

School of Health & Human Sciences

From the Founding Dean:

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

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

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

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

Best Regards,

Rafael Bahamonde, Ph.D.

Founding Dean

Mission, Values, Objectives

Vision

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

Mission

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

Objectives

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

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

Contact

[School of Health & Human Sciences](#)

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Undergraduate Policies and Procedures

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

Grade Point Average (GPA)

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

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

Grading Scale

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

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

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

Incomplete

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

Required Grades

Health Sciences

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

Kinesiology

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

Tourism, Event, and Sport Management

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

GPA Calculation

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

Grade Replacement

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

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

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

Example:

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

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

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

Grade Appeal Process

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

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

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

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

Fresh Start through Academic Renewal (Formerly Grade Forgiveness)

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

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

Credit Overload Requests

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

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

Late Withdrawal

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

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

Extenuating circumstances can include:

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

Examples of documentation include:

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

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

Administrative Withdrawal

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

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

Administrative withdrawal occurs after the refund period has ended.

Academic Warning

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

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

Academic Probation

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

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

OR

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

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

Academic Dismissal

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

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

Reinstatement Process

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

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

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

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

Dean's List

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

Graduation

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

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

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

Academic Distinction

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

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

Residency to Graduate

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

Transfer Course Last Semester Agreement

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

Undergraduate Programs

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

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

Majors

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

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

Certificates

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

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

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

Minors

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

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

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

For more information on undergraduate programs in the School of Health & Human Sciences, 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 Exercise Science major, you need to:

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

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

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

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

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

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

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

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

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

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

IU Indianapolis student applicants

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

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

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

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

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

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

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

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

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

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

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

Majors

Exercise Science (B.S.K.)

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

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

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

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

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

Student Learning Outcomes - Exercise Science

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

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

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

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

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

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

Student Learning Outcomes - Fitness Management and Personal Training

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

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

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

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

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

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

Student Learning Outcomes - Physical Education Teacher Education

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

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

Certificates

Personal Training

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

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

Student Learning Outcomes - Personal Training Certificate

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

Youth Physical Wellness Programming

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

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

Student Learning Outcomes - Youth Physical Wellness Certificate

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

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

Minors

Coaching

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

[View the coaching minor curriculum.](#)

Dance

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

[View the dance minor curriculum.](#)

Health Education

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

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

Wellness Coaching

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

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

Department of Tourism, Event, and Sport Management

Department of Tourism, Event, and Sport Management undergraduate programs

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

Majors

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

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

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

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

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

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

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

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

Certificates

Beverage Management Services

In this certificate program, students become qualified for a supervisory position in bars, restaurants, clubs, catering businesses, and other food operations—for example, running an upscale restaurant or advising bar staff, management, and customers with making beverage selections.

Cultural Heritage Tourism

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

Events Management

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

Hospitality Management

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

Sports Tourism Development

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

Tourism Planning and Development

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

Minors

Events Management

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

Hospitality Management

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

Sports Marketing

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

Tourism Management

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

Department of Health Sciences

Department of Health Sciences undergraduate programs

Major

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

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

The second targeted group of students includes those who are seeking admission into graduate health professions programs to include but not limited to dentistry, medicine, occupational therapy, pharmacy, physician assistant, physical therapy, public health, social work, and rehabilitation counseling. The program will also meet the educational needs of students who wish to pursue an accelerated second-degree Bachelor of Science in Nursing. The interdisciplinary curriculum, which combines basic and health sciences, will allow students to study health sciences and develop an understanding of the complexities of the health care delivery system while simultaneously completing prerequisites for their chosen profession.

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

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

Certificates

Gerontology Studies

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

Global Health and Rehabilitation

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

Rehabilitation and Disability Studies

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

Minor

Serious Illness and Supportive Care

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

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

compassionate, holistic care during individuals' most vulnerable moments.

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

Nutrition and Dietetics Program

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

Certificate

Nutrition

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

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

[View the nutrition certificate curriculum.](#)

Department of Military Science

Department of Military Science undergraduate program

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

Minor

Leadership and Military Science

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

Student Learning Outcomes

Department of Health Sciences

Bachelor of Science in Health Sciences

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5.1: Students will develop written communication skills.

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

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

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

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

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

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

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

Gerontology Certificate

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

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

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

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

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

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

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

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

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

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

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

Global Health and Rehabilitation Certificate

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

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

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

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

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

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

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

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

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

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

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

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

Rehabilitation and Disability Studies Certificate

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

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

1.1 Students will discuss emerging topics related to disability determination.

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

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

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

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

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

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

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

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

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

Department of Kinesiology

Bachelor of Science in Exercise Science and

Bachelor of Science in Fitness Management and Personal Training

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

Bachelor of Science in Physical Education Teacher Education

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

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

Personal Training Certificate

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

Youth Physical Wellness Coaching Certificate

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

Nutrition and Dietetics

Nutrition Certificate

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

Health Science Outcomes

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

Nutrition Science Outcomes

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

Food Science Outcomes

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

Food Planning Outcomes

1. Write menus/food plans that meet time, budget, cultural and nutrition needs for themselves and others using a combination of fresh seasonal foods, dried, canned, frozen, ready prepared, convenience foods, and /or fast foods
2. Understand nutrition labeling as used in restaurants and retail food establishments

3. Compare the advantages and disadvantages of different shopping venues, use of coupons and shopping lists
4. Implement safe, efficient storage practices for food items (canned, dry, refrigerated, and frozen) and carried meals
5. Develop an awareness of the relationship between food security, nutrition, sustainable agriculture, and resource management.

Information Resource Outcomes

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

Tourism, Event, and Sport Management

Bachelor of Science in Sports Management

1. Demonstrate an understanding of the unique interrelationship between sport and society.
2. Demonstrate an understanding of the various revenue streams and expenses in the sport management industries.
3. Demonstrate an ability to generate revenue in the sport industry.
4. Identify, classify, and treat the potential risks associated with managing an event, organization, stadium, or other sport venue.
5. Integrate and apply knowledge to analyze an industry issue and recommend solutions.
6. Present a persuasive argument both orally and in writing.
7. Demonstrate the professional behaviors necessary to successfully enter the sport industry.
8. Demonstrate the ability to explore career opportunities by critically examining one's knowledge, skills, and abilities relevant to desired career goals.

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

1. Define, apply, analyze, and execute operational principles of tourism and event management.

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

Graduate and Professional Programs

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

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

•

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.

•

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.

•

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.

•

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

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

- [Post-Professional Doctor of Occupation Therapy](#)

The post-professional OTD is a three-semester, fully online program that's designed for current practicing occupational therapists who wish to improve their clinical and research knowledge while continuing to work.

The post-professional OTD program offers a robust curriculum focused on changes in the health care field as well as teaching and enhancing skills in current and emerging areas of occupational therapy practice.

•

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.

•

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.

-

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.

-

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 statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Practice for the Registered Dietitian Nutritionist, Standards of Practice, Standards of Professional Performance, and Code of Ethics for the Profession of Nutrition and Dietetics.
- CRDN 2.2 Demonstrate professional writing skills in preparing professional communications.
- CRDN 2.3 Demonstrates active participation, teamwork and contributions in group settings.
- CRDN 2.4 Functions as a member of interprofessional teams.
- CRDN 2.5 Work collaboratively with NDTRs and/or support personnel in other disciplines
- CRDN 2.6 Refers clients and patients to other professionals and services when needs are beyond individual scope of practice.
- CRDN 2.7 Apply change management strategies to achieve desired outcomes.
- CRDN 2.8 Demonstrate negotiation skills.
- CRDN 2.9 Actively contribute nutrition and dietetics professional and community organizations.
- CRDN 2.10 Demonstrate professional attributes in all areas of practice.
- CRDN 2.11 Show cultural humility in interactions with colleagues, staff, clients, patients and the public.
- CRDN 2.12 Implement culturally sensitive strategies to address cultural biases and differences.
- CRDN 2.13 Advocate for local state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.

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

Competencies

Upon completion of the program, graduates are able to:

- CRDN 3.1 Perform Medical Nutrition Therapy by utilizing the Nutrition Care Process including use of e standardized nutrition terminology as a part of the clinical workflow elements for individuals, groups and populations of differing ages and health status, in a variety of settings.
- CRDN 3.2 Conduct nutrition focused physical exams.
- CRDN 3.3 Perform routine health screening assessments including measuring blood pressure, conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol), recommending and/or initiating nutrition – related pharmacotherapy plans (such as modifications to bowel regimens, carbohydrate to insulin ratio, B12 or iron supplementation.)
- CRDN 3.4 Provide instruction to clients/patients for self-monitoring blood glucose, considering diabetes medication and medical nutrition therapy plan.
- CRDN 3.5 Explain the steps involved and observe the placement of nasogastric or nasoenteric feeding tubes: if available, assist in the process of placing nasogastric or nasoenteric feeding tubes.
- CRDN 3.6 Conduct a swallow screen and refer to the appropriate health care professional for full swallow evaluation when needed.
- CRDN 3.7 Demonstrate effective communication and documentation skills for clinical and client services in a variety of formats and settings, which include telehealth and other information technologies and digital media.
- CRDN 3.8 Design, implement and evaluate presentations to a target audience.
- CRDN 3.9 Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.
- CRDN 3.10 Use effective education and counseling skills to facilitate behavior change.
- CRDN 3.11 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.
- CRDN 3.12 Deliver respectful, science-based answers to client/patient questions concerning emerging trends.
- CRDN 3.13 Coordinate procurement, production, distribution and service of goods and services demonstrating and promoting responsible use of resources.
- CRDN 3.14 Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.

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

Competencies

Upon completion of the program, graduates are able to:

- CRDN 4.1 Participate in management functions of human resources (such as hiring, training and scheduling).
- CRDN 4.2 Perform management functions related to safety, security and sanitation that affect employees, clients, patients, facilities and food.
- CRDN 4.3 Conduct clinical and client service quality management activities (such as quality improvement or quality assurance projects).

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

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

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

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

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

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

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

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

Competencies

Upon completion of the program, graduates are able to:

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

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

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

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

CRDN 5.5 Demonstrate the ability to resolve conflict.

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

CRDN 5.7 Mentor others.

CRDN 5.8 Identify and articulate the value of precepting.

Doctor of Nutrition and Dietetics

Outcome Competencies for the Doctorate in Nutrition & Dietetics Program

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

Knowledge

Upon completion of the program, graduates are able to:

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

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

KRDN 1.3 Apply critical thinking skills.

Competencies

Upon completion of the program, graduates are able to:

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

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

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

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

CRDN 1.5 Incorporate critical-thinking skills in overall practice.

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

Knowledge

Upon completion of the program, graduates are able to:

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

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

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

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

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

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

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

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

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

Competencies

Upon completion of the program, graduates are able to:

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

CRDN 2.2 Demonstrate professional writing skills in preparing professional communications.

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

CRDN 2.4 Function as a member of interprofessional teams.

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, B₂ or iron supplementation).
 CRDN 3.4 Provide instruction to clients/patients for self-monitoring blood glucose considering diabetes medication and medical nutrition therapy plan.
 CRDN 3.5 Explain the steps involved and observe the placement of nasogastric or nasoenteric feeding tubes; if

available, assist in the process of placing nasogastric or nasoenteric feeding tubes.
 CRDN 3.6 Conduct a swallow screen and refer to the appropriate health care professional for full swallow evaluation when needed.
 CRDN 3.7 Demonstrate effective communication and documentation skills for clinical and client services in a variety of formats and settings, which include telehealth and other information technologies and digital media.
 CRDN 3.8 Design, implement and evaluate presentations to a target audience.
 CRDN 3.9 Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.
 CRDN 3.10 Use effective education and counseling skills to facilitate behavior change.
 CRDN 3.11 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.
 CRDN 3.12 Deliver respectful, science-based answers to client/patient questions concerning emerging trends.
 CRDN 3.13 Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources.
 CRDN 3.14 Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.
 4. Domain 4. Practice Management and Use of Resources: Strategic application of principles of management and systems in the provision of services to individuals and organizations.
 Knowledge

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

Upon completion of the program, graduates are able to:
 CRDN 4.1 Participate in management functions of human resources (such as training and scheduling).
 CRDN 4.2 Perform management functions related to safety, security and sanitation that affect employees, clients, patients, facilities and food.
 CRDN 4.3 Conduct clinical and client service quality management activities (such as quality improvement or quality assurance projects).
 CRON 4.4 Apply current information technologies to develop, manage and disseminate nutrition information and data.

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

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

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

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

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

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

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

Knowledge

Upon completion of the program, graduates are able to:

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

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

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

KRON 5.4 Practice resolving differences or dealing with conflict.

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

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

Competencies

Upon completion of the program, graduates are able to:

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

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

CRON 5.3 Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.

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

CRON 5.5 Demonstrate the ability to resolve conflict.

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

CRON 5.7 Mentor others.

CRON 5.8 Identify and articulate the value of precepting.

Post-professional Doctor in Nutrition and Dietetics

1. Applies scientific methods utilizing ethical research practices when reviewing, evaluating and conducting
2. Formulates a professional opinion based on research findings, evidence based practice and experiential
3. Critically examines and interprets current research and evidence based practice findings to assess the validity, reliability and credibility of
4. Integrates current research and evidence-informed practice findings into delivery of safe and effective nutrition
5. Analyzes the usefulness and limitations of epidemiologic study designs and identifies trends in diet and
6. Applies an understanding of environmental and genetic factors and food in the development and management of
7. Integrates knowledge of anatomy and physiology to make decisions related to nutrition
8. Integrates knowledge of chemistry and food science as it pertains to food and nutrition product development when making modifications to
9. Evaluates the effects of food production and processing methods on nutrient composition of food products including the use of food additives and genetically modified
10. Recognizes the roles of various players in the US Food Market Place including food producers, processors, vendors and food
11. Integrates knowledge of patho-physiology and biochemical functionality and their relationships in assessment of health and
12. Applies knowledge of social, psychological and environmental aspects of eating and
13. Identifies and implements strategies to address the challenges that arise when different cultures, values, beliefs and experiences exist between client/patients and nutrition and dietetic professionals.
14. Applies knowledge of pharmacology and integrative and functional nutrition to recommend, prescribe and administer medical nutrition
15. Develops and converts recipes, menus and ingredients based on client preferences and nutrient needs ensuring that foods are aesthetically pleasing, appealing and
16. Integrates knowledge of nutrition and physical activity in the provision of nutrition care at all stages of the life
17. Applies knowledge of nutrition health promotion and disease prevention for individuals, groups and
18. Identifies environmental and public health hazards that impact nutrition and participates in or coordinates the management of the situation.
19. Recommends strategies and coordinates programs for preventing or minimizing nutrition and food safety
20. Collects, understands and analyzes financial data to support fiscally responsible decision
21. Conducts cost effectiveness and cost benefit analyses to identify ways to meet budget priorities

22. Leads quality improvement activities to measure, evaluate and improve program services, products or

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

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

PBL2 Set learning and improvement goals.

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

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

PBL5 Incorporate feedback into day-to-day practice.

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

PBL7 Use information technology to optimize learning.

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

Interpersonal and Communication Skills

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

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

ICS 2 Communicate effectively with other health professionals.

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

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

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

Professionalism

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

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

PF 2 Demonstrate respect for patient privacy.

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

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

PF 5 Demonstrate a commitment to ethical principles.

PF 6 Give and receive constructive feedback.

PF 7 Demonstrate basic PA professional responsibilities.

Systems-Based Practice

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

SBP 1 Work effectively and coordinate patient care in various health care delivery settings and systems.

SBP 2 Incorporate considerations of cost awareness and risk-benefit analysis in patient and population-based care.

SBP 3 Advocate for quality patient care and optimal health care systems.

SBP 4 Participate in identifying system errors and implementing potential system solutions.

Interprofessional Collaboration

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

IPC 1 Work with other health care professionals to establish and maintain a climate of mutual respect.

IPC 2 Demonstrate knowledge of the roles and responsibilities of various health care professionals.

IPC 3 Demonstrate the team approach to patient centered care beyond the traditional physician-PA team approach.

IPC 4 Participate in interprofessional teams to provide patient and population centered care.

Personal and Professional Development

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

PPD 1 Demonstrate self-awareness and the ability to seek help to pursue personal wellness.

PPD 2 Manage conflict between personal and professional responsibilities.

PPD 3 Practice flexibility and maturity in adjusting to change.

PPD 4 Demonstrate trustworthiness when one is responsible for patient care.

PPD 5 Demonstrate self-confidence that puts patients, families, and members of the health care team at ease.

PPD 6 Respond to ambiguity in clinical health care by using appropriate resources in dealing with uncertainty.

Courses