 643: OT Practice: Children & Youth (4 credits)

Year 2 (summer) | 6 credits

- OCTH-T 545: OT in Health Promotion & Chronic Conditions (3 credits)
- OCTH-T 651: Doctoral Capstone Seminar I: Project development (1 credit)
- OCTH-T 762: OT as Health & Academic Educator (2 credits)

Year 2 (fall) | 12 credits

- OCTH-T 655: Technology in OT (3 credits)
- OCTH-T 663: Community-Based and Population Focused Practice in OT (3 credits)
- OCTH-T 675: Translational Neuroscience (5 credits)
- OCTH-T 748: Trauma Informed Practice in OT (1 credit)

Year 2 (spring) | 16 credits

- OCTH-T 543: OT Practice: Mental Health (4 credits)
- OCTH-T 645: OT Practice: Older Adults (4 credits)
- OCTH-T 649: Case-based seminar II (2 credits)#
- OCTH-T 650: Orthotics & Physical Agent Modalities in OT (2 credits)
- OCTH-T 661: OT in Team Based Care (1 credit)
- OCTH-T 690: Fieldwork Level I C (1 credit)
- OCTH-T 780: Doctoral Capstone Seminar II: Needs Assessment (2 credits)

Year 3 (summer) | 6 credits

- OCTH-T 795: Fieldwork Level II A (6 credits)

Year 3 (fall) | 17 credits

- OCTH-T 781: Doctoral Capstone Seminar III: Plan Development (2 credits)
- OCTH-T 796: Fieldwork Level II B (6 credits)
- OCTH-T 860: Leadership, Advocacy & Ethics in OT (5 credits)
- OCTH-T 881-884 Advanced Topics in OT elective courses (2 credits each)
- Students will choose two elective courses to take.
- OCTH-T 881: ADVANCED TOPICS IN OT: HAND/ UPPER EXTREMITY REHABILITATION (2 credits)
- OCTH-T 882: ADVANCED TOPICS IN OT: PEDIATRICS (2 credits)
- OCTH-T 883: ADVANCED TOPICS IN OT: NEUROREHABILITATION (2 credits)
- OCTH-T 884: ADVANCED TOPICS IN OT: SEXUALITY IN OT REHAB (2 credits)
- OCTH-T 885: ADVANCED ELECTIVE IN OCCUPATIONAL THERAPY: OT IN WOMEN'S HEALTH (2 credits)
- OCTH-T 886: ACQUIRED BRAIN INJURY (2 credits)
- OCTH-T 887: ADVANCED TOPICS IN OT: PRACTICING TRAUMA-INFORMED CARE (2 credits)
- OCTH-T 889: ADVANCED TOPICS IN OT: OT IN ACUTE CARE/ICU (2 credits)

Year 3 (spring) | 9 credits

OCTH-T 830:

- Leadership Seminar & Capstone Project (2 credits)
- OCTH-T 880: Doctoral Capstone Experience (7) (14 weeks)

The doctoral capstone experience

The doctoral capstone is the final stage in your journey to earning your doctoral degree. You will be immersed in a 14-week experience at a community site of your choosing. The purpose is to develop in-depth knowledge related to occupational practice and prepare you for your career. During the 14-week period, you will collaborate with a community partner to create a meaningful, evidence-based project.

The two key factors of the capstone are the experience you gain at the community site and the project which you develop with the community partner.

Year 2 | semester 1 (Y2 summer)

- Introduction to the capstone process
- Explore populations and needs of the community
- Identify your interests, values, and identity in order to begin the site matching process

Year 2 | Semester 2 (Y2 spring)

- Match with both a site and a mentor
- Prepare and analyze a needs assessment in collaboration with the site, leading to your capstone purpose and development of an evidence-based capstone project

Year 3 | Semester 3 (Y3 spring)

- Gain in-depth knowledge in your focus area by being on-site for 14 weeks
- Complete, analyze, and disseminate your capstone project

Postprofessional OTD

Eligibility Requirements

To be eligible to apply for the PPOTD program, you need to meet the following requirements:

- Completed entry-level occupational therapy education from an accredited institution; accreditation should be provided by the Accreditation

Council for Occupational Therapy Education (ACOTE) in the United States or by the World Federation of Occupational Therapists (WFOT) if international.
- Completed a master's degree in any academic field. A master's in OT fulfills both degree requirements.
- Earned a cumulative grade point average of 3.2 on a 4.0 scale within the master's degree program.
- Currently hold occupational therapy licensure in the United States. International applicants must currently have or meet the requirements for licensure by the WFOT.
- Completed at least 18 months of clinical practice as an OT practitioner at the time of application.

Admissions will be determined based on the following criteria:

- Leadership potential, assessed through CV or resume, personal statement, and admissions interview.
- Ability to engage in advanced graduate work, assessed through letters of reference and GPA of prior graduate-level coursework.

Curriculum Requirements

The 12-month plan of study for the IU postprofessional Doctor of Occupational Therapy (PPOTD) is online except two required on-campus capstone sessions (fall capstone preparation retreat and the spring capstone pre-defense meeting). All courses must be completed in order to earn the degree.

Semester 1 (fall) | 11 credits

- OCTH-T 721 Leadership & Advocacy# (3 cr.)
- OCTH-T 750 Advanced Practice Capstone Project Proposal (2 cr.)
- OCTH-T 755 Teaching in Occupational#and Rehabilitation Sciences (3 cr.)
- OCTH-T 764 Planning & Evaluation (3 cr.)

Semester 2 (spring) | 10 credits

- OCTH-T 765 Introduction to#Dissemination & Implementation Science# (3 cr.)
- OCTH-T 770 #Introduction#to Community Engaged Health Research in Occupational Therapy (3 cr.)
- OCTH-T 790 Advanced Practice Capstone Project Plan (4 cr.)

Semester 3 (summer) | 9 credits

- OCTH-T 760 #Current Issues in Occupational Therapy# (3 cr.)
- OCTH-T 840 #Self Directed Unit of Study (3 cr.)
- OCTH-T 850 Advanced Practice Capstone Project Completion & Presentation# (3 cr.)

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.) P: HLSC-H 200 with grade of C or higher. Health Sciences BS or pre-Health Sciences BS. 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.) This course provides an opportunity to explore resources available as a student. Special emphasis is placed on learning strategies/techniques to prepare you for the collegiate experience. Opportunities exist 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 explores the U.S. health care system relating to health and rehabilitation services. Discussion focuses on components of the health care system, its function, supporting components, professionals in the health care system, system financing, access to the system, and how the U.S. rehabilitation services compare to other systems globally.

HLSC-H 210 Introduction to Rehabilitation (3 cr.) P: HLSC-H 200 with grade of C or higher. Academic Plan: Health Sciences BS or Pre-Health Sciences BS. 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, this course covers the historical, philosophical, and organizational context of the health and rehabilitation profession within the context of the health care delivery system.

HLSC-H 211 Health Sciences Orientation Seminar (2 cr.) Health Sciences BS or pre-Health Sciences BS students only. 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 IU Indianapolis. 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.) P: HLSC-H 200 with grade of C or higher. Academic Plan: Health Sciences BS or Pre-Health Sciences BS. 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.) P: HLSC-H 200 with grade of C or higher. Academic Plan: Health Sciences BS or Pre-Health Sciences BS. 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 Health Sciences Senior Capstone (3 cr.) P: Senior standing; and (HLSC-H 315 or HLSC-H 361); and HLSC-H 362; and HLSC-H 363; and HLSC-H 365. Course should be taken semester prior to internship. Course highlights include: Career planning and placement strategies, assessment of labor market information, market surveys, and development of customized portfolios. Emphasis on final culminating project, papers, and independent research within health care.

HLSC-H 361 Health Promotion and Disease Prevention (3 cr.) P: HLSC-H 200, HLSC-H 210, HLSC-H 220, HLSC-H 250, and HLSC-H 264 all with a grade of C or higher. Academic Plan: Health Sciences BS or Pre-Health Sciences BS. 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 at an individual level.

HLSC-H 362 Legal and Regulatory Aspects in Rehabilitation (3 cr.) P: HLSC-H 200, HLSC-H 210, HLSC-H 220, HLSC-H 250, and HLSC-H 264, all with a grade of C or higher. Academic Plan: Health Sciences BS. Students are introduced to legal and regulatory challenges faced by health care professionals in a medical/clinical setting including medical malpractice, professional licensing requirements, and examining significant health care-related legislation in the United States history. Students will write about health care laws with an emphasis on critical thinking and collaborative work.

HLSC-H 363 Ethical Considerations in Medical Decision Making (3 cr.) P: HLSC-H 200, HLSC-H 210, HLSC-H 220, HLSC-H 250, and HLSC-H 264 all with a grade of C or higher. Academic Plan: Health Sciences BS. This course teaches the practical application of ethical principles arising during the clinical medical decision-making process for patients with complex illness. Considerations such as preferences, values, and goals as well as quality versus quantity of life will be analyzed within the confines of patients, providers, ethical codes, and the law.

HLSC-H 365 Diversity Issues in Health and Rehabilitation Services (3 cr.) P: HLSC-H 200, HLSC-H 210, HLSC-H 220, HLSC-H 250, and HLSC-H 264 all with a grade of C or higher. Academic Plan: Health Sciences BS. Designed to prepare students to appreciate diversity, equity, inclusion, and to understand the interrelationship of race, gender, culture, and ethnicity and how they affect access and use of health care. Emphasis is on becoming culturally competent health care providers.

HLSC-H 441 Administration and Supervision of Rehabilitation Organizations (3 cr.) P: Junior or Senior standing. 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.) P: STAT 30100 or STAT-I 301, with grade of C- or above; and Junior or Senior standing. 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 relevant to taking an evidence-based approach to health and rehabilitation clinical practice.

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 Implementation and Evaluation in Health Sciences and Rehabilitation (3 cr.) P: Junior or Senior Standing This course provides health sciences students and future clinicians an overview of the process for developing, implementing, and evaluating concepts associated with program planning in health and

rehabilitation clinical practice. Course emphasis is on needs assessments and integrating behavior theory to improve patient outcomes.

HLSC-H 480 Independent Study in Health and Rehabilitation (3 cr.) P: HLSC-H 200 with grade of C or higher. Permission of Department Chair and instructor supervising the work will be required. The purpose of this course is to give students the opportunity to do independent study and research in their area of interest.

HLSC-H 495 Health Internship (6 cr.) P: HLSC-H 475. This is an experiential learning course. Students will be expected to apply learning from degree-related courses. The Internship will provide an opportunity for students to actively engage in professional and community settings. The Internship experience will be under the direction of a site-specific mentoring preceptor and the 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.) Individual investigation in the form of an organized scientific contribution or comprehensive analysis in a specified area related to health sciences. This course may be taken more than once.

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 Theory Application in Health and Rehabilitation Sciences (3 cr.) This course will familiarize students with seminal and emerging health and rehabilitation related theories including those pertaining to disability, aging, health promotion and behavior, nursing, human development, goal setting, and motivation. Students will assess relationships between research, theory, practice, and intervention application, measurement, and assessment to health and rehabilitation professions.

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. This course may be taken more than once.

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: HLSC-H 690 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. This course may be taken more than once.

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-P 340 Introduction to Critical Illness & Supportive Care (3 cr.) Palliative care is an inter-professional team that provides patients with serious illness an extra layer of support. This course explores the continuum of end-of-life medical care and introduces the core concepts of palliative care including communication and medical decision making, and best practices for palliative care clinical practice.

HLSC-I 470 International Service-Learning in Rehabilitation (3 cr.) Designed to give students experience in the organization of health and rehabilitation services globally. This experiential component allows students to apply newly acquired normative and cognitive skills and knowledge internationally. Students can complete the course either 1) by traveling abroad or 2) attending virtual sessions with other countries.

HLSC-R 320 Survey of Adaptive Rehabilitation Technology (3 cr.) P: HLSC-H 200. Academic Plan: Health Sciences BS or Pre-Health Sciences BS. 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: HLSC-R 320 with a grade of C or better. 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.) P: HLSC-R 320 with a grade of C or better. 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 PRACTICUM IN REHABILITATION AND DISABILITY (3 cr.) P: HLSC-R 320 with a grade of C or better. 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.) P: Junior or Senior standing. 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 in health and rehabilitation sciences.

HLSC-H 489 Credit for Prior Learning (3 cr.) Instructor permission and authorization is required. This course provides students with previous work experience an opportunity to assess academic and experiential learning in lieu of taking the internship. This assessment allows students to articulate theories, competencies, and skills acquired from experience. Assessment includes academic content, work competencies, and skills such as communication, teamwork, and problem-solving. The Credit for Prior Learning course is designed to provide students who have previous work experience the opportunity to assess their academic and experiential learning in lieu of taking the required internship (HLSC-H 495). Like an internship, this 3-credit hour course allows students to assess and articulate the theories, competencies, and skills acquired through academic and previous experience. To be eligible, students must have a minimum of one-year consistent work experience in an occupation that requires training and/or certification. Work experience must be recent (i.e., work performed 5-10 years ago is not eligible) and the student must currently be working in their occupation.

HLSC-H 315 Health Screening for Practitioners (3 cr.) P: Junior standing. This course is designed to provide Health Sciences students with basic skills related to health screenings in clinical settings. In addition, students are instructed in Motivational Interviewing techniques as well as therapeutic communication and exposed to concepts of health behavior theory.

HLSC-H 760 Design and Analysis of Rehabilitation Research (3 cr.) Examines the typical designs and methods use in rehabilitation. The course will examine the strengths and weaknesses of each of the research models and designs considered. Also addresses issues of threats to internal and external validity. Measurement theory, reliability, and clinimetric properties of common measures used in health and rehabilitation will be addressed.

HLSC-I 435 Global Rehabilitation Perspectives on Aging (3 cr.) This course is designed to enhance your understanding of aging, rehabilitation perspectives, and health care services in a global aging population. Furthermore, theoretical foundations, social determinants, cultural aspects, and healthcare/rehabilitation structures worldwide will be examined in light of aging populations.

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-P 350 Medical Decision Making in Popular Film (3 cr.) Medical decision-making refers to complexities of establishing diagnosis and treatment for patients. This course explores dilemmas in medical decision-making using popular films. Topics include decision-making at end-of-life, rationing resources, role of genetics, and history of medical treatment interventions. Students reflect and discuss how film content applies to modern medical practice.

HLSC-R 425 Generational Impact on Current Rehabilitation Topics (3 cr.) The primary emphasis of this course focuses on the impact of generational cohorts on current Rehabilitation and Disability issues in society. This course will explore the history of disability and rehabilitation topics, while looking at current pressing issues and discussions around disability in the U.S. and globally.

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 plan; 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 (1-3 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, rhumba, 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.

KINE-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 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 IU Indianapolis.

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, IU Indianapolis, 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.

KINE-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 Progressive Resistance Exercise and Sports Conditioning (3 cr.) P: [BIOL-N 261 or (BIOL-N 212 and BIOL-N 213)] AND [BIOL-N 217 or (BIOL-N 214 and BIOL-N 215)] AND KINE-P 215; with a grade of D- or higher in each course. 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: [BIOL-N 261 or (BIOL-N

212 and BIOL-N 213)] AND [BIOL-N 217 or (BIOL-N 214 and BIOL-N 215)] AND KINE-P 215, with a grade of D- or higher in each course 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: KINE-P 157, KINE-P 195, KINE-P 204 , KINE-P290, and KINE-P224; all with a grade of D- or higher. 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.

KINE-P 391 Biomechanics (3 cr.) P: PHYS-I 218 or PHYS-P 201. 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: MATH-M 118 or higher and BIOL-N261 or (BIOL-N212 and BIOL-N213) or KINE-P205; with a grade of D- or higher. 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: KINE-P 258, KINE-P 390, KINE-P 495, EDUC-M 322, EDUC-M 403 and EDUC-M 469; all with a grade of D- or higher 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.

KINE-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.

KINE-P 403 Theory and Practice of Cardiovascular Fitness (3 cr.) P: [BIOL-N 261 or (BIOL-N 212 and BIOL-N 213)], KINE-P 215, and KINE-P 246; with a grade of D- or higher in each course. 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-P 405 Introduction to Sport Psychology (3 cr.) P: PSY-B 104 or PSY-B 105 or PSY-B 110, with a grade of D- or higher. 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: [BIOL-N 261 or (BIOL-N 212 and BIOL-N 213)] AND [BIOL-N 217 or (BIOL-N 214 and BIOL-N 215)] AND KINE-P 215, with a grade of D- or higher in each course. 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: [BIOL-N 261 or (BIOL-N 212 and BIOL-N 213)], KINE-P 215, KINE-P 246, and KINE-P 258; with a grade of D- or higher in each course. 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.

KINE-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: KINE-P 409 and KINE-P 419, with a grade of D- or higher. 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: MATH-M 118 or higher AND [BIOL-N 261 OR (BIOL-N 212 and BIOL-N 213)] AND [BIOL-N 217 OR (BIOL-N 214 and BIOL-N 215)] AND KINE-P 215; all with a grade of D- or higher. 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: KINE-P 373, KINE-P 403, and KINE-P 417; all with a grade of D- or higher. 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: [BIOL-N 261 or (BIOL-N 212 and BIOL-N 213)] AND [BIOL-N 217 or (BIOL-N 214 and BIOL-N 215)], with a grade of D- or higher in each course. Required: Junior or Senior standing. 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.

KINE-P 493 Tests and Measurements in Physical Education (3 cr.) P: MATH-I 131 or KINE-P 200, all with a grade of D- or higher in prerequisite courses. Required: Junior or Senior standing. 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: (HPER-P 157 or KINE-P 157) and (HPER-P 195 or KINE-P 195) and (HPER-P 204 or KINE-P 204) and (HPER-P 224 or KINE-P 224) and (HPER-P 290 or KINE-P 290), all with a grade of D- or higher. 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: KINE-P 390 and KINE-P 495, with a grade of D- or higher. Required: Junior or Senior standing. 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 Kinesiology and Health Sciences (1-5 cr.) This course will address (a) comprehension and usage of the scientific method and associated resources (b) knowledge and skills to pass CITI training and address the IRB process (c) writing scientifically to develop a research question and ultimately a proposal and (d) effective communication within a research team and/or mentor.

KINE-R 275 Leadership and Teamwork Development (3 cr.) To develop effective, competent, and responsible leaders who are able to successfully influence others while accomplishing a goal. This course encompasses variables like personal identity, leadership, group dynamics, strengths and talents, and cultural awareness. 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 it's 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 (1-25-25 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.

This course may be taken more than once.

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.

KINE-K 660 Advanced Behavioral Aspects of Physical Activity & Exercise (3 cr.) Provides an in-depth exploration of the behavioral determinants of physical activity / exercise. The course will investigate the cognitive, emotional, and social factors that influence physical activity initiation, participation and adherence. Includes a review of behavior change interventions, motivation, and application of behavioral tendencies toward physical activity and exercise engagement.

KINE-K 577 Integrated Skills in Wellness Coaching & Motivational Interviewing (3 cr.) The course will provide students with the advanced knowledge and practical experience related to the specific areas of wellness coaching and motivational interviewing. Evidence-based behavioral models and theories will be integrated into the course and translated into practice with a wide range of audiences in mind.

KINE-K 722 Leadership in Mindfulness and Wellness (3 cr.) This course will focus on developing knowledge, skills, and abilities to be a leader within mindfulness, meditation, and resiliency. Mindfulness skills taught are evidenced-based and include meditation, breathing exercises, guided imagery, body scan and more. Lifestyle wellness topics are also discussed.

KINE-K 460 Behavioral Aspects of Physical Activity & Exercise (3 cr.) The course will cover evidence-based behavioral models and theories as it relates to engaging and sustaining in physical activity and exercise. Investigation of fitness and wellness trends with the intersection of behavior theories will be presented to assist individuals and communities with physical activity interventions.

KINE-N 330 Introduction to Sports Nutrition (3 cr.) Students learn concepts of a balanced diet, weight management and macronutrient metabolism, expanded to include nutritional needs of athletes. Sports nutrition topics

include energy and hydration requirements, optimum diets for performance and health, metabolism and energy systems, roles of nutrients in physical performance, efficacy of ergogenic aids.

KINE-K 777 Qualification Exam Preparation (6-12-12 cr.) P: Completion of no less than 65 credit hours of didactic PhD credits in KINE. This course will focus on the design and writing of the student's review for their qualifying examination. Additionally, by the end of the course session, each student will have established a qualifying examination date along with collaborating with their advisory committee to identify a specific topic area. This course may be taken more than once.

HPER-H 377 Applied Wellness Coaching and Motivational Interviewing (3 cr.) This course will introduce wellness coaching and motivational interviewing skills and practical application to facilitate behavior change. Skills learned will include key concepts of the coaching perspective, developing clear vision for change, building on success, and motivational interviewing such as strategies for open inquiry and active listening.

HPER-H 101 Wellness for the College Student (1 cr.) This course will introduce college students to the lifelong journey toward wellness. Eight dimensions of personal wellness will be introduced: physical, emotional, social, intellectual, financial, occupational, environmental, and spiritual. Students will assess their personal wellness and then initiate a growth mindset to address and enhance the eight dimensions of wellness.

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.) 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.) 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 (1-16 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. Internship may be repeated for credit.

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.) 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: Admission to Nutrition and Dietetics program, graduate student, or permission of 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 746 Nutrition Education Experience (3 cr.) C: NTRD N 745. Enrolled in Doctorate in Nutrition and Dietetics Program or permission of the instructor. This courses partners with NTRD-N 745. Students will engage in assessing, planning, creating assessments and evaluating learning application through hands on experiences in the nutrition field. This lab includes project management skills. Final project 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 740 Nutrition Counseling Techniques (3 cr.) An introduction to nutrition counseling techniques, including behavioral change and motivational interviewing, along with developing communication skills in order to effectively counsel and educate individuals on healthy eating, which is at the core of nutrition education and scope of practice as defined by the Academy of Nutrition and Dietetics (AND)

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.) 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.) 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.

NTRD-N 600 Nutrition Applications for Sports Performance (3 cr.) The purpose of this course is to provide specialized nutrition applications to enhance sport and athletic performance for nonendurance, endurance and ultra-endurance activities.

NTRD-N 582 School Food and Food Insecurity Experiential Learning (1-3 cr.) Enrollment in nutrition and dietetics program. The purpose of this rotation is to experience school food service systems, related nutrition education, and food insecurity programs as practiced within state and federal guidelines. The rotation includes experience in financial management, marketing, menu planning, product selection, food production and recipe development for the target population.

NTRD-N 581 Community Experiential Learning in Nutrition and Dietetics (1-3 cr.) Enrollment in nutrition and dietetics program. The purpose of this rotation is to gain experiential learning of the role of the registered dietitian nutritionist in community nutrition programs such as government organizations, Women, Infant, and Children (WIC), community centers and congregate feeding sites to provide nutrition information to targeted populations.

NTRD-N 580 Nutrition and Dietetics Orientation Experiential Learning (1 cr.) Admittance to nutrition and dietetics program. This rotation focuses on the orientation to the dietetic internship certificate program within the Nutrition and Dietetics program. The Dietetic Internship Program enrollment requirements reflect the policies of Indiana University, the standards of the ACEND and the legal requirements of the supervised practice sites who agree to host dietetic interns.

NTRD-N 745 Nutrition Communication Techniques (3 cr.) Combines nutrition knowledge with the art and science of communication to maximize the impact of nutrition information messages. Final Project may be an online learning activity, project proposal, research article or abstract, or a book proposal. It can be developed in conjunction with video productions in NTRD-N 746.

NTRD-N 652 Meal Planning for Culturally Diverse Populations (3 cr.) 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 663 Evidence Based Practice in Nutrition and Dietetics (3 cr.) The study of research methodology utilized in nutrition and dietetics.

NTRD-N 755 Management of Food & Nutrition Systems (3 cr.) This course emphasizes the systems theory approach for understanding the flow of food through foodservice operations. Students will learn how environmental and regulatory factors influence the transformation of people, materials, facilities and other resources into culturally and nutritionally appropriate meals, sanitation and safety, customer and employee satisfaction and financial accountability.

NTRD-N 801 Nutrition & Dietetic Seminar - Issues in Contemporary Nutrition (1 cr.) Requires consent of course instructor. This course provides a critical exploration of current nutrition and dietetics topics as an interactive workshop, including in-depth discussions resulting in a grand rounds type presentation.

NTRD-N 890 Supervised Practice Experience (3-8 cr.) Must be admitted to the Doctorate in Nutrition and Dietetics Track 1. Supervised practice experience in hospitals, clinics, schools, health care institutions and agencies. Total enrollment 18 credit hours. This course may be taken more than once.

NTRD-N 855 Process Improvement Research Project (3 cr.) P: NTRD-N 850. Execution of the process improvement project and preparation of the written report. This is an R course and extends into the following semester.

NTRD-N 850 Process Improvement Proposal (3 cr.) P: NTRD-N 663. Must be enrolled in the Nutrition and Dietitics program. Designing the project improvement proposal.

NTRD-N 762 Personalized Adult Medical Nutrition Therapy II (3 cr.) P: NTRD-N 760. This course builds on knowledge and skills gained in NTRD-N 760. This course considers the appropriate medical nutrition therapy options for adult patients with chronic health conditions.

NTRD-N 553 Nutrition & The Microbiome (3 cr.) P: NTRD N 751. Discussion of vitamins, minerals and accessory nutrients in humans. Includes physiological interrelationships of vitamins, minerals and accessory nutrients, unique properties, food sources and supplement bioavailability, physiological and biochemical functions and methods to determine state of nutriture.

NTRD-N 760 Personalized Adult Medical Nutrition Therapy I (3 cr.) P: BIOC-B 500 and BIOL-I 557. C: NTRD-N 751. Methods of meeting individualized nutritional requirements based on physiological, genetic, and biochemical alterations that occur during acute conditions and the effect on nutrient need. Includes nutrition screening and assessment.

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.

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 (3 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 student's 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 Program 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.

OCTH-T 890 Functional Client Factors for Occupational Therapy (5 cr.) Must be enrolled in the OTD program. This course focuses on application-based client factor skills by examining structures and functions through palpation, manual techniques, and hands-on learning tasks in congruence with everyday occupational performance.

OCTH-T 889 Advanced Elective in OT: OT in Acute Care/ICU (2 cr.) This elective course will focus on advancing knowledge of occupational therapy's role within the acute care setting as well as in intensive care. Classroom lecture and simulation lab components will emphasize integration of foundational and advanced clinical skill related to acute care/ICU care delivery.

OCTH-T 887 Advanced Topics in OT: Practicing Trauma-Informed Care (2 cr.) Occupational therapists frequently engage clients who have histories of trauma. This course provides advanced trauma-informed care practices and intervention techniques that can better allow practitioners to transfer theory into clinical practice, building on the foundational understanding of how adversity can shape psychological, social, and behavioral health across the life span.

OCTH-T 886 Advanced Elective in Occupational Therapy: Acquired Brain Injury (2 cr.) This course will focus on advancing training in clinical skills and reasoning in working with individuals who have sustained an acquired brain injury embedding the occupational therapy practitioner's role to address overall client health and well-being beyond the walls of rehabilitation

OCTH-T 885 Advanced Elective in Occupational Therapy: OT in Women's Health (2 cr.) This course will focus on advancing foundational knowledge of occupational therapy's role in women's health and developing clinical reasoning and practice skills for this population. Classroom and community-based components will emphasize integration of foundational knowledge and advanced clinical skills related to women's health.

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 focuses the management of aging adults by physical therapists. Topics include age-related changes to bodily systems; standardized functional assessments; successful aging; musculoskeletal, neuromuscular, cardiopulmonary, cognitive disorders; fall risk assessment and fall prevention; frailty/sarcopenia. Discussion and hands-on application centers on clinical decision making across multiple geriatric settings.

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 (1 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 & Physical Therapy Practice II / Pediatrics (2 cr.)
Teaches concepts related to development of functional movement and posture in early childhood, birth to adolescence. Instruction in foundational knowledge of typical stages and variations in motor development. Physical therapist's role in examination, evaluation, diagnosis, prognoses, and intervention patients in variety of settings using conceptual framework for clinical decision making.

PTHR-P 641 Neurorehabilitation I (4 cr.) Physical therapy management of stroke, spinal cord, and brain injury.

PTHR-P 642 Neuromuscular Rehabilitation II (2 cr.) Physical therapy management of individuals with movement disorders, balance, and vestibular problems, Cerebral Palsy, and genetic disorders signs and symptoms, examination, and evaluation of those signs. Students will plan treatment interventions based on these findings.

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 prescritption; (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 (4 cr.) Full-time clinical experience of 8 weeks duration which provides students the opportunity to apply theory and skills in physical therapy interventions in patients with complex musculoskeletal and/or neurological problems.

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: Elective I (3 cr.) MPAS-M 682 is the 4-week Elective I Clinical Rotation that allows the student to choose to pursue an area of medicine. The rotation exists to encourage expansion of opportunities to practice medicine in an area of interest. This course may be taken more than once.

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: Elective II (3 cr.) MPAS-M 687 is the 4-week Elective II Clinical Rotation that allows the student to choose to pursue an area of medicine. The rotation exists to encourage expansion of opportunities to practice medicine in an area of interest. This course may be taken more than once.

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: Elective III (3 cr.) MPAS M690 is the 4-week Elective III Clinical Rotation that allows the student to choose to pursue an area of

medicine. The rotation exists to encourage expansion of opportunities to practice medicine in an area of interest. This course may be taken more than once.

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 PHYSICIAN ASSISTANTS 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. This course may be taken more than once.

MPAS-M 695 Seminar in Physician Assistant Clinical Practice (1 cr.) Students will integrate concepts and knowledge gained from didactic instruction and clinical rotations with emphasis placed on preparation for entering clinical practice. An opportunity for students to further define, expand, and acquire skills necessary for the practice of medicine as a primary care physician assistant. Integrate concepts and knowledge gained from rotation. Emphasis will be placed on patient and professional communication, life-long learning, and current clinical issues dealing with patient safety, quality improvement, prevention of medical errors and risk management. The third component of this series will include review and practice for licensure examination and employment search.

MPAS-M 698 Seminar in Physician Assistant Clinical Practice II (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. This will include risk management. This course may be taken more than once.

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.

MPAS-M 697 Topics in Review for Physician Assistants (1 cr.) This course is a review of common medical conditions seen in primary care and are topics listed in the NCCPA Physician Assistant National Certification Examination (PANCE) blueprint. This course may be taken more than once.

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 TESM Co-Operative Experience (1-3 cr.) Provides an immersive, hands-on learning opportunity with employers in the tourism, event, hospitality, and sport industries in a structured co-op experience. This course may be taken more than once.

TESM-C 401 TESM Industry Internship (3-6 cr.) P: TESM-C 301. Required: Junior or Senior standing. 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 204 Event Strategy and Management (3 cr.) Previously TESM-E 104. This course explores all elements of the business meeting and event planning process from strategy and devlopment to planing and organization to onsite management and evaluation. Students will get the opportunity to practice principles within real event scenarios to understand how theory connects with realistic application.

TESM-E 210 Celebrations, Weddings, and Ceremonies (3 cr.) Focus on events that are celebrations, weddings, or ceremonies. Students will learn the unique guidelines, timing, structure, communication, and cultural understanding that make these events unique. Also, students will explore the diverse organizations event professionals in this sector work for from event entrepreneurs to large organizations with annual formal ceremonies.

TESM-E 219 Sport Event Production (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 Event Design and Décor (3 cr.) P: TESM-E 204. Students will learn the theory and elements of design thinking, human-centered design, and experience design with an application to the creation of events. Students will use a methodology and facilitated process to create event plans focused on the attendee psychological, physical, and physiological experiences that maximize value.

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.) P: TESM-E 304. 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-C 100 Introduction to Tourism, Event & Sport Management (3 cr.) Introduces the tourism, events, hospitality, and sport management industry. Emphasis is placed on exploring such as service, food and beverage operations, lodging, hospitality, events, tourism and attractions, and sport management and sport entertainment centers. Students are exposed to different career opportunities available within the diverse scope of the industry.

TESM-G 110 TESM Learning Community (3 cr.) Provides students with a comprehensive introduction to IU Indianapolis. 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-C 410 Research and Data Literacy in Tourism, Events, and Sport Management (3 cr.) P: TESM-C 100. Previously TESM-G 410. Examine the process of research, including the identification of research problems, literature review, data collection, analysis techniques and interpretation; gain a good understanding of data literacy and become more data literate, with the ability to read and speak the "language of data", analyze and communicate with data.

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-T 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 281 Lodging Management (3 cr.) Previously TESM-H 105. This course explores the operations and management of lodging Topics include the 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 ownership 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-C 205 Facilities and Operations (3 cr.) Previously TESM-H 205. 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.) Must be be 21 years of age. 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.) Must be be 21 years of age. 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.

TESM-C 325 Selling in Tourism, Event, and Sport Management (3 cr.) Previously TESM-S 301. Introduces students to the fundamentals of the sales process within tourism, event, sport, and hospitality settings. Topics include customer relationship management technology to facilitate the sales process; how to sell by uncovering customer needs and delivering customized solutions; and an experiential learning project where students sell for local industry partners.

TCEM-H 371 Conferences, Conventions, and Expos (3 cr.) This course provides students with an understanding of the business-to-business and business-to-consumer events promoted as conferences, conventions, and expositions. Whether a personal or professional focus, they are profit centers for the host organizations, engage large and diverse stakeholder groups, and provide unique logistical challenges.

TESM-H 385 Distilled Spirits of the World (3 cr.) Must be be 21 years of age. 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 Beverage Pairing (3 cr.) Must be be 21 years of age. Appreciate the subtleties, the nuances, and sheer enjoyment of proper food and beverage 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 Sport Law (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 Communication (3 cr.) P: HER-E 210 or NEWM-N 102 This course explores the dynamic intersection of sports and communication, examining how media, organizations, and professionals shape sports narratives. Students analyze digital and traditional media strategies, public relations in sports, crisis communication, and emerging trends in the field. Emphasizes both theoretical frameworks and practical applications in the modern sports industry.

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 Sport Finance & Analytics (3 cr.) P: TESM-C 100 This course introduces financial principles and analytical tools essential for decision-making in the sports industry. Students will explore financial literacy, budgeting, risk analysis, and the growing role of data analytics for driving performance and business outcomes in sports. Projects will emphasize leveraging data and financial strategies to maximize organizational success.

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 Destination Marketing and Management (3 cr.) This course will provide students with a foundation in the principles and practices of destination marketing and management. This course will examine destination visioning, stakeholder collaboration, destination image management, destination branding strategy, and visitor experience planning and promotion.

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.) Promotes responsible, sustainable tourism and "green" travel best practices to minimize impact when visiting tourist destinations. Content includes motivating and changing travel behavior, visitation that improves the well-being of residents, support of local business to stimulate economic development, respect of cultures and local traditions, environmental awareness, and ecological conservation.

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 socio-cultural complexities of heritage tourism, including values, subcultures. Issues and trends in the management of land/submerged cultural resources and other destinations/events are identified to create more engaging experiences and improve tourist-host relationships. More contemporary facets of cultural tourism such as globalization, new media interactivity and urban regeneration through urban trails, etc. are also investigated.

TESM-T 562 Economics of Event Tourism (3 cr.) The course investigates the economic complexities of tourism, including travel behavior, tourism spending, and the costs and benefits for the bigger travel suppliers (the micro level), and countries and governments (the macro level).

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.

TESM-C 489 Credit for Prior Learning in TESM (3 cr.) P: TESM-C 100 Required: Junior standing. This course provides students with previous work experience an opportunity to demonstrate the nexus between academic and experiential learning in lieu of completing the required internship course. This demonstration allows students to articulate theories, competencies, and skills acquired through experience. Students focus on academic content, work competencies, and essential skills.

TCEM-H 391 Safety, Risk, and Crisis Management (3 cr.) Previously TESM-H 191. Enable students to develop knowledge, skills, and values on the basic principles of risk and crisis management as applied in the tourism and hospitality industry. Topics include risk and crisis management concepts and principles and risk and crisis management applicable to the tourism, event and hospitality industry.

TCEM-T 396 Tourism Topics (3 cr.) This course is a special topics course to allow for the deployment of courses that target trends, niches and current issues in tourism.

TCEM-S 335 Foundations of Esports (3 cr.) This course will introduce students to the foundations of the industry of Esports. During this course, students will learn the aspects of Esports event production, gain deeper insight into the Esports ecosystem, and understand the impact Esports has as an element of the entertainment industry.

TCEM-E 370 Festivals, Live Entertainment, and Community Events (3 cr.) This course explores the design, management, and execution of live public events that incorporate one or multiple entertainment elements. Students will examine the business strategies and unique planning requirements to concerts, music and film festivals, community festivals, parades, and more.

TCEM-E 496 Event Immersion Topics (3 cr.) This course investigates event trends and themes. Students will be immersed in topics via experiential learning, case study analyses, independent study and/or service learning.

TESM-H 310 Event Catering Management (3 cr.) Exploration of off premise and on premise catering requirement. Concept of event food management including menu planning, budget preparation, logistics management, guest relations and marketing.

TESM-C 312 Human Resource Management for the Service Industry (3 cr.) This course is designed to look at the various aspects involved in managing Human Resources. We will look at human resources planning, job analysis, retention, training, recruiting, employee performance measurement, labor laws, and employee benefits.

TESM-C 112 Business Foundations of TESM (3 cr.) The principles of planning, organizing, directing and controlling as applied to tourism, event, hospitality and sport management. Issues of organizational change, organizational effectiveness, ethics and the nature of managerial work will be addressed. Includes introduction to business planning, teamwork, and conflict resolution.

TESM-G 598 Master's Consulting Project (3 cr.) This course requires students to complete a consulting presentation and report for a sport organization client.

Student teams will work under the guidance of faculty supervision and will apply both theoretical and applicable concepts to solve real-world challenges or address potential opportunities for their client.

TESM-C 402 TESM Industry Experience (1-12 cr.)
P: TESM-C 301. Required: Junior or Senior standing. Provides an immersive, hands-on, learning experience in the tourism, event, and sport industry.

TCEM-S 332 Management Principles in Sport (3 cr.)
This course examines how management functions impact crafting and executing strategy in the context of the sport enterprise. Students will apply strategic management principles to solving problems faced by firms in the sport and event industry.

TESM-T 582 Applied Sport Event Research (1-6 cr.)
This course provides an overview of marketing research methods used to assess the effectiveness and impact of sport events. Students work together in teams to conduct research on behalf of an industry partner.