School of Health & Human Sciences

From the Founding Dean:

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

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

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

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

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

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

Best Regards,

Rafael Bahamonde, Ph.D.

Founding Dean

Mission, Values, Objectives

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

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

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

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

Contact

School of Health & Human Sciences
317-274-SHHS (7447)

shhsinfo@iu.edu

Physical Education (PE)/Natatorium

901 W. New York Street
Indianapolis, IN 46202

Includes offices (second floor) for:

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

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

Health Sciences

1050 Wishard Boulevard
Indianapolis, IN 46202

Includes offices (second and third floors) for:

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

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

National Institute of Fitness and Sport (NIFS)

250 University Boulevard
Indianapolis, IN 46202

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

Hours with faculty by appointment.

Undergraduate Policies and Procedures

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

Grade Point Average (GPA)

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

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

Grading Scale

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

A+	= 4.00	C+	= 2.30
A	= 4.00	C	= 2.00
A-	= 3.70	C-	= 1.70
B+	= 3.30	D+	= 1.30
B	= 3.00	D	= 1.00
B-	= 2.70	D-	= 0.70
		F	= 0.00

Incomplete

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

Required Grades

Health Sciences

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

Kinesiology

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

Tourism, Event, and Sport Management

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

GPA Calculation

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

Grade Replacement

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

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

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

Example:

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

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

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

Grade Appeal Process

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

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

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

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

Fresh Start through Academic Renewal (Formerly Grade Forgiveness)

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

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

Credit Overload Requests

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

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

Late Withdrawal

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

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

Extenuating circumstances can include:

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

Examples of documentation include:

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

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

Administrative Withdrawal

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

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

Administrative withdrawal occurs after the refund period has ended.

Academic Warning

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

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

Academic Probation

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

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

- Once the cumulative GPA is at least 2.0, the student will be removed from probationary status.

OR

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

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

Academic Dismissal

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

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

Reinstatement Process

A student dismissed for the first time must remain out of school for at least one regular (fall or spring) semester. During the semester out of school, the student may petition the School of Health and Human Sciences for readmission. Reinstatement decisions are not guaranteed but will be based upon application materials, academic history, and personal circumstances. Students must abide by posted deadlines and submit a completed Petition for Readmission form.

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

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

Dean's List

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

Graduation

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

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

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

Academic Distinction

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

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

Residency to Graduate

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

Transfer Course Last Semester Agreement

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

Undergraduate Programs

The School of Health & Human Sciences (SHHS) undergraduate academic programs include 8 majors, 11 certificates, and 7 minors. All majors and certificates award an Indiana University diploma upon completion.

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

Majors

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

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

Certificates

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

- Health Sciences
  - Gerontology Studies
  - Global Health and Rehabilitation
  - Rehabilitation and Disability Studies
- Kinesiology
  - Personal Training
  - Youth Physical Wellness Programming
- Nutrition and Dietetics
  - Nutrition
- Tourism, Event, and Sport Management
  - Cultural Tourism
  - Destination Management
  - Event Management
  - Food and Beverage Operations
  - Sports Destination Development

Minors

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

- Health Sciences
  - Serious Illness and Supportive Care
- Military Science
  - Leadership and Military Science**

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

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

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

Admissions for Undergraduate Programs

Preparing to apply

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

What are the requirements for direct admission?

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

High School applicants

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

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

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

International Applicants

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

Transfer and Intercampus Applicants

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

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

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

To transfer into the Applied Fitness and Sports Performance major, you need to:

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

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

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

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

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

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

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

To transfer into a major in the Tourism, Convention, and Sport Management department, you need to:

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

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

IU Indianapolis student applicants

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

To update your major to Applied Fitness and Sports Performance, you need to:

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

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

- Earn a grade of C or better in the following courses:
  - Anatomy: BIOL-N 261 or KINE-P 205 (BIOL-K 101 will be accepted for exercise science pre-med and PA majors only)
  - Math: MATH-I 111
  - Kinesiology: KINE-P 212
- Have a cumulative grade point average of at least 2.0

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

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

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

- Earn a grade of C or better in the following courses:
  - Anatomy: KINE-P 205
  - Math: MATH-I 110 or MATH-I 111
  - Physical Education: KINE-P 195
- Have a cumulative and degree grade point average of at least 2.5

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

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

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

More questions that need answers?

For additional information about our degree programs, minors, or certificates visit our website.

Department of Kinesiology

Department of Kinesiology undergraduate programs

The kinesiology department offers three different programs for earning a Bachelor of Science in Kinesiology (B.S.K.). Students can earn a B.S.K. with a major in exercise science, fitness management and personal training, or physical education teacher education. The

department offers two certificate degree programs for personal training and youth physical wellness coaching. Additionally, students can complement their bachelor's degrees with one of the department's four minors offered in kinesiology-related fields of study.

Majors

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

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

Certificates

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

- Personal Training
- Youth Physical Wellness Programming

Minors

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

- Coaching
- Dance
- Health Education
- Wellness Coaching

Department of Tourism, Event, and Sport Management

The tourism, event, and sport management department offers four major programs for earning a Bachelor of Science in Tourism, Event, and Sport Management (B.S.T.E.S.M.). Students can earn a BSTESM with a major in event management, hospitality, sport management, or tourism. The department offers five certificate degree programs and one minor.

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

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

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

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

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

Majors

- Event Management
- Hospitality
- Tourism
- Sport Management

Certificates

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

Minor

- Individualized Minor

Health Sciences

Major

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

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

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

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

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

Core Communication (6 credits)

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

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

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

Cultural Understanding (3 credits)

- Cultural Understanding (3 credits)

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

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

Arts/Humanities and Social Sciences (9 credits)

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

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

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

Health Sciences Additional Baccalaureate Requirements

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

Certificates

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

Minor

- Serious Illness and Supportive Care

Nutrition and Dietetics Program

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

Certificate

Nutrition

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

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

Curriculum:

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

View more detail about the nutrition certificate curriculum

Department of Military Science

The military science department, the Army ROTC at IU Indianapolis, offers a minor in leadership and military science.

Minor

Leadership and Military Science

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

Curriculum

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

Student Learning Outcomes

Department of Health Sciences

Bachelor of Science in Health Sciences

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5.1: Students will develop written communication skills.

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

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

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

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

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

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

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

Gerontology Certificate

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

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

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

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

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

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

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

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

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

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

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

Global Health and Rehabilitation Certificate

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

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

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

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

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

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

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

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

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

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

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

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

Rehabilitation and Disability Studies Certificate

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

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

1.1 Students will discuss emerging topics related to disability determination.

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

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

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

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

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

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

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

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

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

Department of Kinesiology: Bachelor of Science in Kinesiology

Applied Fitness and Sports Performance Major

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

Exercise Science Major

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

Bachelor of Science in Physical Education Teacher Education

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

Personal Training Certificate

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

Youth Physical Wellness Coaching Certificate

1. Construct movement opportunities for youth that meet daily guidelines for moderate to vigorous daily physical activity for youth.
2. Identify the determinants of youth enjoyment and motivation from physical activity participation.
3. Demonstrate effective and essential communication and personal disposition behaviors in a youth physical activity setting.
4. Exhibit effective and essential planning, preparation, and program delivery skills in a youth physical activity and sport setting.
5. Describe appropriate health promotion skills for youth in an afterschool setting.

6. Exhibit effective skills in fostering healthy decision-making skills to enhance health in youth.
7. Explain the process of learning and maintaining health-enhancing behaviors in youth.
8. Summarize evidence-based recommendations on healthy eating, snacking, and nutrition as it relates to youth.
9. Support best practices as it relates to the physical environment and healthy eating for youth during unattached school time.

Nutrition and Dietetics

Nutrition Certificate

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

Health Science Outcomes

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

Nutrition Science Outcomes

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

Food Science Outcomes

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

Food Planning Outcomes

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

Information Resource Outcomes

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

Tourism, Event, and Sport Management - all majors

Rough Draft of TESM Student Learning Outcomes

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

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

Exercise Science

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

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

The curriculum explores the boundaries of what the human body can do through research, internships, and real-life, hands-on experience in the field.
Students have the opportunity to participate in undergraduate research, mentored by outstanding faculty who are experts in the field. Exercise Science majors also complete a Personal Training undergraduate certificate as part of the program.

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

Student Learning Outcomes - Exercise Science

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

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

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

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

Core Communication (6 credits)

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

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

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

Cultural Understanding (3 credits)

- Cultural Understanding (3 credits)

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

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

Arts/Humanities and Social Sciences (9 credits)

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

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

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

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

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

Applied Fitness and Sports Performance

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

Student Learning Outcomes - Applied Fitness and Sports Performance

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

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

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

Core Communication (6 credits)

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

Analytical Reasoning (6 credits)

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

Cultural Understanding (3 credits)

- Cultural Understanding (3 credits)

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

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

Arts/Humanities and Social Sciences (9 credits)

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

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

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

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

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

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

Physical Education Teacher Education

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

This program for preparing physical education teachers is the oldest in the nation, meets all standards of the Indiana Department of Education, and is founded on the guidelines of the National Association for Sport and Physical Education.
Graduates earn an all-grade (pre-K–12) Indiana teacher's license for physical education and have many options for student teaching.

Student Learning Outcomes - Physical Education Teacher Education

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

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

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

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

Core Communication (6 credits)

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

Analytical Reasoning (6 credits)

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

Cultural Understanding (3 credits)

- Cultural Understanding (3 credits)

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

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

Arts/Humanities and Social Sciences (9 credits)

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

Kinesiology Courses

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

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

Education Blocks

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

Block I

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

Block II

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

Block III

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

Block IV

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

Undergraduate Certificates

Health Sciences Certificates

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

Gerontology Studies

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

Curriculum (15 credits)

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

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

‡ indicates course fulfills Global Health & Rehabilitation Certificate requirements.

Global Health and Rehabilitation

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

Curriculum (15 credits)

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

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

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

Rehabilitation and Disability Studies

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

Curriculum (15 credits)

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

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

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

Kinesiology Certificates

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

Student Learning Outcomes - Personal Training Certificate

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

Curriculum (26-28 credits)

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

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

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

Student Learning Outcomes - Youth Physical Wellness Certificate

1. Construct movement opportunities for youth that meet daily guidelines for moderate to vigorous daily physical activity for youth;
2. Identify the determinants of youth enjoyment and motivation from physical activity participation.
3. Demonstrate effective and essential communication and personal disposition behaviors in a youth physical activity setting.

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

Curriculum (20 credits)

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

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

Tourism, Event, and Sport Management Certificates

Cultural Tourism

In this certificate program, students will dive into cultural tourism with courses focused on developing a foundational knowledge of the tourism industry. In addition, students will expand their knowledge of food and culture, cultural attractions, and cultural travel .This certificate program prepares students for careers in cultural attractions, art and culture organizations, historic preservation, cultural travel, food, and other cultural tourism interests.

*Cultural Tourism certificate not awarded to Tourism majors.

Curriculum (12 credits)

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

Destination Management

In this certificate program, students analyze travel trends to better understand the patterns, principles, and management of popular tourist destinations. Depending on interests, students also have opportunities to learn about visitor behavior, sports tourism, cruise line management, and other special topics.

*Destination Management certificate not awarded to Tourism majors.

Curriculum (15 credits)

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

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

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

Curriculum (15 credits)

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

Event Management

The certificate in event management prepares students for a career in planning corporate and nonprofit meetings

and events, as well as planning special events such as weddings, conferences, and festivals. Students will explore elements of convention and meeting sales, international meeting planning, non-profit meeting planning, special events planning, and fundraising in events.

*Event Management certificate not awarded to Event Management majors.

Curriculum (15 credits)

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

In this certificate program, students discover the many aspects of sport event planning—site selection, logistics, personnel, marketing, economics, and legalities—and examine how sports make an impact on community and business growth. Depending on interests, students may choose elective courses around sport journalism, sport marketing, sport sociology, or other special topics.

Curriculum (12 credits)

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

Undergraduate Minors

Health Sciences

Serious Illness and Supportive Care

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

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

Curriculum (12 credits)

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

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

Kinesiology

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

Curriculum (18 credits)

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

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

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

Dance

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

Curriculum (12 credits)

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

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

Health Education

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

Curriculum (18 credits)

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

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

Wellness Coaching

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

Curriculum (18 credits)

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

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

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

Military Science

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

Curriculum (15 credits)

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

Tourism, Event, and Sport Management Minor

Individualized Minor

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

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

Event Management

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

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

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

Core Communication (6 credits)

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

Analytical Reasoning (6 credits)

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

Cultural Understanding (3 credits)

- Cultural Understanding (3 credits)

Life and Physical Sciences (3 credits)

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

Arts/Humanities and Social Sciences (9 credits)

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

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

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

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

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

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

Hospitality

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

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

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

Core Communication (6 credits)

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

Analytical Reasoning (6 credits)

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

Cultural Understanding (3 credits)

- Cultural Understanding (3 credits)

Life and Physical Sciences (3 credits)

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

Arts/Humanities and Social Sciences (9 credits)

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

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

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

Major-specific Requirements for Hospitality:

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

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

Tourism

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

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

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

Core Communication (6 credits)

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

Analytical Reasoning (6 credits)

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

Cultural Understanding (3 credits)

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

Life and Physical Sciences (3 credits)

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

Arts/Humanities and Social Sciences (9 credits)

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

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

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

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

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

Sport Management

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

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

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

Core Communication (6 credits)

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

Analytical Reasoning (6 credits)

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

Cultural Understanding (3 credits)

- Cultural Understanding (3 credits)

Life and Physical Sciences (3 credits)

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

Arts/Humanities and Social Sciences (9 credits)

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

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

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

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

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

Graduate and Professional Programs

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

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

•

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

•

Careers in healthcare are diverse and individualized as those who are in them. Our Masters of Health Sciences allows you to tailor the program to meet your individual needs and to help you achieve your healthcare goals. The Master of Science in Health Sciences is a 36-hour, non-thesis program that can be completed in as little as two years.

•

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

- + Dietetic Internship

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

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

-

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

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

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The Post-professional Doctorate in Nutrition and Dietetics is designed to advance the education of registered dietitians by expanding knowledge and skills through inter-professional coursework, evidence-based research, and leadership training.
This 90-credit program is designed to meet the educational needs of advanced practitioners through a combination of traditional classroom and online courses with the flexibility to be a full- or part-time student. As an applicant, you'll also have the ability to transfer up to 30 hours of credits into the program if approved.

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Occupational therapists are vital in a patient’s journey to regain the skills they need to live their lives. The Doctor of Occupational Therapy program consists of both academic coursework and fieldwork experiences that will equip you with the skills to make a difference in the occupational therapy profession.
As a student in the Doctor of Occupational Therapy program, you will study the concepts, theory, and practice of occupational therapy with well-known professors and practitioners in healthcare communities worldwide.

- **Post-Professional Doctor of Occupational Therapy**

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

-

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

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

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This exciting and cutting-edge dual degree prepares the next generation of physical therapists and rehabilitation scientists.
The dual degree offers qualified students the opportunity to become a clinician and scientist.

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IU Indianapolis's Ph.D. in exercise science is designed to prepare doctoral research scholars to create and disseminate knowledge.
The program will provide training through a rigorous, mentor-based interdisciplinary curriculum with pedagogical and research experiences, and conduct applied and translational science research focusing on exercise science for the purposes of enhancing and prolonging quality of life.

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

Admissions for Graduate and Professional Programs

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

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

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

Student Learning Outcomes

Master of Science in Health Sciences

Graduates of the program will be able to:

- Understand research methods used to advance health sciences.
- Describe theories of health promotion and disease prevention.
- Critically evaluate research in rehabilitation.

- Access systematic reviews and meta-analysis databases.
- Engage in substantive research in health and rehabilitation.
- Be employed upon graduation, or accepted into post-graduate educational programs.

Doctor of Philosophy in Health and Rehabilitation Sciences

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

Master of Science in Kinesiology

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

Doctor of Philosophy in Exercise Science

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

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

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

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

Competencies

Upon completion of the program, graduates are able to:

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

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

Competencies

Upon completion of the program, graduates are able to:

CRDN 2.1 Practice in compliance with current federal regulations and state statues and rules, as applicable and in accordance with accreditation standards and the Scope of Practice for the Registered Dietitian Nutritionist, Standards of Practice, Standards of Professional Performance, and Code of Ethics for the Profession of Nutrition and Dietetics.
CRDN 2.2 Demonstrate professional writing skills in preparing professional communications.
CRDN 2.3 Demonstrates active participation, teamwork and contributions in group settings.
CRDN 2.4 Functions as a member of interprofessional teams.
CRDN 2.5 Work collaboratively with NDTRs and/or support personnel in other disciplines
CRDN 2.6 Refers clients and patients to other professionals and services when needs are beyond individual scope of practice.
CRDN 2.7 Apply change management strategies to achieve desired outcomes.
CRDN 2.8 Demonstrate negotiation skills.
CRDN 2.9 Actively contribute nutrition and dietetics professional and community organizations.
CRDN 2.10 Demonstrate professional attributes in all areas of practice.
CRDN 2.11 Show cultural humility in interactions with colleagues, staff, clients, patients and the public.
CRDN 2.12 Implement culturally sensitive strategies to address cultural biases and differences.
CRDN 2.13 Advocate for local state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.

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

Competencies

Upon completion of the program, graduates are able to:

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

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

Competencies

Upon completion of the program, graduates are able to:

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

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

Competencies

Upon completion of the program, graduates are able to:

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

Doctor of Nutrition and Dietetics

Outcome Competencies for the Doctorate in Nutrition & Dietetics Program

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

Knowledge

Upon completion of the program, graduates are able to:

KRDN 1.1 Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions.
KRDN 1.2 Select and use appropriate current information technologies to locate and apply evidence-based guidelines and protocols.
KRDN 1.3 Apply critical thinking skills.
Competencies

Upon completion of the program, graduates are able to:
CRDN 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives.
CRDN 1.2 Evaluate research and apply evidence-based guidelines, systematic reviews and scientific literature in nutrition and dietetics practice.
CRDN 1.3 Justify programs, products, services and care using appropriate evidence or data
CRDN 1.4 Conduct projects using appropriate research or quality improvement methods, ethical procedures and data analysis utilizing current and/or new technologies.
CRDN 1.5 Incorporate critical-thinking skills in overall practice.
2. Domain 2. Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the nutrition and dietetics practitioner level of practice.

Knowledge

Upon completion of the program, graduates are able to:
KRDN 2.1 Demonstrate effective and professional oral and written communication and documentation.
KRDN 2.2 Describe the governance of nutrition and dietetics practice, such as the Scope of Practice for the Registered Dietitian Nutritionist and the Code of Ethics for the Profession of Nutrition and Dietetics.
KRDN 2.3 Assess the impact of a public policy position on the nutrition and dietetics profession.
KRDN 2.4 Discuss the impact of health care policy and different health care delivery systems on food and nutrition services.
KRDN 2.5 Identify and describe the work of interprofessional teams and the roles of others with whom the registered dietitian nutritionist collaborates.
KRDN 2.6 Demonstrate cultural humility, awareness of personal biases and an understanding of cultural differences as they contribute to diversity, equity and inclusion.
KRDN 2.7 Describe contributing factors to health inequity in nutrition and dietetics including structural bias, social inequities, health disparities and discrimination.
KRDN 2.8 Participate in a nutrition and dietetics professional organization and explain the significant role of the organization.
KRDN 2.9 Defend a position on issues impacting the nutrition and dietetics profession.
Competencies

Upon completion of the program, graduates are able to:
CRDN 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Practice for the Registered Dietitian Nutritionist, Standards of Practice, Standards of Professional Performance, and Code of Ethics for the Profession of Nutrition and Dietetics.
CRON 2.2 Demonstrate professional writing skills in preparing professional communications.
CRON 2.3 Demonstrate active participation, teamwork and contributions in group settings.
CRON 2.4 Function as a member of interprofessional teams.
CRON 2.5 Work collaboratively with NDTRs and/or support personnel in other disciplines.
CRON 2.6 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.
CRON 2.7 Apply change management strategies to achieve desired outcomes.
CRON 2.8 Demonstrate negotiation skills.
CRON 2.9 Actively contribute to nutrition and dietetics professional and community organizations.
CRON 2.10 Demonstrate professional attributes in all areas of practice.
CRON 2.11 Show cultural humility in interactions with colleagues, staff, clients, patients and the public.
CRON 2.12 Implement culturally sensitive strategies to address cultural biases and differences.
CRON 2.13 Advocate for local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.
3. Domain 3. Clinical and Client Services: Development and delivery of information, products and services to individuals, groups and populations.
Knowledge

Upon completion of the program, graduates are able to:
KRON 3.1 Use the Nutrition Care Process and clinical workflow elements to assess nutritional parameters, diagnose nutrition related problems, determine appropriate nutrition interventions, and develop plans to monitor the effectiveness of these interventions.
KRON 3.2 Develop an educational session or program/ educational strategy for a target population.
KRON 3.3 Demonstrate counseling and education methods to facilitate behavior change and enhance wellness for diverse individuals and groups.
KRON 3.4 Practice routine health screening assessments, including measuring blood pressure and conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol).
KRON 3.5 Describe concepts of nutritional genomics and how they relate to medical nutrition therapy, health and disease.
KRON 3.6 Develop nutritionally sound meals, menus and meal plans that promote health and disease management and meet client's/patient's needs.
Competencies

Upon completion of the program, graduates are able to:
CRON 3.1 Perform Medical Nutrition Therapy by utilizing the Nutrition Care Process including use of standardized nutrition terminology as a part of the clinical workflow elements for individuals, groups and populations of differing ages and health status, in a variety of settings.
CRON 3.2 Conduct nutrition focused physical exams.
CRON 3.3 Perform routine health screening assessments including measuring blood pressure, conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol), recommending and/or initiating nutrition-related pharmacotherapy plans (such as modifications to bowel regimens, carbohydrate to insulin ratio, B,2 or iron supplementation).

CRDN 3.4 Provide instruction to clients/patients for self-monitoring blood glucose considering diabetes medication and medical nutrition therapy plan.
CRDN 3.5 Explain the steps involved and observe the placement of nasogastric or nasoenteric feeding tubes; if available, assist in the process of placing nasogastric or nasoenteric feeding tubes.
CRDN 3.6 Conduct a swallow screen and refer to the appropriate health care professional for full swallow evaluation when needed.
CRDN 3.7 Demonstrate effective communication and documentation skills for clinical and client services in a variety of formats and settings, which include telehealth and other information technologies and digital media.
CRDN 3.8 Design, implement and evaluate presentations to a target audience.
CRDN 3.9 Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.
CRDN 3.10 Use effective education and counseling skills to facilitate behavior change.
CRDN 3.11 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.
CRDN 3.12 Deliver respectful, science-based answers to client/patient questions concerning emerging trends.
CRDN 3.13 Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources.
CRDN 3.14 Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.
4. Domain 4. Practice Management and Use of Resources: Strategic application of principles of management and systems in the provision of services to individuals and organizations.
Knowledge

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

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

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

Knowledge

Upon completion of the program, graduates are able to:
KRON 5.1 Perform self-assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement.
KRON 5.2 Identify and articulate one's skills, strengths, knowledge and experiences relevant to the position desired and career goals.
KRON 5.3 Practice how to self-advocate for opportunities in a variety of settings (such as asking for support, presenting an elevator pitch).
KRON 5.4 Practice resolving differences or dealing with conflict.
KRON 5.5 Promote team involvement and recognize the skills of each member.
KRON 5.6 Demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others.
Competencies

Upon completion of the program, graduates are able to:
CRON 5.1 Perform self-assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement.
CRON 5.2 Identify and articulate one’s skills, strengths, knowledge and experiences relevant to the position desired and career goals.
CRON 5.3 Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.
CRON 5.4 Advocate for opportunities in professional settings (such as asking for additional responsibility,

practicing negotiating a salary or wage or asking for promotion).
CRON 5.5 Demonstrate the ability to resolve conflict.
CRON 5.6 Promote team involvement and recognize the skills of each member.
CRON 5.7 Mentor others.
CRON 5.8 Identify and articulate the value of precepting.

Post-professional Doctor in Nutrition and Dietetics

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

Doctor of Occupational Therapy

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

Post-professional Doctor of Occupational Therapy

Doctor of Physical Therapy

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

1. Practice as autonomous point-of-entry providers of physical therapy services in adherence to ethical, professional, and legal standards within a variety of clinical and community settings.
2. Communicate verbally and in writing with patients/clients and their caregivers, colleagues, legislators, third-party payers, and other constituents
3. Demonstrate proficiency in providing culturally competent care across the lifespan
4. Demonstrate decision-making skills including clinical reasoning, clinical judgment, and reflective practice
5. Screen patients/clients to determine the need for further examination or consultation by a PT or referral to another health care professional
6. Demonstrate competence in examination and re-examination of a patient/client using evidence-based tests and measures

7. Evaluate all available data including examination, medical and psychosocial to establish and communicate a physical therapy diagnosis and to determine patient/client prognosis
8. Establish a collaborative physical therapy plan of care that is safe, effective, patient/client-centered, and evidence-based
9. Demonstrate accountability for the efficient, coordinated management of care primary, secondary, or tertiary based on the patient's/client's goals and expected functional outcomes
10. Implement safe and effective physical therapy intervention plans within a variety of care delivery settings including reflective practice leading to optimal outcomes
11. Provide effective education for patient/clients, caregivers, colleagues and the general public
12. Contribute to the advancement of physical therapy practice through critical evaluation and informed application of the findings of professional and scientific literature
13. Complete accurate and concise documentation in a timely manner that supports the problem-solving process and follows guidelines and specific documentation formats required by the practice setting
14. Participate in the administration of PT services including delegation and supervision of support personnel, management planning, marketing, budgeting, reimbursement activities and clinical education of students
15. Provide consultation services to individuals and groups by providing wellness and health promotion program appropriate to physical therapy
16. Formulate and implement a plan for personal and professional development and life-long learning based on self-assessment, reflection and feedback from others
17. Demonstrate social and professional responsibility through mentoring and participation in professional and community organizations and activities

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

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

Master of Physician Assistant Studies

Patient Care

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

PC 1 Gather essential and accurate information about patients and their condition through medical history taking and performing complete and focused physical examination.
PC 2 Order and interpret diagnostic studies.
PC 3 Generate a differential diagnosis and select the most likely diagnosis.
PC 4 Develop and carry out patient management plans.
PC 5 Perform the clinical and technical skills including procedures with appropriate supervision.
PC 6 Uses consultants and referrals appropriately.
PC 7 Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making.
PC 8 Organize and prioritize responsibilities to provide care that is safe, effective, and efficient.

Knowledge for Practice

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

KP1 Demonstrate an investigatory and analytic approach to clinical situations utilizing clinical reasoning and problem solving.
KP2 Apply principles of medical science and clinical medicine to patient care.
KP3 Apply principles of epidemiology to patient care.
KP4 Apply principles of social and behavioral science to patient care.

Practice-Based Learning and Improvement

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

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

Interpersonal and Communication Skills

Demonstrate interpersonal and communication skills that result in the effective exchange of information and

collaboration with patients, their families, and health professionals.

ICS 1 Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural background.
ICS 2 Communicate effectively with other health professionals.
ICS 3 Maintain clear, accurate, timely and legible medical records.
ICS 4 Demonstrate sensitivity, honesty, and compassion in difficult conversations.
ICS 5 Demonstrate insight and understanding about emotions and human responses to emotions.

Professionalism

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

PF 1 Demonstrate compassion, academic integrity, respect for others, intellectual honesty, and professional conduct.
PF 2 Demonstrate respect for patient privacy.
PF 3 Demonstrate accountability to patients, society, and the profession.
PF 4 Demonstrate sensitivity and responsiveness to a diverse patient population.
PF 5 Demonstrate a commitment to ethical principles.
PF 6 Give and receive constructive feedback.
PF 7 Demonstrate basic PA professional responsibilities.

Systems-Based Practice

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

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

Interprofessional Collaboration

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

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

Personal and Professional Development

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

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

PPD 2 Manage conflict between personal and professional responsibilities.

PPD 3 Practice flexibility and maturity in adjusting to change.

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

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

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

Health Sciences

Master of Science in Health Sciences

Program Requirements

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

Admission Requirements

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

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

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

Prior Course Work Applied Toward Degree Requirements

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

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

Curriculum Requirements

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

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

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

Program Information

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

Program Requirements

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

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

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

Academic Progress: Time to Degree

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

Admission Requirements

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

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

Curriculum Requirements

Health and Rehabilitation Sciences Core Curriculum (15 credits)

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

Research (21 credits)

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

Concentration (30 credits)

Electives (6 credits)

Dissertation (18 credits)

Qualifying Project

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

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

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

Program Information

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

Program Requirements

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

Admission Requirements

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

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

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

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

Curriculum Requirements

Health and Rehabilitation Sciences Core Curriculum (15 credits)

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

Research (21 credits)

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

Concentration (30 credits)

Electives (6 credits)
Dissertation (18 credits)

Kinesiology

Master of Science in Kinesiology

Program Requirements

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

Admission Requirements

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

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

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

Prior Course Work Applied Toward Degree Requirements

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

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

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

Curriculum Requirements

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

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

Program Information

The Doctor of Philosophy in Exercise Science is designed to prepare doctoral research scholars to create and disseminate knowledge.

The program will provide training through a rigorous, mentor-based interdisciplinary curriculum with pedagogical and research experiences, and conduct applied and translational science research focusing on exercise science for the purposes of enhancing and prolonging quality of life.This is a full time, face-to-face, research-based doctoral program that includes 90 credit hours of graduate study.

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

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

Admission Requirements

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

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

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

Program Curriculum Requirements
Grades

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

Core Curriculum

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

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

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

Movement Science Core:

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

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

Research Tools Courses (12 credits):

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

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

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

Concentration Area (12 credits):

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

Concentration Courses:

Movement Biomechanics

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

Motor Control

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

Exercise Physiology

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

Minor (12 hours):

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

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

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

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

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

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

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

Research Tools courses (12 hours):

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

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

Concentration Area (12 hours):

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

- Biomechanics
- Motor Control
- Exercise Physiology

Electives (9+ hours):

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

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

Dissertation (24+ hours):

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

Advisory Committees:

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

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

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

Examination Requirements:

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

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

Qualifying Examination:

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

Requirements for Doctoral Candidacy

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

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

Proposal Examination:

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

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

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

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

Only two attempts to pass this examination will be allowed.

Defense Examination:

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

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

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

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

Nutrition & Dietetics

Dietetic Internship Professional Certificate

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

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

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

Master of Science in Nutrition and Dietetics + Dietetics Internship

Program Requirements

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

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

Admission Requirements

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

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

Curriculum Requirements

Year 1 (fall) | 14 credit hours

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

Year 1 (spring) | 14 credit hours

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

Year 1 (summer) | 6 credit hours

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

Year 2 (fall) | 6 credit hours

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

***Potential electives – check course numbers**

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

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

Master of Science in Nutrition and Dietetics Non-Thesis Track

Program Requirements

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

Admissions Requirements

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

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

Curriculum Requirements

Year 1 (fall) | 15 credit hours

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

Year 1 (spring) | 15 credit hours

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

***Potential electives – check course numbers**

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

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

Doctorate in Nutrition & Dietetics

Program Information

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

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

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

Admission Requirements

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

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

Curriculum Requirements

Year 1 (fall) | 15 credit hours

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

Year 1 (spring) | 15 credit hours

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

Year 1 (summer) | 6 credit hours

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

Year 2 (fall) | 15 credit hours

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

Year 2 (spring) | 15 credit hours

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

Year 2 (summer) | 6 credit hours

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

Year 3 (fall) | 14 credit hours

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

Year 3 (spring) | 12 credit hours

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

Year 3 (summer) | 3 credit hours

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

Postprofessional Doctorate in Nutrition & Dietetics

Program Information

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

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

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

Admission Requirements

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

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

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

Curriculum Requirements

Year 1 (fall) | 15 credit hours

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

Year 1 (spring) | 15 credit hours

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

Year 1 (summer) | 6 credit hours

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

Year 2 (fall) | 15 credit hours

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

Year 2 (spring) | 15 credit hours

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

Year 2 (summer) | 6 credit hours

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

Year 3 (fall) | 9 credit hours

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

Year 3 (spring) | 9 credit hours

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

Year 3 (summer)

- NTRD-N 855 (continued)

Occupational Therapy

Doctor of Occupational Therapy

Admission Requirements

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

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

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

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

Curriculum Requirements

Year 1 (summer) | 8 credits

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

Year 1 (fall) | 15 credits

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

Year 1 (spring) | 17 credits

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

Year 2 (summer) | 6 credits

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

Year 2 (fall) | 12 credits

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

Year 2 (spring) | 16 credits

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

Year 3 (summer) | 6 credits

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

Year 3 (fall) | 17 credits

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

Year 3 (spring) | 9 credits

OCTH-T 830:
- Leadership Seminar & Capstone Project (2 credits)
- OCTH-T 880: Doctoral Capstone Experience (7) (14 weeks)

The doctoral capstone experience

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

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

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

Year 2 | semester 1 (Y2 summer)

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

Year 2 | Semester 2 (Y2 spring)

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

Year 3 | Semester 3 (Y3 spring)

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

Postprofessional OTD

Eligibility Requirements

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

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

Admissions will be determined based on the following criteria:

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

Curriculum Requirements

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

Semester 1 (fall) | 11 credits

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

Semester 2 (spring) | 10 credits

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

Semester 3 (summer) | 9 credits

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

Physician Assistant Studies

Physician Assistant

Admission Requirements

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

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

Curriculum Requirements

Semester 1 (summer) | 18 credits

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

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

Semester 2 (fall) | 19 credits

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

Semester 3 (spring) | 18 credits

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

Semester 4 (summer) | 17 credits

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

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

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

Semester 5 (fall) | 13 credits

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

Semester 7 (summer) | 13 credits

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

Clinical rotation courses

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

Physical Therapy

Doctor of Physical Therapy

Admission Requirements

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

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

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

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

Curriculum Requirements

Year 1 (summer) | 8 credits

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

Year 1 (fall) | 15 credits

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

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

Year 1 (spring) | 17 credits

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

Year 2 (summer) | 6 credits

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

Year 2 (fall) | 12 credits

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

Year 2 (spring) | 16 credits

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

Year 3 (summer) | 6 credits

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

Year 3 (fall) | 17 credits

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

Year 3 (spring) | 9 credits

OCTH-T 830:

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

The doctoral capstone experience

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

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

Year 2 | semester 1 (Y2 summer)

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

Year 2 | Semester 2 (Y2 spring)

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

Year 3 | Semester 3 (Y3 spring)

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

Postprofessional OTD

Eligibility Requirements

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

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

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

Admissions will be determined based on the following criteria:

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

Curriculum Requirements

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

Semester 1 (fall) | 11 credits

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

Semester 2 (spring) | 10 credits

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

Semester 3 (summer) | 9 credits

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

Courses